

A Study on Attitude and Awareness towards Environmental Education of Sanskriti University Students

Dr. Rajshree

Associate Professor School of Education Sanskriti University, Mathura

rajshree.soe@sanskriti.edu.in

Abstract

Environment and the living beings are two dynamic and complex segments of nature. Environment directs the life of the life forms including human beings. Dynamic learning is important for the improvement of science and environmental issues since it can in a roundabout way address the social and environmental issues just as environmental effects including the environmental results of human conduct. Environmental awareness among understudies is exceedingly impacted by their experience, information, attitude and affectability towards the environment. The objectives of this examination are to distinguish level of learning on environmental proficiency and attitude towards environmental issues that are happening in our nation.

Introduction

Awareness towards basic issues in environment has increased much consideration around the world. Numerous discussions and dialog have been done either locally or globally to locate the best arrangement or way to deal with take care of environmental problem. With respect to a creating nation like India, advancement is as yet advancing quickly particularly in technology and industries. Despite the fact that environmental maintainability is featured in numerous policies and regulations, yet the correct qualities towards the environment are constantly disregarded with regards to activities.

Environmental corruption has developed as a significant issue on the planet today. Human factor is the biggest supporter of the environmental corruption which may present genuine threats to continue life on earth. In this manner, there is a critical need to give genuine consideration towards securing life on earth. As teacher and teacher instructor, it is our prime obligation to take measures to conquer this problem. UNESCO (2005) underlines the job of training in forming attitudes, qualities, and conduct, while building up the limits, abilities, and responsibilities required for structure a maintainable future.

The environment is a pointer of national health. We use the environmental assets to serve the human welfare. The misuse of the environment may bring about shortage in accessibility of assets. Shortage of assets creates Unhealthy natives. An attitude is an inclination, conclusion and movement towards environment. Environment attitude means how kids and feeling, acting and giving assessment their environment. It is the obligation of the understudy create inspirational attitude towards environment. The learning of environment creates better attitude towards environment where they are living. The understudies ought to create environment benevolent

attitude and work on during their lifetime. So, it is fundamental to evaluate the environment attitude among the younger students.

Environmental awareness is characterized as knowing about environmental problems and arrangements. Attitude considers the contrasts between the meanings of mental and sociological. Likewise, mental meaning of attitude distinguishes as conduct. In any case, sociological meaning of attitude means expectation to act. Reactions to the anticipation or decrease of environmental problems with this awareness involve environmental attitudes. As indicated by this, environmental awareness assumes a significant job in forming people attitudes.

The job of environmental training beginning from the preschool time frame and stretching out up to the advanced education level is significant for raising environmental awareness and attitude. Preparing on environmental issues has picked up significance in the increase of environmental attitudes, particularly at the college level. For example, adding to reusing propensities in day-by-day life is viewed as significant in scholastic life. In any case, it is suggested that social, monetary and political arrangements are required together with training. There can be contrasts in attitude towards the environment and these are impacted by components, for example, instructive status, age, culture and environmental structure. Also, gender, level of instruction, salary and living in provincial focuses can be different elements influencing environmental awareness and attitudes. Numerous examinations on environmental awareness and attitudes have been led by researchers from various expert controls

ENVIRONMENT EDUCATION AS A TOOL FOR ENVIRONMENTAL MANAGEMENT

A definitive point of training is forming human conduct. Social orders' all through the world built up instructive framework so as to create natives who will carry on in alluring ways. In training, a portion of the ideal practices are strongly characterized for example aptitudes helpful in reading and arithmetic. Other wanted practices are increasingly unpredictable for example successful consumerism, productive employment, responsible citizenship.

Because of the heap environmental difficulties, United Nations Conference on the Human Environment held in Stockholm in 1972 asked all nations of the world to join EE in their educational programs at all levels of training. The essential objective was to engage the total populace to keep up and upgrade environmental quality. One of the key explicit objectives was that EE ought to furnish people and social gatherings with a chance to be effectively required at all levels progressing in the direction of the goals of environmental problems (UNESCO-UNEP, 1985). Environmental awareness, attitude and investment are key components of manageable environmental conduct.

Traditional thinking has been that we can change conduct by making human beings progressively knowledgeable about environmental and related issues. This has to a great extent been connected to suspicion that, in the event that we make human beings increasingly knowledgeable, they will thusly turn out to be progressively mindful of the environment and its problems, and along these lines be increasingly persuaded to act toward the environment in

increasingly responsible ways. This hypothesis has connected learning to attitudes and attitudes to conduct.

OBJECTIVES OF ENVIRONMENT EDUCATION

To conquer problems rising with unsustainability, instruction and instructive participation has been seen as a significant factor. An overall activity plan, in particular Agenda 21 acknowledged at the Earth Summit in 1992 recommended that training is basic for advancing manageable advancement and improving the limit of human beings to address manageability issues. A later report, the World Summit on Sustainable Development (WSSD) in Johannesburg additionally brings up the significance of instruction to meet the fundamental needs of all including the who and what is to come. These announcements featuring the significant job of instruction as a key component for manageability additionally prescribed reorientation of training towards the necessities of reasonable advancement. In this perspective, it has been upheld that considering manageability issues in advanced education division is a need to construct feasible social orders. A definitive goal of EE is gone for engaging residents to take an interest in environmental protection. It is gone for displaying environmental conduct by creating awareness, attitude, creating aptitudes and creating opportunity and limit with regards to cooperation in environmental protection. A creator looks at the commitments that mental research has made and may make to understanding the human conduct and environment. He depicted the job of social and conduct science in a global-change research motivation as improving comprehension of how human frameworks produce the proximate causes, how changes in human frameworks may change the rate at which individuals adjust the environment, how individuals see changes in the global environment, how individuals react to the expectation of global environmental change and are influenced by experienced change, and how changes in human frameworks may make individuals less defenceless with the impacts of global environmental change.

Methodology

Research method

The present investigation has been finished by the descriptive overview strategy, which determines the present status of the subject utilized in the examination as far as condition rehearses, convictions, attitude and so on.

Tools

In the present examination, environmental awareness scale is utilized for the accumulation of data. It is the advancement of environmental awareness means to comprehend the environmental problems and to create basic thinking and problem unravelling aptitudes in the general population. The researcher created poll of 45 inquiries in which three kinds of inquiries are incorporated. These are of Likert type (4-Point), understanding sort and various decision questions.

Sample size

The haphazardly chosen samples incorporate 200 individual's students. The chose sample incorporates 100 male and 100 female students. The arbitrarily chosen samples incorporate people groups of age running from 18 years to 30 years. The overview was directed by the

researcher himself by entryway to entryway visit in both rural and urban area of Sanskriti University, Mathura.

5. Analysis of data

Table 1: Descriptive statistics of male and female students

Gender	Mean	Median	Mode	Std. Dev.	Skewness	Kurtosis
Male	65.04	66.25	64.37	8.782	0.65	-0.17
Female	70.21	70	68.75	8.919	-1.09	4.13

The mean, median, mode and standard deviation of male students are 68.04, 66.25, 64.37 and 8.782 individually and those of female students are 70.21, 70, 68.75 and 8.919 separately. On contrasting the above scores unmistakably in environmental awareness, females are superior to that of males.

The skewness of scores of males and females are 0.65 and - 1.09 individually. The negative skewness (sk=-1.09) of females in contrast with that of males (sk=0.65) demonstrates that huge number of females are over the average and for this situation likewise female is better than the males.

Discussion

After the examination of the above outcomes unmistakably in environmental awareness, females of Sanskriti University are superior to that of the males of Sanskriti University. In different terms, we can say that females of Sanskriti University are increasingly mindful of the environmental security in contrast with that of the males.

Conclusion

Attitude towards environment can be supported in the university environment through curricular and co-curricular exercises. Sanskriti Universities are offering significance to the environmental attitudes. Environmental attitude ought to be created in the youthful personalities of understudies during the earlier years of study. With the goal that universities can grow Eco-friendly native in future.

Suggestions in this research is important to consider the research on models of learning and awareness of understudies' attitudes towards understudy achievement refined environment at the level of a Secondary school proportionate and further research because of environmental instruction in schools, training in the home environment, and environmental training in networks with variable accomplishment of understudies in refined environment.

References

1. Ahmad, Bilal H, Balkhi, M & Wani, Manan & Nusrat & Tiku, Anish & Ganai, Bashir & Sidiq, Tahira. (2016). ENVIRONMENTAL AWARENESS AMONG COLLEGE STUDENTS OF KASHMIR VALLEY IN THE STATE OF JAMMU AND KASHMIR AND THEIR ATTITUDE TOWARDS ENVIRONMENTAL EDUCATION. 4. pp. 2347-442420.

2. Arul Selvi, V.(2015). Attitude towards Environment and Environmental Awareness of Higher Secondary Students, *Research and Reflections on Education*, 3(3).
3. Aminrad, Z., Zakariya, S.Z.B.S., Hadi, A.S. & Sakari, M. (2013). "Relationship Between Awareness, Knowledge and Attitudes Towards Environmental Education Among Secondary School Students in Malaysia", *World Applied Sciences Journal*, 22(9), pp. 1326-1333.
4. Aminrad, Z., Zakaria, S.Z.B.S. & Hadi, A.S. (2011), "Influence of Age and Level of Education on Environmental Awareness and Attitude: Case Study on Iranian Students in Malaysian Universities", *the Social Sciences*, 6(1), pp. 15-19.
5. Aydin, F. (2010), "Geography Teacher Candidates' Views about Environment Problems and Environment Education (Gazi University Case)", *International Online Journal of Educational Sciences*, 2(3), pp. 818-839.
6. Ernesto, A. (2010). Environmental education course development for pre service secondary school science teacher in the republic of Korea, *The Journal of Environmental Education*, 31(4). pp.11-18. Retrieved on 11, March 2016 from <http://iseijournals.com/ijese.2015.230aiana.edu/vol13/issue1/boyd.ellison.html>
7. Jeyadevi, J. & Malarvizhi, M. (2016). Attitude Towards Recycling: A Survey of High School Students in Coimbatore District, Tamilnadu, India, *Research and Reflections on Education*, 14(1).
8. Kaur, D. (2016). Study of Environment Awareness Education and Legislation Progress of Education. Vol.71, pp. 18-26.
9. Kaur, Kamaljit (2019), "A Study on Attitude and Awareness among the Students towards Environmental Education", *Journal of Advances and Scholarly Researches in Allied Education*, Vol. 16/6, pp 1171-74.
10. Panth M. K., Verma P. and Gupta M. (2015). 'The role of attitude in environmental awareness of undergraduate students. *International journal of research in Humanities and social studies*. Vol.2 (7) pp. 55-62.
11. Yousif A. and Bhuttia S. (2012). Secondary school attitude towards environmental issues in Karachi Pakistan. *International Journal of Scientific & engineering Research*", Vol 3(7).