

# ENVIRONMENTAL AWARENESS AMONG TRIBAL AND NON-TRIBAL SECONDARY SCHOOL STUDENTS

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## ABSTRACT

Environmental Awareness means to help social groups and individuals to acquire an awareness of and sensitivity to the total environment and its allied problems. Keeping the environmental concerns in view, the investigator undertook the study on a sample of 302 tribal and 277 non-tribal secondary school students from the two districts namely Punch and Leh in Jammu and Kashmir. The data was collected by administering the Environmental Awareness Ability Measure (EAAM) and was analyzed through SPSS-21 in accordance with the manual of the Scale. The findings of the present study reveal that the non-tribal secondary school students have more environmental awareness than their tribal counterparts. The mean scores of tribal and non-tribal secondary school students with respect to environmental awareness are found to be 31.00 and 37.16 with standard deviations 7.15 and 3.66 respectively. The obtained 't' value between the two groups comes out to be 12.88 which is more than the table value i.e. 2.581 at 0.01 level of significance. It reveals that the environmental awareness between tribal and non-tribal secondary school students is significant at 0.01 levels. It means that there is a significant difference between both the groups. It also revealed that non-tribal secondary school students have more environmental awareness than the tribal secondary school students. Hence, the null hypothesis, "There is no significant difference between tribal and non-tribal secondary school students with respect to environmental awareness" is rejected.

**KEYWORDS:** Environmental Awareness, Tribal, Non-Tribal.

## INTRODUCTION

In the world, India has the largest population of tribal people numbering more than 104 million (census report 2011). They make up 8.61% of the total population of India. They cover 5% of the area. On the basis of evolution of the society and

role of the state, Elman in 1971 classified societies into four categories: Tribal, Non-tribal, Gatherer hunter, Stratified tribal. In 1975, Morton in his study under the title, "The Notion of the Tribe" accomplished that tribes are characterized by fluid boundaries and heterogeneity.

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According to Majumdar (1983), "A tribe is a collection of families bearing a common name, members of which occupy the same territory, speak the same language and observe certain taboos regarding marriage, profession and occupation, and have developed a well assessed system of reciprocity and mutability of obligation." The very nature of the tribe has undergone changes significantly over the course of time, but certain uniqueness has remained.

Education has constantly been bearing the responsibility of transforming knowledge depot and propagating the principles and ideologies and that is why it has been recognized as a way to sponsor environmental awareness in the public. Education is necessary to generate extensive awareness on environmental problems that are faced by this inhibited globe.

The growing realization, that the existence of human race is itself in danger due to environmental degradation and that to ensure the survival of human race, it is necessary to educate people about the environment so that the harnessing of gains from the environment may be balanced to reduce its repercussion. This has led to the expansion of worldwide notion of environmental education. Devoid of appropriate education, hard work done by print and electronic media and supplementary association analysis forms an action chain that does not move smoothly and effectively.

Man is the center of environment and hence the final use of environment lies on him. The proper approach and knowledge, skills and right type of evaluation capability can be developed in favor of guard of environment only through an environmental approach in the educational system. Education also equips the prospect age group with the necessary information of the total environment - natural and social, the problems associated with it and the necessary skills for solving these in a positive and sustainable way. India has a profound participation in the

protection of environment, and environmental ethics were intrinsic in every ceremony or cultural activities. The ancient education system of India overvalued in a natural environment and the students (shisyas) were educated in entirely natural surroundings. The Basic Education (1937) of Mohan Das Karam Chand Gandhi was, possibly the initial grave effort at connecting education in schools to neighborhood environmental needs. Today environmental organization is a global fear and therefore it becomes a vital requirement to put up a global set-up for conservation and protection of environment. Education can engage in recreating a vital role in establishing such type of networking relation.

The uselessness of education lies on the appropriate use of environment i.e. education should give such kind of knowledge and training which will assist the person to interact with the environment in a sensible way. Recognizing the vital role of education in environmental action, the UNESCO has been initiating a number of educational activities in the member states under the banner of International Environmental Education Programme (IEEP). Environmental education was a new start in the international educational area to provide consideration for the environment.

## **OBJECTIVES**

- To study environmental awareness among tribal and non-tribal secondary school students.
- To find the significant difference between tribal and non-tribal secondary school students with respect to environmental awareness.

## **HYPOTHESIS**

- There is no significant difference between tribal and non-tribal secondary school students with respect to environmental awareness.

### SAMPLE

302 boy and 277 girl secondary school students have been randomly selected for the study from the two districts namely Punch and Leh in Jammu and Kashmir.

### PROCEDURE FOR DATA COLLECTION

The tools were administered to the sample participants after the due consent from the concerned principals of the sample senior secondary schools.

### RESULTS

#### Environmental Awareness Among Tribal And Non-Tribal Secondary School Students

To determine the level of environmental awareness of the sampled participants, the investigator made use of frequency and percentage as per the manual of the scale. The results of the study are mentioned in Table 1.

Table 1.Level of Environmental Awareness among Tribal and Non-Tribal Secondary School Students

Levels	Range	Tribal Secondary School Students		Non-Tribal Secondary School Students	
		Frequency	Percentage	Frequency	Percentage
High	37-51	68	22.51	176	63.54
Average	16-36	234	77.49	101	36.46
Low	0-15	0	0	0	0

To study the level of environmental awareness of the sample participants, the investigator used Environmental Awareness Ability Measure developed by Praveen Kumar Jha which is a standardized scale that seeks information about the five dimensions of environment namely causes of pollution, conservation of soil, forest, air etc., energy conservation, conservation of human health and conservation of wild life and animal husbandry.

Analysis of the data collected by the above mentioned scale was done according to the manual of the scale and is presented in the table.

It is observed from Table 1 that 77.49% of sampled population has average environmental

awareness, 22.51% have high environmental awareness and none of the students has low environmental awareness among tribal secondary school students. However, 63.54% of the sampled population has high environmental awareness, about 36.46% have average level of environmental awareness and none of the students has low environmental awareness among non-tribal secondary school students.

While making the comparison, it has been found that majority of the non-tribal secondary school students have high level of environmental awareness as compared to tribal secondary school students. Moreover, it has been found that most of the tribal secondary students have average level of environmental awareness.

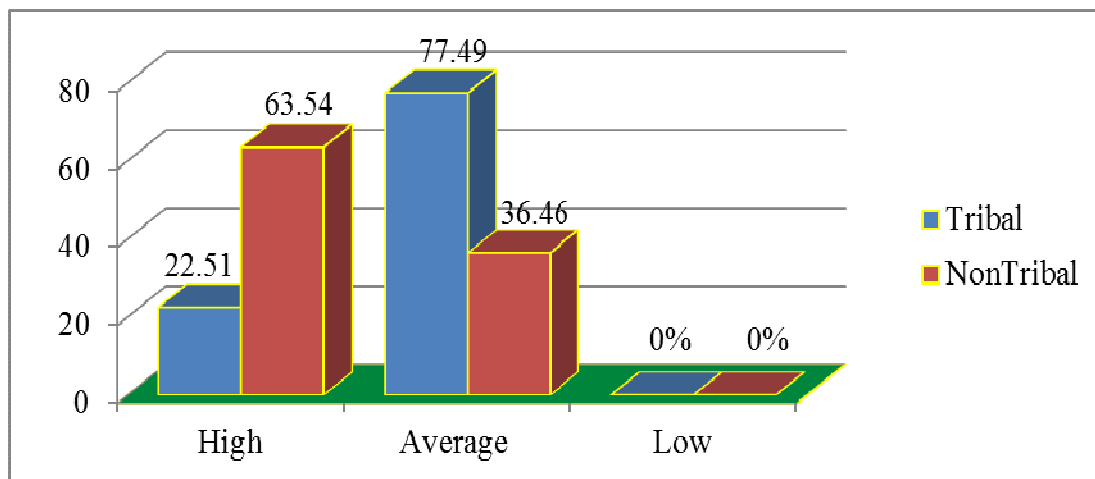


Figure 1. Level of Environmental Awareness among Tribal and Non-Tribal Secondary School Students

**SIGNIFICANT DIFFERENCE BETWEEN TRIBAL AND NON-TRIBAL SECONDARY SCHOOL STUDENTS WITH RESPECT TO ENVIRONMENTAL AWARENESS**

Table 2. Mean Score Comparison between Tribal and Non-Tribal Secondary School Students with respect to Environmental Awareness

Testing Variable	Group	N	Mean	Std. D.	df	t	Sig.
Environmental Awareness	Tribal	302	31.00	7.15	577	12.88	0.00**
	Non-Tribal	277	37.16	3.66			

\*\*Significant at 0.01 level

From Table 2, it is evident that the mean scores of tribal and non-tribal secondary school students with respect to environmental awareness are found to be 31.00 and 37.16 with standard deviations 7.15 and 3.66 respectively. The obtained 't' value between the two groups comes out to be 12.88 which is more than the table value i.e. 2.581 at 0.01 level of significance. It reveals that the environmental awareness between tribal and non-tribal secondary school

students is significant at 0.01 levels. It means that there is significant difference in both the groups. It also revealed that non-tribal secondary school students have more environmental awareness than the tribal secondary school students. Hence, the null hypothesis, "There is no significant difference between tribal and non-tribal secondary school students with respect to environmental awareness" is rejected.

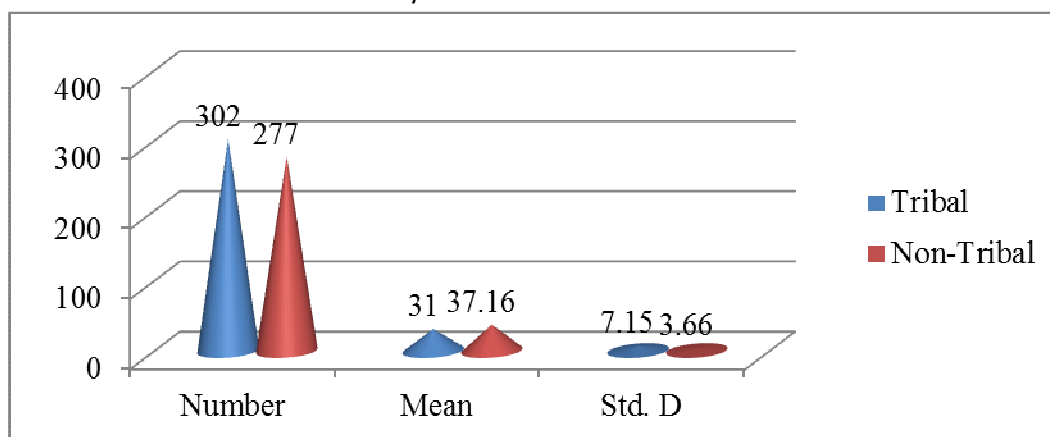


Figure 2. Mean Score Comparison between Tribal and Non-Tribal Secondary School Students

## CONCLUSION

From the study, it can be concluded that the level of environmental awareness with regard to the physical environment vary to some extent across tribal and non-tribal secondary school students in Jammu and Kashmir. It has been found that the non-tribal secondary school students have more environmental awareness than their tribal counterparts. In the present study, it is revealed that only 22.51% and 77.49% of the tribal secondary school students have high and average levels of environmental awareness respectively. In case of non-tribal secondary school students, 63.54% and 36.46% of the non-tribal secondary school students have high and average levels of environmental awareness respectively. None of the sampled participants from both tribal and non-tribal secondary school students have low level of environmental awareness.

For Environmental Awareness, understanding the environmentalist movement is obligatory. Conservationism is a philosophy that evokes the need and duty of humans to protect and preserve the natural world from its anthropogenic afflictions. Environmental awareness is an essential ingredient of the movement's accomplishment. By teaching the students that ecological balance is delicate and necessary, we can start setting up the problems that intimidate it. From the present study, it is evident that the level of environmental awareness among tribal and non-tribal secondary school students is mostly average and above average respectively.

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