

## Assessment of Environmental Attitude of Adolescent of Bikaner City

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**ABSTRACT** Environmental attitudes are important because they often, but not always, determine behavior that either increases or decreases environmental quality. Environmental education aims to improve environmental attitudes but has mixed results. Environmental attitudes might be better described as having preservation and utilization dimensions. The canvas of environmental education includes main integrated components awareness and conservation. Hence the present study was undertaken to assess the environmental attitude of adolescents studying in senior secondary schools of Bikaner city. The total sample for the present study was 120 randomly selected adolescents. Data was collected through the Standardized Environmental Attitude Scale developed. To assess the areas of environmental attitude of the selected respondents, frequency and percentage were computed. The major findings revealed that none of the boys and girls were found to have low level of attitude. It can be concluded that although the adolescents had awareness and favorable attitude about different areas of environmental attitude. It was not sufficient and there was a need for imparting quality knowledge to the adolescents through appropriate environmental education program.

### INTRODUCTION

Environment is a global concern for its protection is one of the challenging tasks mankind is facing today. Doraiswamy (1988) defined environment as a resource bundle, which can tilt the balance of man's life either for good or bad. Sharma (1994) said that environmental education is a recent education intervention to cope with the problems of environmental deterioration. Biju (1997) reported that the unsanitary condition associated with the life is large extent due to the fact that the individual do not feel a sense of responsibility towards other. Tilbury (1995) argued that Environmental Education for sustainability differs from previous Environmental Education approaches in that it focuses more sharply on developing closer links between environmental quality, ecology and socio-economics. Seth et al. (1988) stated that adolescence is commonly used to describe the transition stage between childhood and adulthood. Adolescence is also equated to both the terms teenage year and puberty. There are key developmental changes that nearly all adolescents experience during their transition from childhood to adulthood. Campbell (1997) concluded a study on students' environmental attitude by assessing

pre and post test questionnaire that the attitudes of students showed a more positive environmental attitude at the end of the study than before it. A worrying sign in recent years is that the "health dividend" found in developing country cities i.e. the lower morbidity and mortality rates found in urban as compared to rural areas, has begun to erode in some cities (Montgomery et al. 2003; Brockerhoff and Brennan 1997). This scale is a worthwhile tool not only for diagnostic purposes, but also for changing and modifying attitudes of youth/adults through positive programs such as outdoor visits, games, simulations, as well as socio-drama, street plays and awareness campaigns. Population explosion, Health and Hygiene, Polluters, Wild life, Forests, Environmental concerns are six areas of environmental attitude, which are included in the present study. Jackson (1986) found that outdoor recreationists who engaged in appreciative recreational activities had higher pro-environmental attitudes than did those who chose consumptive activities. However, none of the correlations reported were particularly large.

Nagra (2010) reported that early childhood and adolescence years, assessing a critical period in terms of cognitive and social development, are of vital importance concerning making teen-

ager attain positive environmental attitude and behaviour. In a test of that model with almost 2,000 adolescents, attitude was shown to have a much stronger influence on behaviour than knowledge (Roczen et al. 2014). There were no such bidirectional relations between self-esteem and prosocial behaviour toward friends and family. Findings also highlight the complexity of adolescent development of self-esteem and the multidimensional nature of prosocial behavior (Xinyuan et al. 2017).

### METHODOLOGY

The main aim of the study was to assess the Environmental attitude of adolescent boys and girls (14-17 years) regarding selected areas of environmental attitude studying in senior secondary schools of Bikaner city.

#### Locale of the Study

The study was conducted in senior secondary schools of Bikaner city (Rajasthan).

#### Sample and Its Selection

Samples of 120 adolescents of 14-17 years of age (60 boys and 60 girls) studying in senior secondary schools of Bikaner city were included for the present study. The adolescents who fulfilled the delimitations of the present study were selected.

#### Environmental Attitude Scale

The investigator used one standardized tool developed by Taj (2001), consisting of six areas: population explosion, health and hygiene, polluters, wild life, forests and environmental concerns for the present study. It consisted of two sections Section A and Section B.

**Section A:** The background information was filled by the respondents in which they gave their personal and familial information.

**Section B:** The subjects were asked to rate the statements related to selected areas of environmental attitude as per their own perception on a four-point scale ranging from "Agree" to "disagree, strongly agree, strongly disagree" weighted 4, 3, 2, 1 respectively on the scale.

#### Analysis of Data

Frequency and percentage values were calculated to assess each of the six areas of environmental attitude of adolescent boys and girls (14-17 years).

### RESULTS AND DISCUSSION

The results of Table 1 regarding overall areas on environmental attitude scale revealed that majority of the boys (55%) possessed medium level of attitude followed by 45 percent having high level of attitude. None of the boys was found to have low level of attitude, whereas majority of girls (81.67%) had medium level of attitude followed by 18.33 percent having high level of attitude. None of the girls was found to have low level of attitude. It can be concluded from the above findings that majority of the adolescents had average favourable attitude towards almost all the areas of environment, hence, for the conservation and protection of environment, various outdoor visits, gains, simulations, socio-drama, street plays, awareness campaigns should be planned and organized to benefit the students of school and colleges. Iyer (1997) suggested that compulsory environmental education has to be introduced in school and colleges and environment should be taught as the subject of study at the graduate and postgraduate levels in order to develop eco-environment planning and management capacity. Meeting, seminars and workshops on environmental education have to be organized for the benefit of schools and colleges. Theodori et al. (1998) found a positive relationship between pro-environmental behavior and outdoor recreation activity, even when controlling for demographic characteristics. They found, however, that appreciative users did not exhibit more pro-environmental behavior than consumptive users. In schools, hygiene education aims to promote those practices that will help prevent water and sanitation-related diseases as well as promoting healthy behavior in the future generation of adults (Burgers 2000). Duarte et al. (2017) suggested that the environmental attitudes of adolescents are influenced by many social factors including family background, school characteristics, school programs, and social interactions with peers. Based on these findings, the authors call attention to the importance of considering the social context of

**Table 1: Percentage distribution of the adolescent boys and girls about selected areas of Environmental Attitude (N = 120)**

S. No.	Areas	Categories	Score range	Adolescent boys (n=60)		Adolescent girls (n=60)		Total adolescents (N = 120)	
				N	(%)	N	(%)	N	(%)
1.	Health and Hygiene	Low	5- 10	6	(10.00)	8	(13.33)	14	(11.67)
		Medium	11- 15	20	(33.33)	37	(61.67)	57	(47.50)
		High	16- 20	34	(56.67)	15	(25.00)	49	(40.83)
2.	Wild Life	Low	6- 12	2	(3.33)	15	(25.00)	17	(14.17)
		Medium	13- 18	19	(31.67)	21	(35.00)	40	(33.33)
		High	19- 24	39	(65.00)	24	(40.00)	63	(52.50)
3.	Forests	Low	5- 10	10	(16.67)	17	(28.33)	27	(22.50)
		Medium	11- 15	21	(35.00)	30	(50.00)	51	(42.50)
		High	16- 20	29	(48.33)	13	(21.67)	42	(35.00)
4.	Polluters	Low	26- 52	0	(0.00)	3	(5.00)	3	(2.50)
		Medium	53- 78	28	(46.67)	45	(75.00)	73	(60.83)
		High	79-104	32	(53.33)	12	(20.00)	44	(36.67)
5.	Population Fexplosion	Low	5- 10	12	(20.00)	16	(26.67)	28	(23.33)
		Medium	11- 15	24	(40.00)	33	(55.00)	57	(47.50)
		High	16- 20	24	(40.00)	11	(18.33)	35	(29.17)
6.	Environmental Concern	Low	14- 28	0	(0.00)	1	(1.67)	1	(0.83)
		Medium	29- 42	34	(56.67)	49	(81.67)	83	(69.17)
		High	43- 56	26	(43.33)	10	(16.67)	36	(30.00)
Overall		Low	61-122	0	(0.00)	0	(0.00)	0	(0.00)
		Medium	123-183	33	(55.00)	49	(81.67)	82	(68.33)
		High	184-244	27	(45.00)	11	(18.33)	38	(31.67)

the adolescent in the planning and implementation of environmental education strategies. According to Miklikowska (2017) the effects of parents, peers, and intergroup friendships would be mediated or moderated by adolescents' empathy. Results showed significant effects of parents, peers, intergroup friendships, and socioeconomic background on changes in youth attitudes.

### CONCLUSION

It can be concluded that majority of adolescent boys and girls had high level of attitude about knowledge of environmental concern that is feeling of responsibility by general public and government personal to save the environment. The majority of the adolescents had average favourable attitude towards almost all the areas of environment, hence, for the conservation and protection of environment, various outdoor visits, gains, simulations, socio-drama, street plays, awareness campaigns, should be planned and organized to benefit the students of school and colleges.

### IMPLICATIONS OF THE STUDY

1. The results of the present study will be helpful to obtain knowledge about different areas for adolescent.

2. This study will be helpful for the adolescents to be used as guidance material for guiding students.
3. The study will serve as useful reference material for research scholars planning for further research in this field.
4. The study will be helpful for personal working in different governmental and non-governmental agencies for conservation of environment.

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