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Research Article

A STUDY ON PRO ENVIRONMENTAL BEHAVIOR OF SCHOOL STUDENTS

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ABSTRACT

Environment quality strongly depends on human behavior. It is not the time to be passive thinkers but rather to take up tough decisions and be pro active in behavior. Pro environment behavior minimizes negative impact of one's action on environment. Present study aims to analyze pro environmental behavior of school students.

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INTRODUCTION

Environment is a very broad field with many branches. Environmental education is a process to promote understanding of environment. Development of environmental friendly practices in students is main objective of environmental education. Students are required to get knowledge of environment conservation and enrichment. Environment education at school level needs to aware and practice of required action. Environment education plays an important role to develop environment friendly practices. Thus awareness about environment is important to teach the student about causes of problems. Pro environment behavior is based on knowledge, awareness and attitude to conserve environment. Students should know actions at their level to protect environment.

People with strong pro environment behavior are found to be engaged in environment saving activities. Pro environment behavior includes attitude, knowledge of issues, action strategies, commitment and sense of responsibilities. To nurture pro environmental behavior among school students they should know environmental problems and causes. They need to know how they have to act to minimize environmental problems, how to enrich and conserve environment. Students should have feeling that their actions can bring change because generally people think that their actions are insignificant and changes can only be brought by other powerful person's actions.

Students always should have ready for supportive actions. They should think about impact of actions on environment. They should discuss with others about environment. Whenever they see a negative action immediately should take step to prevent that activity. Teachers should take verbal commitment from students regarding protection of environment. It indicates person's willingness to engage in environment conservation activities. Students should realize responsibility of environment conservation. Such persons are more expected to engage in environment conservation.

School activities are helpful to develop pro environmental behavior in students. Some schools have eco club that organize different activities on critical environment issues which brings social awareness. They organize street plays which help in addressing masses. Debates, discussion, speech, environment exhibition encourage students to bring social awareness. Schools send their teachers and students to participate in state level, national level workshops, seminars, conferences to increase their knowledge.

Family environment also influences student's attitude towards environment. Some family members teach students to love and care of plants and water. They are taught to save natural resources and keep environment clean. Schools organize NCC, NSS camp in villages and students get the task of cleaning river, bring awareness among villagers about hazards of polluting river, pond etc. They are inspired for plantation of

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trees, cure from infection of insects and mosquitoes. Earth day, environment day celebration bring a paradigm change in thinking pattern about environment. It's a time to take action to save environment of our planet.

METHODOLOGY

200 students of class 9th to 12th were randomly selected for study and classified according to studying class. Each class consists of 50 students. They are divided according to their locality i.e., urban and rural. Further students of each class are divided according to gender. All students were tested for pro environmental behavior using a self prepared test paper and collected data was converted into percentage and comparatively analysed.

Finding and Analysis

Table-1 Status of Environment Pro Active Students

Class	No. of Students %	
	Proactive	Inactive
Class-9	68	32
Class-10	69	31
Class-11	72	28
Class-12	74	26

Table 2 Status of Environment Pro Active Students Class, Locality and Gender wise

Class	No. of Students Exhibiting Proactive Behavior (%)			
	Urban		Rural	
	Boys	Girls	Boys	Girls
Class-9	51	54	54	57
Class-10	54	56	56	58
Class-11	55	59	60	61
Class-12	58	61	62	64

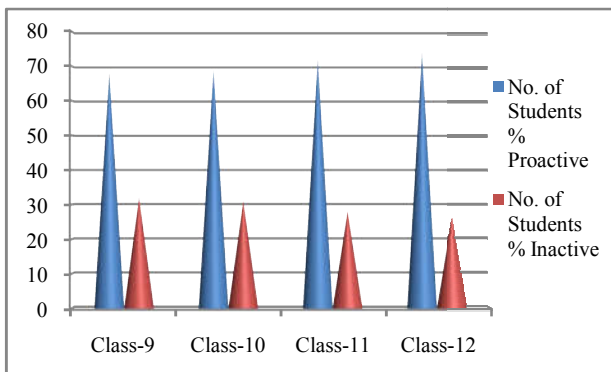


Chart 1 Status of Environment Pro Active Students

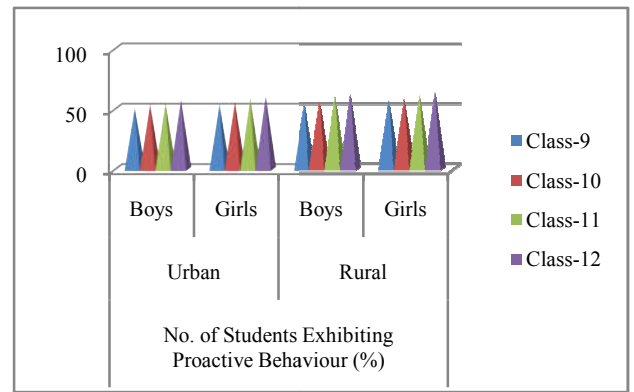


Chart 2 Status of Environment Pro Active Students Class, Locality and Gender wise

Data shows significant difference between proactive and inactive students. As student's study class upgraded, proactive behavior showing student % increases. Among students of class-9, 68% showed pro activeness while in class-10, 69% and from class-11 and class-12, 72% and 74% students showed proactive behavior. Table-2 shows that pro activity increases from class-8 to class-12 and rural students are more active than urban students. Pro activeness found among class-9 as 51% urban boys and 54% girls while rural student % is higher i.e., 54% boys and 57% girls. Observations for class-10 show that 54% urban boy, 56% urban girls, 56% rural boys and 58% rural girls are active. For class-11, 55% urban boys, 59% urban girls, 60% rural boys and 61% rural girls are marked as pro active students. Among class 12 students, 58% urban boys 61% urban girls, 62% rural boys and 64% rural girls are searched as pro active regarding environment.

CONCLUSION

Activeness towards environment problem is increasing among school students day by day. Urban students are more pro active than rural students. Similarly girls have been observed as more active than boys. To protect environment, alertness among students is necessary which may be best played by school and home. They may be developed as environment ambassadors since childhood. For environment conservation, alertness among students is necessary.

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