



ENVIRONMENTAL ETHICS AMONG SECONDARY SCHOOL STUDENTS OF KOLAR DISTRICT OF KARNATAKA STATE

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Abstract:

The Environmental Ethics is very important value to be developed among the secondary school students. To develop different strategies in order to develop Environmental Ethics among secondary school students, the present status of Environmental Ethics among the secondary school students should be understood. In this study the investigator is interested to conduct a study of Environmental Ethics among secondary school students of Kolar District of Karnataka state. The present study focused on the status of the environmental ethics among secondary school students. The investigator developed the Environmental Ethics Tool for this study. The tool contains 60 items under 4 different dimensions. Tool is administered to 200 students of different government and private secondary schools. Data is collected, analysed and interpreted by using statistical techniques.

Key Words: Environmental Ethics, Secondary School Students & Environmental Protection

Introduction:

As the result of human activities and unplanned management of the technological development, many environmental problems have increased. The population growth and industrial revolution have changed the life-style of human society. Combustion of fossil fuel leads to increase in carbon dioxide in the atmosphere and global warming. Urbanization is rapidly expanding entailing huge demands of energy and mass generation of pollutants and wastes. These developments have led to much faster degradation of environmental quality, disappearance of biodiversity and loss of some pristine habitats from this universe, threatening the very existence of human population and its future sustenance. The main hurdle in tackling the problem of environmental degradation is not only the lack of scientific knowledge but also the will to act. Under such scenario, the society needs to be educated about the importance of environment and sustainable development of ensuring a better environment for our future generations. Environmental education in this context plays a significant role in sensitizing people about the rationale use of natural resources hand hazards of environmental pollution.

Need and Importance of Environmental Protection:

Environmental protection means consciously protecting and reasonably making use of natural resources and preventing natural environment from pollution and destruction. It includes all kinds of actions taken by human in order to solve the practical or potential environmental issues, coordinate the relationship between human and environment, and ensure a sustainable economic and social development. With the growth of the population and the improvement of the living standard, the problem of environment is getting serious. People should be developed awareness to protect their environment. The environmental pollution is one of the main reasons why we should fight to protect environment. Besides, global warming is also another reason caused by the deforestation. Furthermore, warm climate change and flood also increase the opportunity of spread out pests and vector diseases. Environmental air pollution which increases the concentration of carbon dioxide that caused the formation of acid rain. Another reason is one of the side effects like global warming caused by the deforestation which increases the global temperature caused the occurrence of ice melting. Moreover, the global warming change the climate become warmer and flood encouraged the growth of the pests and vectors like malaria and dengue fever to spread the disease out to the environment which increases the level of biochemical oxygen demand.

There is only one planet earth, where human can enjoy their life. Many natural resources are not renewable, and some will take a long time to form. For example, the forests and fossil oil will take up to 2 million years to renew. Humans have to rely on the planet Earth to live, but the pollution they have caused may harm their own well-being. There are kinds of common pollution in daily life like vehicle exhaust, factory emission, and plant sewage. Particularly, that pollution is more serious in the large cities. And the people like elderly people and infants with weakened immune system are the most threatened by pollution. These environment problems have caused the extinction of some rare animals which will cause not only the destruction of the food chain and the ecological balance, but lose research value from the disappeared species gene. Therefore, the environment should be protected for a better life in future.

Environmental Ethics:

'Environmental ethics is the responsibility to understand the environmental consequences of our consumption and need to recognize our individual and social responsibility to conserve natural resources and protect the earth for future generation. Adjusting the relationship between humans and nature is one of the most fundamental issues we face and must deal with today. With the increasing deterioration of ecological systems on which human beings rely and the aggravation of the environmental crisis, human beings have realized that we cannot rely on economic and judicial methods alone to solve the problems of environmental pollution and ecological imbalances; we must also appeal to human beings' limitless internal ethical resources. Only after we have adopted an appropriate attitude towards nature and have established a new ethical relationship between human beings and nature will be able to love and respect nature automatically as well as conscientiously; and only with the guidance of such love and respect can we successfully deal with the issues of environmental pollution and ecological imbalances. Environmental ethics is a new sub-discipline of philosophy that deals with the ethical problems surrounding environmental protection. It aims to provide ethical justification and moral motivation for the cause of global environmental protection. Ethics is social responsibility towards environment and Bio-Ethics is clarification of values in environmental ethics.

Need for the Study:

In all the level of education, Environmental Science is being taught as a prime subject. The main objective of teaching Environmental Science in secondary school is developing Environmental Ethics among students. But this objective is not realised completely. But it is very necessary to develop Environmental Ethics among students as it is very urgent to protect environment. To make necessary policies to develop Environmental Ethics among students by government and to develop effective teaching strategies of environmental science, the status of Environmental Ethics among secondary school students should be measured. This study is also needed to understand difference in Environmental Ethics among girls & boys and rural and urban background students.

Scale Used for the Study:

Environmental Ethics Scale (EES): Environmental Ethics Scale (EES) is developed to measure the environmental ethics of secondary school students by investigator. The scale is developed to quantify the environmental ethics with 4 dimensions

- ✓ Environmental Awareness
- ✓ Environmental Consciousness
- ✓ Environmental Attitude
- ✓ Environmental Values

There are 60 statements with 4 points like strongly agree, agree, disagree and strongly disagree in the scale. A total of 32 statements are positively worded and 4 to 1 marks will be awarded for the response strongly agrees to strongly disagree. A total of 28 statements are negatively worded and 1 to 4 marks will be awarded for the response strongly agrees to strongly disagree. The scale has the maximum of 240 marks and the minimum of 1 mark.

Objectives:

- ✓ To understand status of environmental ethics among secondary school students.
- ✓ To develop different strategies and policies to develop environmental ethics among students.
- ✓ To study the effectiveness of Environmental Education that we are giving in development of Environmental Ethics among Secondary School Students.
- ✓ To construct and validate the Environmental Ethics Scale for the Secondary School Students.
- ✓ To develop effective instructional strategies to teach environmental science in secondary schools to develop environmental ethics among students.

Hypothesis:

The hypotheses were formulated as

- ✓ There is no significant difference between the Environmental Ethics of urban and rural secondary school students of Kolar district.
- ✓ There is no significant difference between the Environmental Ethics of girls of urban and rural school student of Kolar district.
- ✓ There is no significant difference between the Environmental Ethics of boys of Urban and rural school student of Kolar district.

Sample:

100 students of secondary school of Kolar district of Karnataka were selected as sample for the study. Among sample of 100 students, 50 are rural background students and remaining 50 are urban background students with different socio-economic status. Among 100 students 50% students are girls.

Administration of the Tool:

Environmental Ethics Scale (EES) was developed by investigator was administered on sample of 100 students to test the Environmental Ethics

Scoring:

The data related to environmental ethics is collected and analysed with t-test.

Environmental Ethics of Girls and Boys:

Variable	Sample Size	Mean	S.D	t-value
Boys	50	192.74	20.66	0.189 (NS)
Girls	50	193.46	15.77	

Table 1: Environmental Ethics scores of Girls and Boys

From the above table it can be interpreted that the obtained 't' value is 0.189 at 0.01 level of significance. Hence, it can be concluded that, there is no significant difference in Environmental Ethics of Girls and Boys indicating that both the groups are identical in nature in relation with Environmental Ethics.

Environmental Ethics of Rural and Urban Background Students:

Variable	Sample Size	Mean	S.D	t-value
Urban	50	186.88	20.14	3.458**
Rural	50	199.32	15.17	

Table 2: Environmental Ethics scores of Urban and Rural background students

** Significant beyond 0.01 level

From the above table it can be interpreted that the obtained 't' value is 3.458 at 0.01 level of significance. Hence, it can be concluded that, there is significant difference in Environmental Ethics of Urban and Rural background students indicating that rural students (199.32) shows better Environmental Ethics than urban students (186.88).

Discussion of the Results:

The result of the study shows that there is no significant difference in environmental ethics among girls and boys. This is because of the fact that irrespective of gender, the learners will be learning concepts of environment. Thus environmental consciousness environmental values and environmental Ethics are not gender based. Therefore irrespective of gender environmental ethics has to be imbibed and developed among students.

The result of the study also shows that there is significant difference in environmental ethics of urban and rural secondary schools students. Students from rural background were found to be better in environmental ethics than their urban counterparts. The reasons for this difference may be that the rural student gets direct experiences and good exposure related to environmental education which facilitates them to imbibe environmental ethics. For the rural students learning environmental science is not only confined to classroom and teaching by teacher, they will learn concepts naturally outside the class room. Rural students learn environmental concepts in the nature by getting direct experiences. These students can understand the importance and impact of environment on mankind. As the rural students learn the concepts of the environmental science by getting direct experiences, naturally and with complete involvement, concepts can be understood to the extent of affective domain and psychomotor domain. Because of the proper understanding of concepts by rural students, they develop environmental awareness, environmental consciousness and environmental values and that leads to the development of environmental ethics.

But urban students will learn the concepts only by getting indirect experiences. Their learning is confined only to class room and text book but outside class room in natural setting is not possible. Urban students cannot understand the impact of environment on mankind properly due to deficit linkage. Learning of environmental science by urban students is limited more to cognitive domain than to affective and psychomotor domains. Because of all this reason the development of environmental ethics among urban students will not be on par with their rural counterparts. In order to develop environmental ethics among urban students special teaching strategies should be developed to teach environmental science. Teachers should teach the concepts of environmental science by giving more direct experiences and involve the learner in learning. Teachers should not limit environmental science teaching to only class rooms, but they should extend it to imply the concepts in their day to day life also. Teacher should highlight the impact of environment on mankind, show relation between man and environment practically. Government and concerned departments also need slip to formulate some polices in order to develop environmental ethics among urban students, so that they develop proper environmental ethics to protect and care the environment by developing socially desirable and responsible behaviour towards environment.

Conclusion:

From the above study of Environmental Ethics among Secondary School Students, it can be concluded that irrespective of gender, boys and girls need to possess Environmental Ethics as environmental ethics is of at most importance for the protection and conservation of environment. But there is lot of difference in Environmental Ethics of Urban and Rural background students. Rural background students possess more Environmental Ethics than that of urban background students. It is also concluded that Environmental Ethics among secondary school students is not up to the mark. Efforts need to be made by appropriate agencies to improve environmental ethics among the target groups through interventions and strategies.

Implications:

- ✓ Governments should make necessary policies to improve the Environmental Ethics among secondary school students
- ✓ In order to develop Environmental Ethics among secondary school students effective Instructional Strategies should be developed.
- ✓ As conventional methodology is very poor in developing Environmental Ethics among secondary school students, efforts should be made to develop innovative and creative strategies.
- ✓ As experiential Instructional Strategies are effective in the development of Environmental values and Environmental Attitudes among secondary school students, more such strategies are to be developed.
- ✓ Special care should be taken to develop Environmental Ethics among students with urban background.

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