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A STUDY ON THE IMPACT OF ENVIRONMENTAL EDUCATION AT PRIMARY LEVEL STUDENTS AND ENVIRONMENTAL AWARENESS PROGRAMMES CONDUCTED BY TEACHER IN PRIMARY SCHOOL WITH SPECIAL REFERENCE TO SIVASAGAR DISTRICT, ASSAM

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Anil Konwar: A STUDY ON THE IMPACT OF ENVIRONMENTAL EDUCATION AT PRIMARY LEVEL STUDENTS AND ENVIRONMENTAL AWARENESS PROGRAMMES CONDUCTED BY TEACHER IN PRIMARY SCHOOL WITH SPECIAL REFERENCE TO SIVASAGAR DISTRICT, ASSAM-- PalArch's Journal Of Archaeology Of Egypt/Egyptology 17(9). ISSN 1567-214x

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ABSTRACT

Environmental education is a major part of the curriculum that helps in developing a deeper understanding of environmental issues. The main objectives of the study was to learning abilities, knowledge and skills of students from environmental education and to study the awareness programmes conducted by teachers to create the awareness among the primary level students. Descriptive research method was used for the study. The sample consisted of the study 50 teachers and 100 students of Sivsagar District and purposive sampling technique used. For the study the researcher used a self constructed questionnaire schedule. Findings of the study revealed that environmental education play the significant role at primary level students to create awareness towards the environment and also it was found that primary school teachers organized various activities both inside and outside the class to understand the environmental problems as well as strategies to solve the problems.

1. Introduction

Through our existence human beings are connected with the environment. We the human beings always interact and abide by some environmental roles or the principles. It regulates and protects our life. All the living and non living things

of our surround together in consist the environment. To live in the world all the sources like air, water, food etc we get from the environment. If there were no sustainable environment on the earth then it will be unable for human being to survive on the earth. Development of a country depends upon the environment. According to P. Gisbert “Environment is anything immediately surrounding an object and exerting a direct influence on it. If we are unable to preserves and protect natural resources than we can create environmental degradation that is occurring all around the world. Environmental degradation is the major issues that are being looked at in the whole world today. There are a lot of techniques that are being used to prevent and protect our environment. It is said that today’s children are tomorrow’s citizens. So, we can teach the children about the environment from primary education level. Because primary education is the foundation where the children can learn the basic ideas and develop their social, cognitive, cultural, emotional, physical skills according to the best of their abilities. In this regards teacher role is most important role to making the programme of environmental education successful. Teacher can deliver environmental knowledge and organize some activities in the classroom which create awareness of problems associated with environment. Environmental Education plays a very significant role in educating the children of primary school level as it helps to make them understand about the liabilities they have towards the nature or environment. The main purpose of environmental education in school curriculum is to make the whole world aware about various issues and problems that affect our nature. It always provides motivation, willingness, devotion and commitment to children as well as every individual to find out remedial solutions for all environmental issues and to prevent new issues to arise. The International Conference on Environmental Education (UNESCO, 1978) recommended that the primary categories of environmental education curriculum includes the goals and objectives of awareness, knowledge, attitudes, skills and participation related to the environmental aspects.

2. REVIEW OF RELATED LITERATURE

Syeda, S. A. (2015) conducted a study entitled as “A study of Environmental Ethics among the primary and secondary school teachers of Allahabad”. The main objective of the study was to study the relationship between environmental ethics and awareness of the primary and secondary school teachers of Allahabad. The study used descriptive field survey type of research. The sample of the study comprised of 473 teachers. For selecting the sample stratified random sampling technique was used. Descriptive and inferential statistics was used for analyzing and interpreting the data. Environmental Ethics Scale conducted and standardized by HasenTaj and Environmental Awareness Test was used as a tool for the study. The findings of the study revealed that there is a significant and positive relationship between the environmental awareness of primary as well as secondary teachers of Allahabad

Sarmah, S. (2016) conducted a study on “An analytical study of Environmental Education at the Elementary Level in Assam.” The main objectives of the study

were to analyze the curriculum, textbook of environmental education at Primary school and to study the nature of Co-curricular activities organized for environmental education at Elementary level in Assam. Questionnaire, rating scale and structured interview schedule was used as a tool for the study. The method of study was descriptive survey method and purposive sampling technique was used. The study was conducted on 200 teachers. The study revealed that the contents selected in the curriculum of environmental education at Primary level were above average level and the status of Co-curricular activities on environmental education in the Elementary school of Assam was very poor.

Saini, S. (2018) did a study on “A study of Scientific Awareness of environment of students under science faculty in relation to certain variable”. The main objective of the investigation was to study the scientific awareness of environment of college students of Central Gujarat who are belongs to science faculty only. The sample of the study consists of 2000 students. The researcher used stratified random sampling technique. A self prepared standardized questionnaire named as Environmental Scientific Awareness Test(ESAT) was used as a tool for data collection. The major findings of the study revealed that there was no significant difference of scientific awareness on environment among students in respect to gender, area in which college are located.

3. STATEMENT OF THE PROBLEM

The problem of the present study is entitled as “A study on the impact of environmental education at primary level students and environmental awareness programme conducted by teacher in primary school with special reference to Sivasagar district, Assam.”

4. OBJECTIVES OF THE STUDY

The present study had been carried out with the following objectives

1. To find out the learning abilities, knowledge and skills of the students learn from Environmental Education.
2. To study the environmental awareness programme conducted by teachers to create the awareness among the primary level students.

5. DELIMITATIONS OF THE STUDY:

- The present study is delimited with only 50 teachers and 100 primary level students of Sivasagar District, Assam.
- The presents study is delimited with only five primary school of Sivasagar District Assam.

6. METHODOLOGY OF THE STUDY

The design of the study: To fulfill the objectives researcher used descriptive method.

Population of the Study: The population for the study comprised of all the teachers and students at primary level Sivasagar district, Assam.

Sample of the Study: According to John W. Best (2008), "A sample is a small portion of the population selected for analysis." In the present study the researcher used purposive sampling. In this study the researcher used 50 teachers and 100 students of Sivasagar district, Assam.

Tools used in the Present Study: In the present study, a self constructed questionnaire schedule consists of 40 items was used by the investigator to collect information.

7. RATIONATIONAL OF THE STUDY

Environment is one of the major sources of our life. Due to the advancement of science and technology environment has changed in many ways. Over population, establishment of different industries, deforestation, extreme use of natural resources and transportation etc create an environment which is very harmful for human being as well as other organism. As a result every year human being has been suffering from various natural disaster or calamity. For the survival in this world we the human being mostly depends upon the environment and from environment we get the natural resources through which we fulfill our needs and demands. So it's our responsibility to preserve the environmental resources and leads to create an environment which helps to maintain a balance between human beings and other living organism in our environment.

As we know the primary education is the first phase of formal education which covers 6 to 14 years of age. In this age children growth and development rate is very high and reflect all the aspects like physical, mental, emotional, social and intellectual etc. At this age they can acquire the skills, knowledge or the information in an integrated way. In primary level environmental education is the major subject. With the help of environmental education we can get opportunity to the students at primary level to understand the concept of environment as well as aware about environmental problems or challenges. Environmental education is the multidisciplinary subject where the knowledge, skills and information are provided through the different way. Here the teachers play the vital role to give direct experience towards the environment with using different pedagogical methods.

There is now a general acceptance that there are a series of major global environmental problems. These are global warming; damage to the ozone layer; deforestation, particularly of the tropical rain forest; acid rain; soil erosion; desertification; the threat to endangered species of plants and animals etc. Each of these global problems are characterized by their scale and complexity, their interdependence, the threat that they pose to the planet and the fact that they require international co-operation to tackle them. There is a vital need to bring awareness amongst the people so as to help them acquire an awareness of and sensitivity to the total environment and its allied problems. (Ralte, 2013).

8. ANALYSIS AND INTERPRETATION OF THE STUDY

Environmental education is the major subject for elementary level. The content cover in environmental education at primary level helps the students to aware about the problems or challenges of environment.

Numbers of the students	Percentage
100	95%

The present study was revealed that from the textbook of environmental education 95% students are aware about the problems and challenges of environment. The concept including in the primary level like soil pollution, air pollution, flood, drought etc help the students to understand the concept as well as they learn how to mitigate these problems or challenges. To celebrates the 'WORLD ENVIRONMENTAL DAY' students are aware about the environmental problems and challenges, learn importance of environment, how to preserve and protect the natural resources etc.

From the environmental education primary level students learn about the preservation and conservation about the natural resources. Environmental education can give the opportunity among the primary level students to learn the basic ideas towards the preservation and conservation of the natural resources which are surrounding in our life.

Numbers of the students	Percentage
100	85%

85% students are respond positively that the environmental education give the opportunity to learn about the concept of preservation and conversation of natural resources as well as help to adapt some measure or strategies towards our environment.

From the environmental education primary level students are aware about the significance of tree plantation. They get the ideas about how tree plantation help to reduces environmental pollution and create a healthy environment.

Numbers of the students	Percentage
100	91%

The study was revealed that 91% students positively respond towards tree plantation. From the environmental education they learn about significance of tree plantation and how the tree plantation helps to create a healthy environment.

From the field trips and excursions they learn how to prepare innovative product from the waste materials, use of dustbin for throwing garbage, use of recycle paper and importance of cycle relies to reduce the pollution etc.

Numbers of the students	Percentage
100	87%

The study was revealed that 87% students positively respond that they learn the innovative product from the waste materials, use of dustbin, and recycle paper from the environmental education. They also said that field trips and excursions help them to get direct experience and firsthand knowledge.

- ❖ The study was revealed that out of 50 teachers, all the teachers i.e. (100%) encourage in tea plantation programme both school as well as home. They teach the students about the significance and advantages of tree plantation towards our environment.
- ❖ The study was found that out of 50 teachers, 45 (90%) teachers arrange of environmental slide show, open interviews, workshop in school and the remaining 5 (10%) teachers are found to be negatively respond towards organized these type of activities due to the lack of technological facilities. Due to the lack of infrastructure facilities they are not able to organize these types of activities.
- ❖ It was found that out of 50 teachers, all the teachers i.e. (100%) positively responds towards the discussion of environmental problems related to the subject with the students. basically they use group discussion and quiz in the classroom to discuss the environmental problems or challenges.
- ❖ The study was found that out of 50 teachers, 46(92%) teachers are having extremely positively responded that they asked their students to give solution to solve the environmental problems and 4(8%) teachers are found to be negatively responded.
- ❖ The Study was found that out of 50 teachers , 36(72%) teachers are having positively encourage your students to watch “national geography” “discovery channel” and “Animal plants and remaining 14(28%) teachers do not encourage to watch “national geography” “discovery channel” and “animal plants”.
- ❖ The study was revealed that out of the total 50 teachers, there are 43(86%) teachers encourage students to use the recycle paper and but 7(4%) teachers are having negatively responded.
- ❖ It was found that out of the total 50 teachers, there are 47(94%) teachers are positively responded that they encourage the students to prepare innovative product from waste materials and 3 (6%) teachers negatively responded.
- ❖ It was found that out of 50 teachers, all the teachers i.e. (100%) teachers teach their students to use dustbin in school or home for throwing garbage. All the teachers are having positively responded towards the using of dustbin.
- ❖ Out of 50 teachers, there are 49(98%) teachers give project related to environmental problems or challenges. Only 1(2%) teachers negatively responded.

- ❖ It was found that out of the 50 teachers, 48 (96%) teachers give any project based on life of great environmentalist and only 2(4%) teachers do not give any project related to environmental education.
- ❖ Out of the 50 teachers, all the teachers i.e. (100%) think that field trips and excursions are very important for the environmental education. They organized one time field trips per year. They agreed that field trips and excursions help the students to get the direct experience.
- ❖ It was found that out of 50 teachers, 47(94%) teachers encourage students visit the nearby slum but only 3(6%) teachers do not encourage students visit the nearby slum areas.

9. CONCLUSION

Thus we can say that Environmental education in primary level is visualized as interdisciplinary subject in which integrated different subjects as science, social science and environmental education. Primary level students can learn a number of ethics and code of conduct from environmental education. Environmental education plays a vital role to bring changes in the cognitive, affective and psychomotor behavior of the students and help to adopt new ideas about the environment which they live in. It also enable them to preserve the natural resources which helps to develop necessary skills and competencies to address the challenges, fosters attitudes, motivations, and commitments to make informed decisions and take responsible action. To create awareness among the students, teachers should organize some activities or programmes through which students are aware about the environmental problems and challenges. It will enable the students to develop their problem solving ability as well divergent thinking.

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