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AWARENESS TOWARDS GLOBAL WARMING AMONG THE HIGH SCHOOL STUDENTS

Dr. A. Rajeswari

Assistant Professor, Department of Curriculum Planning and Evaluation, TNTEU, Chennai, Tamil Nadu.

ABSTRACT

Global warming has emerged as one of the most important environmental issues ever to confront humanity. This concern arises from the fact that our everyday activities may be leading to changes in the earth's atmosphere that have the potential to significantly alter the planet's heat and radiation balance. The aim of education is to develop integrated personality in the learner. Education should make pupils fit to live with. One of the main objective or major objectives in the field of education is to achieve knowledge, skill and the ability to adjust with environment successfully. The purpose of the study is to survive and analysis the students live a naturally healthy and happy life in the future, things must change, consciousness about environment must prevail as a crucial imperative.

KEYWORDS :Global Warming , High School Students , important environmental , achieve knowledge.

INTRODUCTION

Education in its broadcast meaning is a process by which an individual gains knowledge or insight or develops attitudes or skills. The function of education is both social and individual. Its social function is to help each individual become a more effective member of society by passing along to him the collective experiences. Its function is to enable him to lead a more satisfying and productive life by preparing him to handle new experiences successfully. To realize this curriculum of teacher education needs to provide the basic knowledge and conceptual understanding of Environmental education as well as to develop relevant skills and attitude in student's teachers and the existing cadre of teachers. It is the teacher



education who should have more awareness on global warming.

ENVIRONMENTAL EDUCATION

Environmental is defined in the chamber's Dictionary as a surrounding or conditions influencing development or growth. It can be defined as a system which includes all living things air, water, soil, vegetation, flora and fauna. Man is a slave to environment.

P. Gisbert says 'Environment is anything immediately surrounding an object and exerting a direct influence on it T.D. Eliot defines Environment' as the field of effective stimulation and interaction for any unit of living matter. E.J. Ross says 'Environment is an external force which influence us'.

ENVIRONMENTAL POLLUTION

Pollution takes many forms. Air,

land and water are vitally important for the survival of human beings but these are contaminated. As the population increases, and as the government sponsor more and more industries, pollution will increase. Preserving the environment free from pollution has become a vital factor before each and everyone. The environmental concerns have become global problems.

GLOBAL WARMING

Global warming is the increase in the average temperature of earth's near surface air and ocean due to buildup of carbon- di- oxide (CO_2) and other green house gases in the atmosphere. We are causing it by burning fossil fuel, cutting down forests, increasing vehicles and industrial set up. Moreover, earth's climate changes in response to external forces including variations in its orbit around the sun, volcanic eruptions and atmospheric green house gas concentrations.

The planet earth is estimated to be 4.6 billion year old and it has been nurturing biological species for more than 3.5 billion years changes were taking place in the environment ever since human beings inhabited this planet and exploited the resources of the earth for over millions of years. Formerly the nature was dominating man and now man is dominating nature.

During the geological past, the activities of mankind were little confined to basic requirements of life, and the number of people demanding nature's resources was limited. Humans were affecting the environment only at the local level, and that too very minimal. As such the conditions of atmosphere and ocean were rather stable and undisturbed following natural cycles deviating only marginally. But now, after the advent of industrial revolution and expansion of trade and commerce, with principles of economic growth at a faster rate, there is depletion of natural resource, affecting the environment at the global level.

All these and many other activities are making fundamental changes in the environment. In the second half of 20th century, human activities have become agents of global environmental change leading to depletion of ozone layer in the atmosphere and consequent global warming.

The Impact of Global Warming on Environment

The next issue is to predict what would happen if these temperature changes were allowed to happen. There are two stages to impact assessment, predicting what the consequences will be for ecosystem change and human health; and assessing how important those changes will be. An additional complication is that impacts will vary region by region in temperature change, in precipitation and in extreme events such as hurricanes. Summer monsoon in Asia could become heavier, but summer rains in southern Europe could become less.

The kinds of impacts that would seem to be important are as follows:

- Sea level will rise due to the thermal expansion of the oceans.
- Low lying areas such as the coastal regions of Bangladesh and many small islands, could be seriously affected unless adequate sea defense all built and maintained
- Fresh water resources could be affected by saline intrusion as sea level change.
- Existing dry land regions may become drier still, resulting in a greater likelihood of desertification.
- Agricultural output may change adversely in some regions, due to reduced rainfall, but may increase in others areas because CO_2 also has a 'fertilizing' effect on crops.
- In terms of human health, there are ambivalent effects; if winter temperature rise there may be fewer premature deaths due to winter cold. But if summer temperatures also rise there may be added deaths from heat stress.

- The pattern of world's diseases may also change- diseases such as malaria, eradicated from Europe, could return to some areas.
- Ecosystem change in response to climate change, but in general, past changes have occurred slowly as temperature varied over a long period. Some eco-system may be able to adjust.

Global warming will neither be temporally nor spatially uniform. Warming will be more intense over land than sea and will be particularly marked in the high northern latitudes in winter. The energy gradient from equator to pole will also diminish.

NEED AND SIGNIFICANCE OF THE STUDY

Environmental conscience has been a major theme of global deliberations and discussions in the post nineteen seventy scenarios. We have polluted air contaminated water and damaged and disfigured land. This not only has made the world uninhabitable for the present generation but also stand as an ominous pointer for the posterity.

The environment includes everything around us. Our planet earth is about 4.6 billion years old and it is unique because it is the only planet known to scientists which is capable of supporting human life. The atmosphere is the layer of gases enveloping the earth surface. The amount of carbon in the atmosphere is increasing by 1.2% each year, mainly a result of burning fuels i.e. from industrial and automobile exhaust. Along with carbon-di-oxide, other emissions affect the global temperature and have resulted in global warming. As the earth continues to warm their growing risk that the climate will change in ways that will seriously disrupt our lives. The global warming will threaten our health our cities. Our farms and forests, beaches and wetlands and other natural habitats.

A general for properly and adequately trained teachers for all the stages of school education in order to achieve the objectives of the subject does exist, as teachers role is pivotal in imparting Environmental Education.

Hence the investigator has selected the topic on the study of awareness of global warming among, the High schools of Karur District.

OBJECTIVES

- To find out the difference in awareness level on global warming among the students with respect to gender.
- To find out the difference in awareness level on global warming among the students with respect to type of management.

HYPOTHESES

1. There is no significant difference between the high school students of the boys and girls with respect to their awareness level on global warming.
2. There is no significant difference between the high school students of the government and government aided schools with respect to their awareness level on global warming.
3. There is no significant difference between the high school students of government aided and matriculation school students with respect to their awareness level on global warming.
4. There is no significant difference between the high school students of matriculation and government school with respect to their awareness level on global warming.

Method: Survey method was used by the researchers for the present study.

Sampling: 300 students were taken for the study of which 100 students were from government school, 100 students from government aided, 100 students were from private matriculation schools.

Tool: Global Warming Awareness Test developed by the investigator.

Analysis and Interpretation

Hypothesis 1: There is no significant difference between high school students of boys and girls with respect to their awareness of global warming.

Table 1: Awareness on Global Warming among Boys and Girls

Gender	N	Mean	SD	t-value
Boys	150	20.967	4.323	3.644
Girls	150	23.4	3.293	

Table-1 depicts that the calculated t-value 3.644 is significant at 0.01 level. Thus the hypothesis stating that “there is no significant difference between the high school students of girls and boys with respect to their awareness of global warming” is rejected.

Hypothesis 2: There is no significant difference between high school students of the government and government aided schools with respect to their awareness of global warming.

Table 2: Awareness on Global warming among Government and Government Aided schools

Type of School	N	Mean	SD	t-value
Government	100	22.15	4.48	0.781
Government Aided	100	21.65	4.63	

From Table-2, the calculated t-value 0.781 is not significant at 0.05 level. Thus the hypothesis stating that “there is no significant difference between the high school students of the government and government aided schools with respect to their awareness of global warming is accepted.

Hypothesis 3: There is no significant difference between the high school students of government aided and matriculation school student with respect to awareness of global warming.

Table 3: Awareness on Global warming among Government Aided and Matriculation school

Type of School	N	Mean	SD	t-value
Government Aided	100	21.65	4.63	1.542
Matriculation school	100	22.8	5.823	

Table-3 depicts that the calculated t-value 1.542 is not significant at 0.05 level. Thus the hypothesis stating that “there is no significant difference between the high school students of the government aided and matriculation school awareness of global with respect to warming is accepted.

Hypothesis 4: There is no significant difference between the high school students of matriculation and government school with respect to their awareness of global warming.

Table 4: Awareness on Global warming among Matriculation and Government schools

Type of School	N	Mean	SD	t-value
Matriculation	100	22.8	5.828	0.952
Government	100	22.15	4.48	

From Table-4, the calculated t-value 0.952 is not significant at 0.05 level. Thus the hypothesis stating that “there is no significant difference between the high school students of the matriculation and government school with respect to the awareness of global warming is accepted.

FINDINGS

- There is significance between the high school students of the boys and girls with respect to their awareness level on global warming.
- There is no significant difference between the high school students of government and government aided schools with respect to their awareness level on global warming.
- There is no significant difference between the high school students of government aided and matriculation schools with respect to their awareness level on global warming.
- There is no significant difference between the students of matriculation and government schools with respect to their awareness level on global warming.

CONCLUSION

No government programs and more particularly no measures and charted out to protect the environment. If creating public awareness needs to the successful their co-operation is to sought. World Bodies like United Nations, its systems like the UNEP and national level efforts complimented by very active NGOs and media participants are already on to create public awareness to protect environment against pollution. The bells are rung it is up to and the public to wake up and act accordingly. It is high time we realize that the only option left for man is to live in harmony with nature and not in conflict. The need of the hour is to make our future generation be aware of the problems of the global warming so that corrective measures may be applied and positive steps taken towards sustainable future.

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