



**ENVIRONMENTAL ISSUE SOLVING SKILLS OF SECONDARY SCHOOL STUDENTS OF IDUKKI DISTRICT OF KERALA**

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**ABSTRACT**

Environmental Education not only educates the world population about the natural environment and its problems, but also aims at developing in them knowledge, attitude, skills and values necessary to protect the natural balance of the environment, besides working for its enrichment. Environmental Education is nothing but teaching a man how to interact fully with the surrounding world, so as to improve his or her own inner world. Hence the present study attempts to find out the level of environmental issue solving skills of secondary school students by administering Environmental Issue Solving Skills Test. The sample consisting of 200 secondary school students, 100 from Government school and 100 from private school of Idukki district. The mean test score obtained is 26 states the above average level of environmental issue solving skills of students. It was found that there exists a significant difference in Environmental issue solving skills of students based on type of management of school. The paper attempts to reveal that the quality of education and the quality of environment are closely interconnected and a child brought into realities of his environment would not learn better but also develop a creative attitude and environmental issue solving skills towards his environment.

**KEYWORDS :**

**1.0 INTRODUCTION**

The UN Conference on Environment And Development popularly known as Earth Summit [1992] in its agenda 21 and chapter 36 gave importance to “education, awareness and training” the critical factors of public understanding – fundamental to any progress to be made, it stressed reorienting education towards sustainable development. In 1994, the UN commission for sustainable development realized the importance of education and drafted a work plan with 21 tasks on education for sustainable development. The second task states, “clarify, promote and communicate the concept and key message of education for sustainable development to all”. The achievement of environmental goals through education, awareness and training described in principle 10 of Rio Declaration (1992) states “Environmental issues are best handled with participation of all concerned citizens, at the relevant level. At the national level, each individual shall have appropriate accesses, participation by making information widely available”. In India, the government has implemented legal acts to ensure the protection of environment and to access the environmental impact (Govt. of India. 1994). The article 48(A), 51(A) of our constitution and the section 268 to 269 (A) in the Indian Penal Code deals with the offences affecting environmental protection.

**2.0 NEED AND SIGNIFICANCE OF THE STUDY**

According to cognitive psychologists the students at the secondary level are much more mature than primary level students with respect to the development of abstract thinking abilities. Therefore, secondary students have been taught to be more appropriate for imparting awareness about environmental problems through Environmental Education. In cognitive domain we are merely concerned with the fact that a student knows and understands a task and can perform it satisfactorily, but it does not mean that he is interested in the task and feels positively about it and will do it. In other words affective domain with its emphasis on interests, attitudes, values and commitment provides a very important set of objectives which have got to be accomplished so that students become not only alive to environmental problems but also they become committed to solving them. Readiness to do is more desirable goal than readiness to know for sustainable environment.

**3.0 OBJECTIVES OF THE STUDY**

1. To find out the level of environmental issue solving skills of secondary school students of Idukki district of Kerala
2. To find out the any difference in environmental issue solving skills of secondary school students based on the following variables.1. Gender – Male/Female 2. Type of management- Government/Private

**4.0 HYPOTHESES OF THE STUDY :** 1. There will be significant difference in the environmental issue solving skills of secondary school students based on gender.

2. There will be significant difference in the environmental issue solving skills of secondary school students based on type of management.

**5.0 METHOD ADOPTED:** Normative survey method is used for the study consisting of 200 students,100 from Government school (GHSS Nedumkandam) and 100 from private school (St. Sebastians HSS Nedumkandam) of Idukki district.

**6.0 DISRIPTION OF THE TOOL:** The investigator used is Environmental issue solving skills Test (prepared by the investigator) consisting of standardised 50 items with multiple choice questions for the present study.

**7.0 STATISTICAL TECHNIQUES USED:** Statistics namely mean, standard deviation, and 't- test' used to test the hypotheses with level of significance.

**8.0 LIMITATIONS :** The present study focus only on secondary school students based on variables gender and type of management only due to paucity of time.

**9.0 ANALYSIS AND INTERPRETATION : 1.** To determine the level of environmental issue solving skills of secondary school students of Idukki district of Kerala, the investigator administered the Environmental issue solving skills for 200 sample. The average test score obtained is 26 which show the above average level of environmental issue solving skills of students.

2. Table 1. Data and results of test of significance of difference between mean Environmental issue solving skills Test scores based on gender

Group	Number	Mean	SD	C R	Level of Significance
Male	100	25.14	7.08	1.10	P>0.05
Female	100	26.7	6.99		

The obtained critical ratio is not significant even at 0.05 level. This shows that the two scores do not differ significantly with respect to Environmental issue solving skills of students based on gender.

3. Table 2. Data and results of test of significance of difference between mean Environmental issue solving skills Test scores based on Type of management.

Group	Number	Mean	SD	C R	Level of Significance
Government	100	24.72	7.29	2.23	P<0.05
Private	100	27.72	6.11		

The obtained critical ratio is significant at 0.05 level. This shows that the two scores differ significantly with respect to Environmental issue solving skills Test of students. The higher mean score value of private school students states that they possess more Environmental issue solving skills than rural students.

**11. SCOPE AND EDUCATIONAL IMPLICATIONS:** According to investigator the results of the present study may help for the educational improvement to take suitable actions to ensure due participation of students to take massive movement against environmental issues and develop right attitude to protect the environment. It is expected that the study would provide a broad perspective for setting a fruitful curriculum at the secondary level of learning. It would moreover help teachers to understand the effectiveness and the necessity of application of different approaches when dealing with lessons related to environmental issues.

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