

## ENVIRONMENTAL ATTITUDE: A STUDY AMONG MIDDLE SCHOOL STUDENTS

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### Abstract

*This research was conducted to investigate the Environmental Attitude among Middle School Students. 100eighth grade students were the sample of study and they were selected through stratified random sampling method from the schools of Kanyakumari District of Tamilnadu state. For collecting data, a self prepared tool of Environmental Attitude Scale (EAS) was used by researcher, and then analysis of data was done by t-test. The study reveals that 27% middle school students have high level of environmental attitude, 50% of students possess average level of environmental attitude and 23% possess low level of environmental attitude. There is no significant difference in environmental attitude among middle school students with respect to gender and type of management. There is significant difference in environmental attitude among middle school students with respect to locale of the institution and students' residence.*

**Key words:** *Environment, Environmental Attitude Scale, Middle School Students.*

### Introduction

Environmental problems have become globalized and have reached the point where they present a warning to life on Earth. This situation has led to the review of people's interaction with nature, their attitudes and behaviors towards the environment. Attitude plays a major part in determining a person's behavior. This is because attitude affects the way people observe and act towards people, objects or events that they come across. According to Bradley et al. (1999), the most important factor that affects individual behaviour is attitude. Environmental attitude can be defined as "learned tendencies in the form of consistent behaviours against environment either positive or negative" (Perlstring, 1997). Kagitcibasi (1998) says that attitudes are not only tendencies or feelings but a combination of thinking, feelings and attitude. In fact, the need of the hour demands an inner urge in every individual that can bring about an attitudinal change among them to think and act aptly to save the fading environment. Therefore, this paper discussed the Environmental Attitude among Middle School Students.

### Review of Related Literature

Eilam, E & Trop, T. (2012) study reveals that: (a) About 90% of the teachers had favourable environmental attitudes; (b) About 86% of the respondents practiced desirable environmental behaviour (c) Gender and year of student were not significant influences on teachers' attitudes and behaviour; (d) Area of specialization significantly influenced teachers' attitudes and practices concerning environmental issues; (e) Teachers' environmental attitudes were positively and significantly related to their environmental

practices. Sarjou, et al. (2012) made a study on the attitudes towards science and technology, school science and environmental issues among the middle school students. The results of this research provide important information about Iranian students' attitude towards science and could be used by science educators to development of science curricula and science text books. Kose, et al. (2011) tried to explore undergraduate students' attitudes towards environment at the end of the course material "Environment, Human, and Society". To achieve this aim, environmental attitudes of university students were examined according to the gender and faculty type factors. It was concluded that undergraduate students had positive attitudes toward the environment as regard to their gender and faculty types. It also made clear that female students were more sensitive toward environment than male students. Lahiri (2011) conducted a study on teacher trainees to assess the relationship of responsible environmental behaviour (REB) with environmental attitude (EA) and scientific attitude (SA). The result showed that there was a low correlation between EA and REB of pupil teachers but a significant correlation existed between REB and SA. The study suggested redesigning the activities involved in teachers' training courses.

### Objectives

- To study the level of environmental attitude among middle school students.
- To find out whether there is any significant difference in environmental attitude among middle school students with respect to
  1. Gender
  2. Locale of students' residence
  3. Locale of the institution and
  4. Type of management.

### Hypotheses

1. There is no significant difference in environmental attitude of male and female middle school students with respect to their gender.
2. There is no significant difference in environmental attitude of rural and urban middle school students with respect to locale of students' residence.
3. There is no significant difference in environmental attitude of rural and urban middle school students with respect to locale of institution.
4. There is no significant difference in environmental attitude of aided and private middle school students with respect to type of management.

### Methodology

**Sample:** For this present study the survey type descriptive research method was adopted. 100 eighth grade students from the schools of Kanyakumari District of Tamilnadu state were selected. They were selected through stratified random sampling technique.

**Tool:** For measuring the level of environmental attitude, a self-prepared tool, of Environmental Attitude Scale (EAS) was used by the researcher which was standardized.

**Statistical Techniques:** Researcher used t-test for analysis of data.

## Results

Table 1 showing the level of environmental attitude among middle school students

**Level of environmental attitude among middle school students**

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Environmental attitude	23	23	50	50	27	27

On the basis of observation of above Table it is inferred that 27% have high level of environmental attitude. 50% possess average level of environmental attitude. 23% possess low level of environmental attitude. Most of the students possess average level of environmental attitude. We can infer that there is average level of environmental attitude among middle school students.

**Table 2 Mean, Standard Deviation and 't' value of male and female middle school students**

Gender	N	Mean	SD	t - value	Remarks at 0.05 level
Male	12	302	19.03	1.43	NS**
Female	88	315	29.73		

*\*\*Not Significant at 0.05 level*

From the above table it is clear that the calculated mean values of male and female middle school students were 302 and 315 and the corresponding standard deviation values are 19.03 and 29.73 respectively. The obtained t-value 1.43 is less than the table value 1.96 which is not significant at 0.05 level. Hence the null hypothesis, "there is no significant difference in environmental attitude of male and female middle school students with respect to their gender" is accepted.

**Table 3 Mean, Standard Deviation and 't' value of urban and rural middle school students with respect to their locale of students' residence.**

Locality of the student	N	Mean	SD	t - value	Remarks at 0.05 level
Rural	34	327.5	27.30	3.81	S**
Urban	66	305.7	26.97		

*\*\* Significant at 0.05 level*

From the above table it is clear that the calculated mean values of rural and urban middle school students were 327.5 and 305.7 and the corresponding standard deviation

values are 27.30 and 26.97 respectively. The obtained t-value 3.81 is greater than the table value 1.96 which is significant at 0.05 level. Hence the null hypothesis, “there is no significant difference in environmental attitude of rural and urban middle school students with respect to locale of students’ residence” is rejected.

**Table 4 Mean, Standard Deviation and ‘t’ value of urban and rural middle school students with respect to their locale of institution.**

Locality of Institution	N	Mean	SD	t - value	Remarks at 0.05 level
Rural	52	318.63	28.18	2.02	S**
Urban	48	307.13	28.71		

**\*\* Significant at 0.05 level**

From the above table it is clear that the calculated mean values of rural and urban middle school students were 318.63 and 307.13 and the corresponding standard deviation values are 28.18 and 28.71 respectively. The obtained t-value 2.02 is greater than the table value 1.96 which is significant at 0.05 level. Hence the null hypothesis, “there is no significant difference in environmental attitude of rural and urban middle school students with respect to locale of institution” is rejected.

**Table 5 Mean, Standard Deviation and ‘t’ value of aided and private middle school students with respect to their type of management.**

Type of management	N	Mean	SD	t - value	Remarks at 0.05 level
Aided	26	319.86	24.06	1.39	NS**
Private	74	310.74	30.18		

**\*\*Not Significant at 0.05 level**

From the above table it is clear that the calculated mean values of aided and private middle school students were 319.86 and 310.74 and the corresponding standard deviation values are 24.06 and 30.18 respectively. The obtained t-value 1.39 is less than the table value 1.96 which is not significant at 0.05 level. Hence the null hypothesis, “there is no significant difference in environmental attitude of aided and private middle school students with respect to type of management” is accepted.

### Conclusion

This study conclude that 27% middle school students have high level of environmental attitude, 50% possess average level of environmental attitude and 23% possess low level of environmental attitude. There is no significant difference in environmental attitude among middle school students with respect to gender and type of management. There is significant difference in environmental attitude among middle school students with respect to locale of students’ residence and institution. This study also reveals that the locale of students M and institution have positive attitude towards environment and this may be due their environmental related activities provided by the

institution. In conclusion, with increasing student's environmental attitude, they increase their environmental activities.

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