

Environmental Science Knowledge of NGC Members and Non-NGC Members of Secondary Level

¹V. Gnanaselvi, ²Dr. A. Edward William Benjamin

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¹Part-Time Research Scholar, Dept. of Education, Bharathidasan University, Tiruchirappalli.

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²Research Supervisor Dept. of Education, Bharathidasan University, Tiruchirappalli.

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ABSTRACT

This study has brought to light that there is relationship between NGC members and Non- members in their Environmental knowledge. The findings of the study reveal that NGC members have more environmental knowledge than the Non-members. In order to enhance the environmental knowledge among students, teachers should encourage the students to be members in any one of group related to environment.

Keywords: Environment, Environmental knowledge, Environmental NGC member, Non-NGC member.

INTRODUCTION

Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

The present study is a descriptive study of the Environmental Knowledge of NGCmembersand Non-NGC members of High School Students. Environmental consciousness is not a new concept of Indians, which is evident from the accents of rulers, historians, visitors, rock and pillar edicts, etc., Environment is a broad term, which means the surroundings that influence the development and growth of mankind. This environment covers all important facets of life – the physical, chemical, biological, social and economic making awareness among our population on his important aspect is the prime requirement of the day.

SIGNIFICANCE OF THE STUDY

The whole humanity is facing an unprecedented situation with respect to the global conditions of environmental degradations. So, the knowledge and study of environmental problems is properly a subject of general education. Study of environmental knowledge has become necessary for one and all.

At the secondary level, as the children move up in the educational ladder, they should be introduced to increase knowledge about real life situations and should be provided with adequate opportunities for environmental action.

REVIEW OF RELATED STUDIES

Behura and Dhir (2015) Attitude of Community Members Towards Environmental Education at Primary Stage
This present study attempts to explicatethe attitude of community members towards environmental education at primaryschools who are closely related to all environmental education programmes of theinstitution carried on by the school authorities from time to time as they are themembers of school Education Committee. Hence, it is needed to find out the extentto which the community members show favourable attitude towards environmentaleducation and to find out the difference between male and female members, urbanand rural community members with a view to assessing their attitudes towardsenvironment education at primary level.

Rakotomamonjy, et.al. (2015) The effects of environmental education onchildren's and parents' knowledge and attitudes towards lemurs in ruralMadagascar. Environmental education is widely used to increase awareness ofconservation issues. There was very low awareness of thelaw protecting lemurs. Attitudes towards lemurs varied between species; with theaye-aye (considered scary) and the eastern lesser bamboo lemur (considered a pest)being less preferred. Children in villages who received environmental educationhad higher knowledge

about lemurs and more positive attitudes than children in the villages not exposed to the environmental education.

DEFINITION OF KEY TERMS

Environment Science: The branch of science concerned with the physical, chemical, and biological conditions of the environment and their effect on organisms.

Environmental Knowledge: The best part of our knowledge is that which teaches us where knowledge leaves off and ignorance begins.

Environmental NGC Members: NGC means National Green Corps. The students who registered their names in NGC are called as NGC members.

Environmental Non-Members: The students those who have not registered their names in NGC are called as Non-members.

OBJECTIVES

Following are the objectives of present investigation.

1. To study the level of Environmental Knowledge of NGC and Non-NGC members of secondary level students.
2. To study the difference, if any, between of NGC members and Non-NGC members reference Environmental knowledge in relation to their
 - Gender
 - Locality

HYPOTHESES

1. There is no significant difference in environmental knowledge between NGC members and non-members.
2. There is no significant mean difference between Male/Female NGC members in their environmental knowledge.
3. There is no significant mean difference between rural and urban NGC members in their environmental knowledge.
4. There is no significant mean difference between Male/Female Non-NGC members in their environmental knowledge.
5. There is no significant mean difference between rural and urban Non-NGC members in their environmental knowledge.

METHODOLOGY

To achieve the objective of the study, normative survey method was found to be the best suited method.

In this study both descriptive and differential analysis were employed. The mean and Standard Deviation for the scores of Environmental Knowledge of NGC members and non-members were calculated.

t value is calculated using the following formulae

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

SAMPLE

The population of the study consisted of students of both sexes of class IX studying in Pondicherry. 12 schools formed the sample for the study. According to their locality, boys, girls and co-education schools were selected for the study. The selection of the sample was made regarding the NGC members and Non-members. Equal number of students from each group was selected. The total number of students was 300. Among this 150 students were NGC members and the other 150 students were Non NGC members.

TOOLS

The tool used in the present study is;

a. Environmental Knowledge

The investigator has made use of the tool constructed and standardized by Jennifer Campbell Bradley.

b. Environmental Knowledge Test

The Environmental Knowledge Test consists of 30 multiple-choice items with four possible choices but only one correct answer. A student obtained a single Knowledge score based on the number of questions answered correctly with a minimum score of 0 and a maximum score of 30.

DATA ANALYSIS

HYPOTHESIS: 1

There is no significant difference in environmental knowledge between NGC members and non-members.

Table No: 1.1

The following table shows the number(N) of NGC members and Non-members, their mean value (\bar{X}), standard deviation (S.D), calculated 't'- value of Environmental knowledge score obtained by them.

S.No	Group	N	\bar{X}	S.D	t value	Level Of Significance
1.	Members	150	14.17	3.4	5.58	S
2.	Non-members	150	11.88	3.7		

The obtained t-value 5.58 is more than the table value of 1.96 at 0.05 significance level. Hence the null Hypothesis is rejected. This implies that, there is significant difference in environmental knowledge between NGC members and Non-NGC members.

HYPOTHESIS: 2

There is no significant difference between male and female NGC members in their environmental knowledge.

Table No: 1.2

The following table shows the number(N) of male and female NGC members, their mean value (\bar{X}), standard deviation (S.D), calculated 't'- value of Environmental knowledge score obtained by them.

S.No	Group	N	\bar{X}	S.D	t value	Level Of Significance
1.	Male	84	14.73	3.69	1.3	NS
2.	Female	66	13.53	2.99		

The obtained t-value 1.3 is less than the table value of 1.96 at 0.05 significance level. Hence the null Hypothesis is accepted. This implies that, there is no significant mean difference between male and female NGC members in their environmental knowledge.

HYPOTHESIS: 3

There is no significant difference between Rural and Urban student NGC members in their environmental knowledge.

Table No: 1.3

The following table shows the number(N) of Rural and Urban student NGC members, their mean value (\bar{X}), standard deviation (S.D), calculated 't'- value of Environmental knowledge score obtained by them.

S.No	Group	N	\bar{X}	S.D	t value	Level Of Significance
1.	Rural	99	12.68	2.72	4.08	S
2.	Urban	51	15.01	3.57		

The obtained t-value 4.08 is more than the table value of 1.96 at 0.05 significance level. Hence the null Hypothesis is rejected. This implies that, there is significant mean difference between Rural and Urban student NGC members in their environmental knowledge.

HYPOTHESIS: 4

There is no significant mean difference between Male and Female Non-NGC members in environmental knowledge.

Table No: 1.4

The following table shows the number (N) of Male and Female Non-NGC members, their mean value (\bar{X}), standard deviation (S.D), calculated t'- value of Environmental Knowledge score obtained by them.

S.No	Group	N	\bar{X}	S.D	t value	Level Of Significance
1.	Male	75	12.32	4.16	1.4	NS
2.	Female	75	11.47	3.11		

The obtained t-value 1.4 is less than the table value of 1.96 at 0.05 significance level. The null Hypothesis is accepted. This implies that, there is no significant mean difference between Male and Female Non-NGC members in their environmental knowledge.

HYPOTHESIS: 5

There is no significant difference between Rural and Urban student Non-NGC members in their environmental knowledge.

Table No: 1.5

The following table shows the number(N) of Rural and Urban student Non-NGC members, their mean value (\bar{X}), standard deviation (S.D), calculated 't'- value of Environmental knowledge score obtained by them.

S.No	Group	N	\bar{X}	S.D	t value	Level Of Significance
1.	Rural	97	10	2.95	4.99	S
2.	Urban	53	12.92	3.65		

The obtained t-value 4.99 is more than the table value of 1.96 at 0.05 significance level. Hence the null Hypothesis is rejected. This implies that, there is significant mean difference between Rural and Urban student Non-NGC members in their environmental knowledge.

CONCLUSIONS

This study has brought to light that there is relationship between NGC member and Non-members in their Environmental Knowledge. The findings of the study reveal that NGC members have more environmental knowledge than the Non-members. In order to enhance the environmental knowledge among students, teachers should encourage the students to be members in any one of group related to environment.

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