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ENVIRONMENTAL VALUES AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT
The time has come for debates and the execution of practises related to environmental issues. Environmental issues are escalating day by day. Through the education system, every nation strives to foster environmental values among pupils. In relation to environmental values and concerns, several environmental subjects and topics have evolved. The purpose of this research is to determine the level of environmental values among Delhi secondary school students and also attempt to find out the any significance difference between male and female students of environmental value. A sample of 60 students was selected from the government schools of Delhi. Environmental value scale was used to collect data. The researcher discovered that secondary school students had average levels of environmental values. Environmental values differ significantly between male and female secondary school students.
KEY WORDS: ***Environmental Value, Environment***

INTRODUCTION

As a result of unethical human-environment interactions, environmental education has emerged as a new field of education aimed at fostering ethical interaction between human beings and the environment. Environmental education fosters attitudes, motivation, and commitment to make informed decisions and take responsible action, as well as the skills and knowledge required to address these environmental challenges. It also increases people's knowledge of the environment and the challenges it faces. Also, it strengthens a person's capacity for critical thought, problem-solving, and decision-making and enables them to assess the numerous facets of environmental concerns in order to make responsible choices. In addition to presenting a variety of environmental issues and threats to the survival of humanity on Earth, environmental studies are also involved in presenting such issues and threats.

It is undeniable that the entire human race is currently confronted with unprecedented global environmental crisis. To ensure the survival of mankind, all environmental issues must be addressed simultaneously. A sustainable environment can only be achieved by instilling environmental values in our youngster.

A set of standards criteria by which people choose and defend their behaviours as well as assess other people (including themselves) and events can be referred to as values. So, values can be seen as a key element of a person's identity, upon which they base a range of distinct attitudes in particular circumstances. Previous research has demonstrated that environmental values have a substantial effect on environmentally friendly behaviour. It has been found that both anthropocentric and ecocentric beliefs have a positive influence on pro-environmental behaviour, with those who hold anthropocentric values acting in favour of humanity and those who hold ecocentric values working in favour of nature and the biosphere.

REVIEW OF RELATED LITERATURE

Rout and Aggarwal (2006) discovered that students in the science stream had a better environmental attitude than those in the non-science stream. In terms of environmental awareness and attitude, the students from urban backgrounds are much better than those from rural backgrounds. Regarding their environmental awareness and attitude, male and female students have not significantly different perspectives. **Raju (2007)** conducted a study to examine the environmental ethics of senior high school students. According to the study's findings, environmental ethics are high among high school students. However, female students have much better environmental ethics than male students. **Larijani (2010)** conducted a study to know the level of environmental awareness among higher primary teachers. The result shows that the majority of the teachers had an average level of environmental awareness. As compared to their male counterparts, female educators had a significantly higher level of environmental awareness. **Astalin (2010)** conducted a study on Environmental Awareness among high school students and discovered that Science stream students had greater environmental awareness than arts stream students. Male students demonstrated better environmental awareness than female students.

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OBJECTIVE OF THE STUDY

- To identify the environmental value level among secondary school students.
- To study the differences between male and female secondary school students in their environmental values.

METHODOLOGY

The nature of the current study is descriptive. The data was gathered using the survey method.

Population

The population of this study was all secondary school students enrolled in Delhi government schools.

Sample

The sample for this present study was chosen from two Delhi government schools in the south zone. The sample consists of 50 males and 10 females, for a total of 60 secondary school students from a government school in Delhi.

Data Collection and tools

A self-made Environmental Values Scale was used for data collection. It is a Likert scale consisting of 51 items related to environmental values. Which was prepared to check the existing environmental values among secondary school students. It is prepared on the five-point Likert scale in terms of agreement, from strongly agreeing to strongly disagreeing. Data is collected from 60 secondary school students from a government school in Delhi.

Reliability of the Scale

The reliability of the scale has been determined through the reliability coefficient (Cronbach's alpha). The reliability coefficient (Cronbach's alpha) was .913. It is highly reliable.

RESULT AND DISCUSSION

In the preliminary analysis, the score of the Environmental Values was subjected to descriptive statistics. For descriptive statistics, the data from the Environmental Value were used to calculate the mean, median, mode, standard deviation. The important statistical constant of the Environmental Values is given in Table 1

Table 1. Key statistical constant of Environmental Value

Varibale	N	Mean	Median	Mode	Std. Dev.
Environmental Values	60	151.30	150	148	9.70

From Table 1, it is evident that the average value of the variable "environmental values" for all secondary school students is 151.30. The median value of the environmental value variable for secondary school students is shown to be 150 for the total sample. This means that half of the students score above 148 and half score below 148. The most common score in the distribution is 148, which is the mode score for the environmental value of students. The scores of mean, median, and mode are almost equal of the environmental value distribution score. The table 1 also shows that the value of the standard deviation is 9.70, which means the score of the environmental value can deviate by either 9.70 units above or below the mean score.

Level of environmental value among secondary school students

To find the level of environmental value among secondary school students, the conventional method of 'σ' distance from the mean (M) is used. The mean (M) and standard deviation (σ) of the environmental value score of the secondary school students were calculated separately. Then M+1σ and M-1σ scores were calculated. Then the students who scored above M+1σ were kept in the high level of environmental values group (HEV), and those students who scored below M-1σ were kept in the low level of environmental values group (LEV). The investigator creates a third category for those students whose scores fall between M+1σ and M-1σ which is levelled as the average level of the environmental value (AEV) category. So, the investigator identified three levels of environmental value categories in the present study: low level of environmental values (LEV), average level of environmental values (AEV), and high level of environmental values (HEV). The number and percentage of environmental value levels of secondary school students are given category-wise in Table 2

Table 2. The number and percentage of Environmental Value levels of secondary school students

Variable	Level of Environmental Value	Number of students	Percentage
Environmental Values	High Environmental Values(HEV)	9	15
	Average Environmental Values(AEV)	39	65
	Low Environmental Values(LEV)	12	20
Total		50	100

From table 2 and figure 1, it is evident that more than half (65% of the total students) have average environmental levels for the total sample of the study. Only 15% of the total sample, or nearly one-sixth, have a high level of environmental value,

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while 20% of the total sample has a low level of environmental value

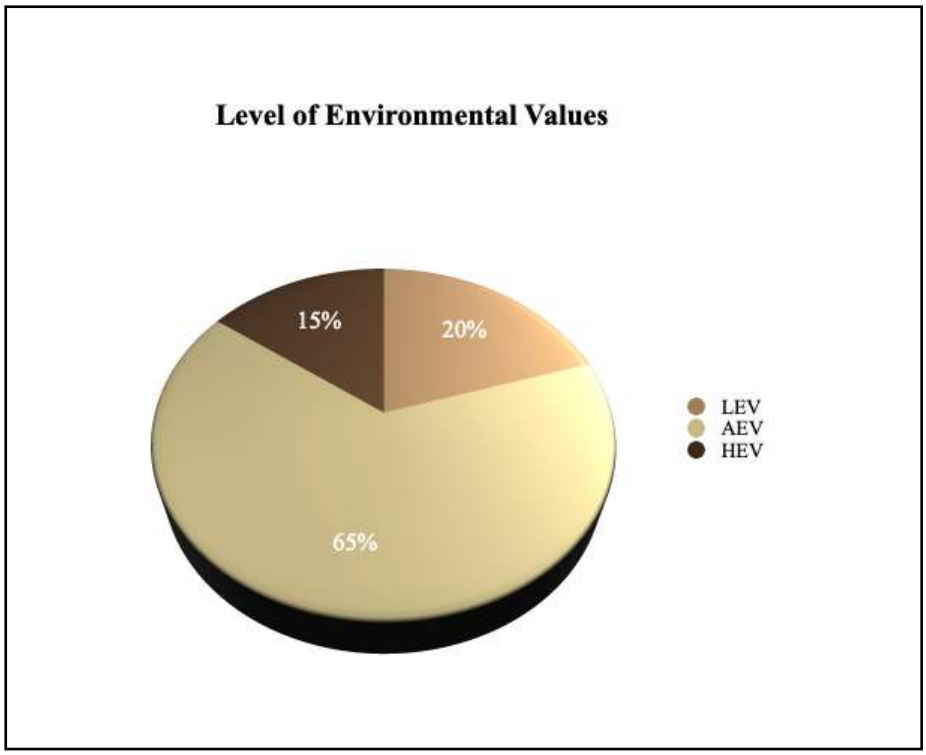

Figure 1. Pie diagram of the level of Environmental Value of secondary school students

Table 3. Result of Independent Sample 't' Test of Male and Female students of Environmental Values

Categories	Mean	Standard Dev.	'T 'value	Level of Sig
Female	158	8	2.49	0.05
Male	149.96	9.52		

A t-test (independent sample) was performed to ascertain whether there was a statistically significant difference in environmental values between male and female secondary school students. The result (table 3) demonstrates a statistically significant difference between the two groups' means ($t = 2.49$, $p < 0.05$). Male secondary school students ($M = 149$, $SD = 9.52$) and female secondary school students ($M = 158$, $SD = 8$) differed significantly. This indicates that the mean score for environmental values among male and female secondary school students differs significantly.

CONCLUSION

Humans and nature are highly interdependent on each other. On the one hand, humans depend on the environment, and on the other, the environment depends on human activities. Today, whether intentionally or not, we engage in such actions that ultimately harm our ecosystem and its natural resources. This paper attempted to identify the level of environmental value among secondary school students and also see whether there was a significant difference on the basis of gender. The result shows that 65% of the students, or one third of the sample, have average environmental values, which is not very good despite all the effort to teach environmental education. The environmental values of male and female students vary significantly. The study suggests that there is a need for more effective and innovative ways to teach environmental education to students in order to raise awareness and encourage positive actions towards the environment. It is important for individuals to understand the impact of their actions on the environment and take responsibility for preserving it for future generations.

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