



## **Environmental ethics of secondary students**

**\*<sup>1</sup> Dr. M Muthamizhselvan, <sup>2</sup> Dr. AC Lal Kumar**

<sup>1</sup> Assistant Professor, Department of Pedagogical Sciences, Tamilnadu Teachers Education University, Gangaianman Kovil Street, Karapakkam, Chennai, Tamil Nadu, India

<sup>2</sup> Assistant Professor for M.Ed., G.E.T. College of Education, Vidyasankara Puram Village, Paradarami, Gudiyattam, Vellore, Tamil Nadu, India

### **Abstract**

The human beings of the rapid changing world need to develop a sense of ethics to conserve the environment as the world suffers from serious environmental threats. A study was conducted on 270 secondary students to find their environmental ethics. Normative Survey Method has been used in the study. The result of the study revealed there is no significant difference was found among them with regard to gender, nativity, medium of study, mode of management, parental occupation, parental education, size of family and birth order. The study suggest for initiation of curricular and co-curricular activities at the school level to create environmental awareness and environmental sensitivity among students for sustainable life in future.

**Keywords:** human, environment, secondary students

### **Introduction**

The international environmental issues include both pollution related issues such as global warming, acid rain and stratospheric ozone depletion; and resources depletion issues such as deforestation and extinction of species besides other bio-diversity issues that are threatening the global eco system for sustainable living. Environmental issues have become the concern of the academicians, intellectuals, scientists, policy makers and government across the world. Widespread and systematic concern for environmental issues has grown world over particularly after the 1960s. The UN World Conference on Environment in Stockholm (1972), the Earth Summit held in Rio de Janeiro (1992), the Global Forum (1992) and the activities initiated by the International NGOs and other Forum helps us to understand that preservation of environment is the greatest worry of the international community. Environmental ethics has given a new dimension to the conservation of natural resources and it is one of the major concerns of mankind. It is the discipline in philosophy that studies the moral relationship of human beings to, and also the value and moral status of the environment and its nonhuman contents. It is the examination and discussion of people's obligations towards the environment. It brings about the fact that all the life forms on Earth have a right to live. To take part in an environmental organization or voluntarily involve in various environmental activities is known as participation in environmental activities. We explore whether environmental motivation affects environmental behavior by focusing on volunteering. The environmental motivation has a strong impact on individuals' voluntary engagement in environmental organizations. A higher level of environmental motivation due to higher environmental ethics may lead to higher level of participation in environmental activities. To achieve the participation of the community, environmental

ethics must be provided to the entire community through environmental education.

### **Environmental Ethics**

Environmental ethics concern to human beings ethical relationship with the natural environment. Environmental ethics has developed into a specific philosophical discipline in the 1970's. This emergence was no doubt due to the increasing awareness in the 1960's and the effects that technology, industry, economic expansion, and population growth were having on the environment. Of similar significance was Paul Ehrlich's (1968) book, *The Population Bomb*, which warned of the devastating effects the spiralling human population has on the planet's resources. Of course, pollution and the depletion of natural resources have not been only environmental concerns since the time; dwindling plant and animal biodiversity, the loss of wilderness, the degradation of ecosystem, and climate change are all part of a raft of „green“ issues that have implanted themselves into both public consciousness and public policy over subsequent years. Environmental ethics refers to an ecological conscience or moral that reflects a commitment and responsibility toward the environment, including plants and animals as well as present and future generation of people, oriented toward human societies living in harmony with the natural world on which they depend for survival and well-being. It also refers to the responsibility to understand the environmental consequences of our consumption, and need to recognise our individual and social responsibility to conserve natural resources and protect the earth for future generation. Environmental ethics is basically a human ethics based on social justice for all without discrimination of race, sex, religion, ideology, caste, region or nation. People in the industrial world are quite happy with their

standards of living. However, most developing societies suffer from acute environmental problems such as deforestation, pollution, depletion of natural resources. While industrialized nations regard environmental problems to be global warming, ozone layer depletion and high population growth rates. Environmental problems in developing countries are a part of the socio-economic problems caused by land degradation, water scarcity, biodiversity, pollution, etc.

Environmental ethics means the moral relationship of human beings with the environment. It is concerned with the do's and don'ts of the human beings to the environment. Environmental ethics has two major concerns. The first is, human activity aiming at changing the environment for his/her betterment. It raises the ethics the question as to whether this is right from human concern itself. The second is, does the environment have certain rights of its own, and values need to be respected at any cost.

**Statement of the Problem**

The problem for the present study is entitled as, "A study on environmental ethics of secondary students".

**Methodology**

Normative Survey Method has been used in the study.

**Tool used**

Environmental ethics Scale constructed and validated by Dr. Haseen Taj (2001).

**Sample of the study**

Using random selection, 270 secondary students from vellore district were selected for the present study.

**Statistical technique used**

Differential analysis was used in the present study to test the hypotheses and interpret the data.

**Operational Definition of Key Term Used**

Environmental Ethics: In the present study, Environmental Ethics refers to the overall score gained by the Secondary Students on the Environmental Ethics Scale.

**Objectives of the study**

1. To find out the significant difference in Environmental Ethics of Secondary Students with respect to gender.
2. To find out the significant difference in Environmental Ethics of Secondary Students with respect to nativity.
3. To find out the significant difference in Environmental Ethics of Secondary Students with respect to medium of study.
4. To find out the significant difference in Environmental Ethics of Secondary Students with respect to mode of management.
5. To find out the significant difference in Environmental Ethics of Secondary Students with respect to parental occupation.
6. To find out the significant difference in Environmental Ethics of Secondary Students with respect to parental education.
7. To find out the significant difference in Environmental

Ethics of Secondary Students with respect to size of family.

8. To find out the significant difference in Environmental Ethics of Secondary Students with respect to birth order.

**Hypotheses of the study**

1. There is no significant difference in Environmental Ethics of Secondary Students with respect to gender.
2. There is no significant difference in Environmental Ethics of Secondary Students with respect to nativity.
3. There is no significant difference in Environmental Ethics of Secondary Students with respect to medium of study.
4. There is no significant difference in Environmental Ethics of Secondary Students with respect to mode of management.
5. There is no significant difference in Environmental Ethics of Secondary Students with respect to parental occupation.
6. There is no significant difference in Environmental Ethics of Secondary Students with respect to parental education.
7. There is no significant difference in Environmental Ethics of Secondary Students with respect to size of family.
8. There is no significant difference in Environmental Ethics of Secondary Students with respect to birth order.

**Analysis and Interpretation of Data**

**Table 1:** Mean, S.D and t-values of Environmental Ethics of Secondary Students with respect to Gender

Gender	N	Mean	SD	't' Value	LOS
Male	174	88.88	4.23	0.772	NS
Female	96	89.32	4.84		

It is evident from the Table: 1; the calculated 't' value is 0.772, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between male and female secondary students with respect to their Environmental ethics.

**Table 2:** Mean, S.D and t-values of Environmental Ethics of Secondary Students with respect to nativity

Nativity	N	Mean	SD	't' Value	LOS
Rural	93	89.50	4.24	1.243	NS
Urban	177	88.79	4.55		

It is evident from the Table: 2; the calculated 't' value is 1.243, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between rural and urban nativity of secondary students with respect to their Environmental ethics.

**Table 3:** Mean, S.D and t-values of Environmental Ethics of Secondary Students with respect to Medium of study

Medium of study	N	Mean	SD	't' Value	LOS
English	132	88.6894	4.16846	1.268	NS
Tamil	138	89.3768	4.70627		

It is evident from the Table: 3; the calculated 't' value is 1.268, which is not significant at 0.05 level. Hence, the framed null

hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between English and Tamil medium of secondary students with respect to their Environmental ethics.

**Table 4:** F-values of Environmental Ethics of Secondary Students with respect to Mode of management

Mode of Management	Sum of Squares	df	Mean Squares	'F' Value	LOS
Between Groups	254.289	2	127.144	6.672	NS
Within Groups	5088.263	267	19.057		
Total	5342.552	269			

It is evident from the Table: 4; the calculated 'F' value is 6.672, which is not significant at 0.05 level. Hence, the framed null hypothesis is rejected and research hypothesis is accepted. It is inferred that there is no significant difference among sub samples of mode of management with respect to their Environmental ethics of secondary students.

**Table 5:** Mean, S.D and t-values of Environmental Ethics of Secondary Students with respect to parental occupation

Parental Occupation	N	Mean	SD	't' Value	LOS
Self employed	117	88.88	4.01	0.516	NS
Government employed	153	89.16	4.77		

It is evident from the Table: 5; the calculated 't' value is 0.516, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between self-employed and government employed of secondary students with respect to their Environmental ethics.

**Table 6:** Mean, S.D and t-values of Environmental Ethics of Secondary Students with respect to parental education

Parental education	N	Mean	SD	't' Value	LOS
School education	132	88.97	4.57	0.228	NS
College education	138	89.10	4.35		

It is evident from the Table: 6; the calculated 't' value is 0.228, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between school education and college education of secondary students with respect to their Environmental ethics.

**Table 7:** F-values of Environmental Ethics of Secondary Students with respect to size of family

Size of family	Sum of Squares	df	Mean Squares	'F' Value	LOS
Between Groups	60.908	3	20.303	1.023	NS
Within Groups	5281.643	266	19.856		
Total	5342.552	269			

It is evident from the Table: 7; the calculated 'F' value is 1.023, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of Size of family with respect to their Environmental ethics of secondary students.

**Table 8:** F-values of Environmental Ethics of Secondary Students with respect to birth order

Birth order	Sum of Squares	df	Mean Squares	'F' Value	LOS
Between Groups	78.962	2	39.481	2.003	NS
Within Groups	5263.590	267	19.714		
Total	5342.552	269			

It is evident from the Table: 8; the calculated 'F' value is 2.003, which is not significant at 0.05 level. Hence, the framed null hypothesis is rejected and research hypothesis is accepted. It is inferred that there is no significant difference among sub samples of Birth order with respect to their Environmental ethics of secondary students.

**Major findings of the study**

1. It is inferred that there is no significant difference found out between male and female secondary students with respect to their Environmental ethics.
2. It is inferred that there is no significant difference found out between rural and urban nativity of secondary students with respect to their Environmental ethics.
3. It is inferred that there is no significant difference found out between English and Tamil medium of secondary students with respect to their Environmental ethics.
4. It is inferred that there is no significant difference among sub samples of mode of management with respect to their Environmental ethics of secondary students.
5. It is inferred that there is no significant difference found out between self employed and government employed of secondary students with respect to their Environmental ethics.
6. It is inferred that there is no significant difference found out between school education and college education of secondary students with respect to their Environmental ethics.
7. It is inferred that there is no significant difference among sub samples of Size of family with respect to their Environmental ethics of secondary students.
8. It is inferred that there is no significant difference among sub samples of Birth order with respect to their Environmental ethics of secondary students.

**Educational Implications of the Study**

In order to acquaint with the knowledge of environment, suitable well organized curricular and co-curricular activities need to be organized at all levels of education especially at the higher secondary level. A special programme on environmental education need to made compulsory at all levels of education. Frequent workshops, seminars, conferences, exhibitions, field visits, etc may be organised to create awareness and also to develop ecological sensitivity among the students. Educational institutions should establish environmental clubs/association to involve the student community to practice all the skills they have learnt in relation to environment. Awareness programme may be organised intensively for the student community and new teaching-learning techniques could be used to higher secondary students in such a manner to develop for Environmental Ethics among them. This study will be helpful to produce

environmentally literate citizens to preserve the global environment for sustainable living.

### **Conclusion**

In the fast changing world, human being tried to make use of the entire scientific and technological means to conquer and modify the nature for their convenience. Such human activities drastically affected the nature. Sustainable living in this earth is completely determined by the favourable eco system. To maintain the equilibrium, the younger generation need to be educated to develop ecological sensitivity among them. Protection of the environment from further deterioration, developing attitudes toward the environment and ensuring sustainable life to the future generation is more possible through environmental education at the school level has become imperative at the global level.

### **References**

1. Best John W, Khan James V. Research in Education, Tenth Edition, New Delhi. Prentice Hall of India Private Ltd, 2008.
2. Garrett Henry, Wood worth RS. Statistics in Psychology and Education, Surjeet Publications Ltd, New Delhi, 2008.
3. Guilford JP. Fundamental Statistics in Psychology and Education New York, Mc Graw-Hill Book Company, Inc, 1956.
4. Lokesh Kovi Methodology of Educational Research” (2<sup>nd</sup> ed) New Delhi, Vikas Publishing house Pvt. Ltd, 1990.
5. [www.encyclo.co.uk/detine/Environmental%20Awareness](http://www.encyclo.co.uk/detine/Environmental%20Awareness)
6. [www.greenliving.lovetoknow.com](http://www.greenliving.lovetoknow.com)
7. [www.gsa\\_world.org](http://www.gsa_world.org)