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ORIGINAL ARTICLE

A STUDY ON RELATION BETWEEN ENVIRONMENTAL EDUCATION ACHIEVEMENT LEVEL AND THEIR SOCIO-ECONOMIC STATUS OF SECONDARY CHILDREN

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Abstract:

Environment is a global concept today. Environmental Education is an approach to learning. Environmental Education means the educational process dealing with man's relationship of population, pollution resource, conservation, technology, energy, urban and rural planning to the total biosphere.

A self-made questionnaire was made in order to find the relationship between the Environmental Education aptitude and socioeconomic status among class IX Children of rural, urban and semi urban. The question paper contents fifty (50) questions and it divided into two sector. In sector-I content (10) questions by which the socioeconomic status of the children can be known and Sector-II consists of four type questions by which Environmental Education aptitude can be understood. Socioeconomic status is evaluated from the response of sector-I questions by analyzing the educational status of the family, occupation of the parents & the monthly income of the family of a particular student or sample. After classifying the samples into 3 classes of status (upper, middle & lower) according to their socioeconomic condition, the mean of the marks was computed. The mean score of every status group is then analyzed to know the relationship between Environmental Education achievement level and socioeconomic status. Although there are many factor are responsible for the academic achievements in Environmental Education. But from this observation it may conclude that there is a strong relationship between Environmental Education achievement and socio-economic status.

KEYWORDS:

Relation , Environmental , Achievement , Socio-economic .

INTRODUCTION:

The principle of Environmental Education is that it makes the pupil's education problem related to understanding the environment and hazards of its pollution. Aptitude is a combination of characteristics indicative of an individual's capacity to acquire some specific knowledge, skill or set of organized response. An aptitude test therefore is one design to measure a person's potential ability is an activity of a specialized kind and within a restricted range. A Science aptitude rest not only skills in certain types of motor and manual activities, but also in other type of activities. It judges various parameters as attitude. Aptitude intelligence and other personality traits. This test covers the ability to deal with Environmental Education concept at a high level and can be used in conjunction with test to indicate an aptitude for scientific careers. Since Coleman's (1966) landmark study on Equality of Education Opportunity, socioeconomic status has been seen as a strong predictor of student achievement.

In a meta-analysis of socioeconomic status, White (1982) concluded that the utility and wisdom of

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using Socio-Economic status (SES) in conjunction with academic achievement depended largely on the unit of analysis and the validity of the way in which it was defined. This study used operational definitions of SES. Individual SES was defined by participation in the federal free-and reduce-lunch programme to show only a week correlation with academic achievement at this level. Educators, researchers and policy makers have shown interest in the relationship between social background and educational achievement. Many educational reforms of the last half-century have attempted to make education and training system function so that student outcomes (such as school achievement) are not too strongly related to their socio-economic background and other ascribed characteristics of the student, such gender, ethnic group and urban/rural location.

OBJECTIVE OF THE STUDY

1) To find out relationships between socio-economic status and Environmental Education achievement level among class - IX student.
2) To find out relationships between Environmental Education achievement level of urban, semi-urban and rural school children of class IX.

METHODOLOGY

A self-made questionnaire was made in order to find Environmental Education aptitude among class IX children. The question paper contents fifty (50) questions and it divided into two sector. In sector-I contents ten (10) questions by which the socioeconomic status of the children can be known. In sector-II consists of four types question- (a) yes or no type, (b) fill in the blanks type, (c) multiple choice type & (d) short answer type, by which Environmental Education aptitude level can be. Judged each type questions having one mark each. Each sector has specific their answers within 40 minutes time limit.

Socioeconomic status is evaluated from the response of sector-I question by analyzing the education status of the family, occupation of the parents & the monthly income of the family of a particular student or sample. After Classifying the samples into 3 classes of status (upper, middle & lower) according to their socioeconomic condition, the mean of the marks was computed. The mean score of every status group is then analyzed to know the relationship between Environmental Education achievement level and socioeconomic status.

At the same time the relationships between Environmental Education achievement level and different learning environment (urban, semi-urban & rural) was analyzed.

After completion their test the total marks was calculated and the said marks was used for calculating difficulty value (D- Value) & discrimination index (D.I).

HYPOTHESES:

H_1 There will be significant mean difference in the measure of socio-economic status and achievement level in Environmental Education.

H_2 There will be significant mean difference in the measure of achievement level in Environmental Education among urban, semi-urban and rural children.

POPULATION AND SAMPLE

Student of W.B.B.S.E in North 24 pgs. Districts constitute the population of the study. The sample of 104 students was drawn through a randomized process from the three different schools, one from the rural another two schools from semi urban respectively.

VARIABLES

two variables have been selected for the study achievement in Environmental Education socio-economic status urban, semi urban & rural.

TOOLS

A self made questionnaire was made in order to find aptitude in Environmental Education and

socio-economic status by the investigator.

RESULT AND DISCUSSION

The first study's purpose was to determine the Environmental Education aptitude test among the class IX children having different learning environment. The samples (104) were taken from the three different schools, one from the rural and another two schools from the semi-urban and urban.

Since all the samples are taken from the same level (class-IX) so we consider that they may belong the same platform. Therefore after selecting the sample we directly apply the main question paper among all the student and allow 40 minutes to response the answers.

From the computation data it has been found that out OF 40 marks the mean marks 33.33, 29.24 and 27.41 was achieved by student of urban school, semi urban school and rural school. Respectively. From the achievement level we can say that urban children has higher Environmental Education aptitude than rural and semi urban children. Again from the observed data we tried to analyzed statistically between the achievement level of children and their socioeconomic status shows significant difference at 1% level (Table-2).Hence the hypotheses H1 and H2 was retained. Again from item analysis it was observed that the difficulty value (table-1) varies from 0.2-0.95 there this value indicate the proportion of examinees who answer the question correctly. But from difficulty value of item number 17 and 36 are 0.20 and 0.34 respectively. Therefore these low values that these two particular items were very difficult. Again from discrimination index which indicate the extent to which each item distinguishes between those student who scored highest and those who scored lowest on the test

Table 1. ITEM ANALYSIS AND DISCRIMINATION INDEX

Item No.	High achiever group	Low achiever group	High + low	Difficulty value	High- Low	Discrimination index
1	28	18	46	0.82	10	0.36
2	28	25	53	0.95	3	0.11
3	28	11	39	0.70	17	0.60
4	27	09	36	0.64	18	0.64
5	26	08	34	0.61	18	0.64
6	27	02	29	0.52	25	0.89
7	28	26	54	0.96	2	0.07
8	26	10	36	0.64	16	0.57
9	26	13	39	0.70	13	0.46
10	28	22	50	0.89	6	0.21
11	16	20	36	0.64	-4	-0.14
12	28	21	49	0.88	7	0.25
13	27	16	43	0.77	11	0.39
14	28	21	49	0.88	7	0.25
15	11	16	27	0.48	-5	-0.18
16	28	21	49	0.88	7	0.25
17	10	09	19	0.34	1	0.03
18	28	18	46	0.82	10	0.36
19	28	23	51	0.91	5	0.18
20	27	20	47	0.84	7	0.25
21	26	20	46	0.82	6	0.21
22	27	05	32	0.57	22	0.79
23	26	12	38	0.68	14	0.50
24	23	11	34	0.61	12	0.43
25	27	16	43	0.77	11	0.39
26	28	23	51	0.91	5	0.18
27	26	09	35	0.63	17	0.61
28	26	11	37	0.66	15	0.54
29	28	14	42	0.75	14	0.50
30	26	17	43	0.77	9	0.32
31	28	23	51	0.91	5	0.18
32	28	21	49	0.88	7	0.25
33	28	20	48	0.86	8	0.29
34	28	23	51	0.91	5	0.18
35	28	18	46	0.82	10	0.36
36	03	08	11	0.20	-5	-0.18
37	26	15	41	0.73	11	0.39
38	28	20	48	0.86	8	0.29
39	28	17	45	0.80	11	0.39
40	27	25	52	0.93	2	0.07

Table 2. Socioeconomic status -wise difference in Mean score, SD and level of significance of academic achievement in Environmental Education.

socioeconomic status	N	Mean	SD	Relation Between	t	Level of significance
a) High	24	33.33	2.91	a & c	83.29	0.01
b) Medium	46	29.24	5.81	b & C	35.78	0.01
c) Low	34	27.41	5.38	a & b	64.51	0.01

as a whole. The discrimination index (D.I) value varies from -0.18 to 0.89. We know that the higher the average item discrimination the higher the reliability (i.e. the internal consistency) of the test itself. Again both the items 15 and 36 have same D.I value (0.18). Therefore these items have no power to discriminate among the high and low achiever.

CONCLUSION

Although there are many factors are responsible for the academic achievement in Environmental Education. But from this observation it may concluded that there is a strong relationship between Environmental Education achievement and socio-economic status.

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