

HAPHAZARD OF GLOBAL WARMING- AN AWARENESS STUDY AMONG HIGHER SECONDARY STUDENTS

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Introduction

Global warming is an ecological concept. Ecological activities take place in this system. No organism or a species live alone; always there are associates influencing each other and organizing themselves into communities. The organisms of any community besides interacting among themselves always have functional relationship with the external world or the environment. This structural and functional system of communities and their environment is called ecological system or in short the ecosystem. The term ecosystem was first proposed by A.G.Tansley(1935).The central theme of the ecosystem concept is that at any place where organisms live, there is a continuous interaction between plants,animals,and their environment. The degradation of the environment was caused mostly by his activity such as burning of wood, melting of ores, tanning leather, primitive methods of sewage disposal and so on. With the advent of industrial revolution ,coupled with urbanization, all kinds of impurities began to be added to the natural air, water as well as soil, causing almost irreparable damage to environment. Diverse range of pollutants such as gases, particulates, agriculture, chemical and radioactive materials in the atmosphere, oil spills and solid wastes on land are affecting the organisms directly.Infact, the population has assumed distressing dimensions for the present as well as the coming generation. The governments of almost all the countries of the world are forced to pay serious attention not only to conserve and improve the environment bit also to prevent it from further deterioration.

Significance of the study

Education and awareness are the most effective forces that can save our besieged environment. The basis of a healthy environment is good air, water, and soil. These basic building blocks of life are obviously essential for life to continue and must be cared for, preserved and enhanced. No programme can be a success without education as education is what makes people aware of the need for any activity and can generate the much needed support for that activity. Environmental Education has been in vogue since human beings having been interacting with the world around them and teaching their children to do the same. Rural people everywhere have a good perception of their surrounding natural system and a deep reverence for the system. people acquire basic environmental functions in order to grow food, find water and protect themselves from the climate. We still need knowledge of science of science and technology to shape and perpetuate the modern world. However, a more complete

and constructive reason for Environmental Education has emerged out of the combination of all the other reason.

This study tries to investigate the environmental ethics of higher secondary school students. It aims at offering meaningful suggestions for improving the environmental ethics among the higher secondary school students.

Objectives of the study

1. To study the extent of awareness of haphazard of Global Warming among Students at higher secondary level
2. To study the extent of awareness of students to social issues related to Global Warming.

Hypothesis of the study

1. There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Gender.
2. There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Types of Institution.
3. There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Locality.
4. There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Socio Economic Status.
5. There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Parental Education.
6. There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Parental Involvement.

Methodology

Generally research problem have different methods for investigation. The method followed in the problem study is normative survey method.

Sample

For the present study the investigators collected the samples from the higher secondary students from schools in Sivagangai District. The investigators collected a sample of 120 higher secondary students from different schools in Sivagangai District. Adequate representations were given to factors like gender, locality, types of Institution, parental education, socio economic status.

Tools

For collecting the pertinent data, the investigators used Global warming awareness questionnaire which was developed and validated by the investigators and field experts.

Data Analysis

The collected data for the variables are analysed by using ‘t’ test.

Null Hypothesis 1

There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Gender.

Table1

Gender	Mean	SD	Calculated ‘t’ value	Remarks at 5% level
Boys	22.78	6.07	0.78	NS
Girls	23.57	4.90		

(At 5% level of significance the table value of ‘t’ is 1.96)

The calculated ‘t’ value(0.78) is less than the table value 1.96 at 0.05 level. So the null hypothesis is accepted and so it is concluded that there is no significant difference in the Awareness of haphazard of global warming students at higher secondary level in terms of Gender.

Null Hypothesis 2

There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Types of Institution.

Table2

Types of Institution	Mean	SD	Calculated ‘t’ value	Remarks at 5% level
Govt	22.63	5.69	1.08	NS
private	23.72	5.30		

(At 5% level of significance the table value of ‘t’ is 1.96)

The calculated ‘t’ value(1.08) is less than the table value 1.96 at 0.05 level. So the null hypothesis is accepted and so it is concluded that there is no significant difference in the Awareness of haphazard of global warming students at higher secondary level in terms of Types of Institution.

Null Hypothesis 3

There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of locality.

Table 3

Locality	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	19.44	6.08	4.31	S
Urban	24.53	4.61		

(At 5% level of significance the table value of 't' is 1.96)

The calculated 't' value (4.31) is more than the table value 1.96 at 0.05 level. So the null hypothesis is rejected and so it is concluded that there is a significant difference in the Awareness of haphazard of global warming students at higher secondary level in terms of locality.

Null Hypothesis 4

There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Socio Economic Status.

Table 4

Socio economic status	Mean	SD	Calculated 't' value	Remarks at 5% level
High	21.48	6.75	1.81	NS
Low	23.82	4.84		

(At 5% level of significance the table value of 't' is 1.96)

The calculated 't' value (1.81) is less than the table value 1.96 at 0.05 level. So the null hypothesis is accepted and so it is concluded that there is no significant difference in the Awareness of haphazard of global warming students at higher secondary level in terms of Socio Economic Status.

Null Hypothesis 5

There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Parental Education.

Table 5

Parental Education	Mean	SD	Calculated 't' value	Remarks at 5% level
High	22.84	6.02	0.43	NS
Low	23.33	5.28		

(At 5% level of significance the table value of 't' is 1.96)

The calculated 't' value(0.43) is less than the table value1.96 at 0.05 level. So the null hypothesis is accepted and so it is concluded that there is no significant difference in the Awareness of haphazard of global warming students at higher secondary level in terms of Parental Education.

Null Hypothesis 6

There is a no significant difference in the mean scores in Awareness of haphazard of global warming students at higher secondary level in terms of Parental Involvement.

Table 6

Parental Involvement	Mean	SD	Calculated 't' value	Remarks at 5% level
High	21.09	6.52	1.71	NS
Low	23.79	4.94		

(At 5% level of significance the table value of't' is1.96)

The calculated 't' value(1.71) is less than the table value1.96 at 0.05 level. So the null hypothesis is accepted and so it is concluded that there is no significant difference in the Awareness of haphazard of global warming students at higher secondary level in terms of Parental Involvement.

Discussion

In this study, the reveals that rural students have high awareness of global warming to compare urban students in sivagangai District. This may be due to the reason that rural students have more attitudes towards awareness of global warming. From the findings it is concluded that there is no significant difference between gender, types of institution, parental education, socio economic status and parental involvement in their awareness of global warming.

Conclusion

The present study contributes to the knowledge on Awareness of haphazard of global warming among higher secondary school students .The students have a higher level of scientific attitude. The achievement of the students in environmental awareness is not of higher order. The reason may be that they have not been exposed of scientific literature at concrete stage at lower level and suddenly they find it difficult to cope with the scientific literature at higher level which involves abstract thinking.

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