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## ENVIRONMENTAL ATTITUDE AMONG WOMEN OF SAGAR BLOCK IN SUNDARBAN DELTA IN RELATION TO THEIR EDUCATIONAL QUALIFICATIONS

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### Abstract

Literatures on environmental awareness, knowledge and attitudes were initiated new debates about the linear progression of knowledge, attitude and behaviour. On the other hand, formal education is an important access to develop environmental attitude among pupil. The effectiveness of formal education towards environmental attitude needs to be observed. The present paper aimed to study the environmental attitude among women who resides at Sagar block of Sundarban delta in relation to their educational qualification. A survey type quantitative research carried out with 569 women of two islands – Sagar and Ghoramara. The findings from descriptive and inferential statistics revealed that the environmental attitude increases with formal qualification, though the differences of the mean environmental attitude sores may not be significant for all hypotheses. But the findings may stimulate to frame the environmental values through educational qualifications.

**Key words:** Environmental attitude, Educational qualification, Sundarban delta

### 1. Introduction:

The old but simplest model of pro-environmental behavior was based on a linear progression of environmental knowledge leading to environmental attitudes that may lead to pro-environmental behavior. These rational assumed that educating people about environmental issues would automatically result in pro- environmental behavior. As education only can inculcate the values to develop attitude that one can behave sustainably and understand the inter-relationship between human and nature, the Honorable Supreme Court of India has directed NCERT with a judgment on 18<sup>th</sup> December, 2003 to prepare a model syllabus of environmental education for different class. And from the academic session 2004- 2005 environmental education has been introduced as a compulsory schoolsubject at all level. The National policy on education(India) -1986 and NCFSE (2000) highlighted the need for including Environmental concerns at all the levels of schoolings.

<p><b>Introduction:</b></p>	<p>So it is clear that there is an initiative to develop environmental knowledge and attitude through formal education system, but the foundation to learning environmental attitude is mostly neglected by parents who are not conscious about the importance of these issues. Usually women plays the leading role at the house hold, especially children first learns from the mother and other women of the family. A question arises here that does formal education enable significantly to draw difference in developing environmental attitude among women?</p> <p>The present study carried out on women of two islands namely Sagar and Ghoramara of Sagar block in the world heritage site Sundarbans, to find the answer by observing the relative impact of educational qualification on environmental attitude among women of Sundarban Delta.</p>
<p><b>2. Objective</b></p>	<p>The objective of the study is to find out the relative impact of formal education on environmental attitude among women of Sundarban delta.</p>
<p><b>3. Emergence &amp; Significance:</b></p>	<p>Review of related literature reflects that in Indian and foreign aspect so many studies carried out on environmental attitude (<i>Larijani &amp; Jasodhara, 2008; Srivastava, 2013; Lahiri, 2011</i>), but most of them are focused to measure and analyze the attitude of student, or teacher or pupil-teacher in relation to some selected variables. There is a lack in research trend on women’s environmental attitude especially at Sundarban region which is also an environmentally degraded zone.</p>
<p><b>4. Hypotheses:</b></p>	<p>There may be significant difference between formal educational qualification and environmental attitude among women of the Sundarban delta. It could be more specific in the following way;</p> <ul style="list-style-type: none"> <li>• There may be significant difference in mean scores of environmental attitude between women with below primary and primary level of qualifications.</li> <li>• There may be significant difference in mean scores of environmental attitude between women with primary and secondary level of qualifications.</li> <li>• There may be significant difference in mean scores of environmental attitude between women with secondary and higher secondary level of qualifications.</li> </ul> <p>There may be significant difference in mean scores of environmental attitude between women with higher secondary and under graduate or post graduate level of qualifications.</p>

## 5. Methodology:

**5.1. Research Design:**The study followed survey type research design.

**5.2. Sampling Design:**569 women were selected as sample group by applying judgmental sampling technique.

**5.3. Tools:**A 3-point Likert type scale with 17 items were used to assess women's environmental attitude, based on dimensions like attitude towards pollution (air, water, soil, and sound), conservation (water, forest, biodiversity) and management (energy, environment, health). The content validity of the scale has been established with experts' consultation.

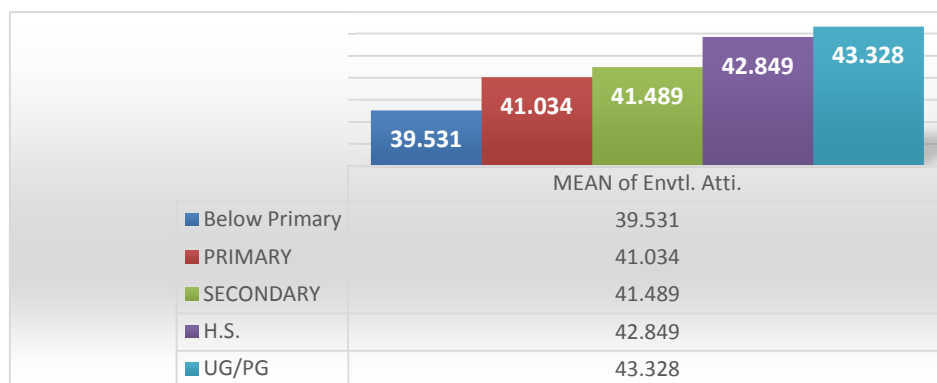
## 6. Results :

The results reflecting that the mean scores of environmental attitude among women of Sundarbans were increasing with their formal educational qualification i.e. highly qualified women were belonging respectively high scores of environmental attitude.

**Table: 1 Descriptive statistics of Environmental Attitude**

Educational Qualification	(N)	Mean	SD
Below primary	94	39.531	3.966
Primary	86	41.034	4.483
Secondary	139	41.489	4.339
Higher Secondary	186	42.849	5.373
UG and above	64	43.328	4.312

The following graphical presentation of women's environmental attitude will clearly explore the data:



**Fig.1 Graphical representation of Mean scores of environmental attitude**

## Results :

**TABLE: 2: The inferential statistics of environmental attitude**

Educational Qualification	t- value	Significance
Below primary & Primary	2.428	Significant at 0.01 level
Primary & Secondary	1.031	Not significant
Secondary & Higher Secondary	2.833	Significant at 0.01 level
Higher Secondary & UG and above	0.645	Not significant

The differences in mean scores of environmental attitude were significant between women with below primary vs. primary and women with secondary vs. higher secondary level of qualification.

## 7. Analysis :

The descriptive result revealed that the mean scores were gradually increasing according to the increase formal educational qualification. The inferential statistics signifies differences in mean scores of environmental attitude in two cases. It inferred that there were significant difference in mean scores of environmental attitude between women with below primary and primary level of qualification and women with secondary and higher secondary level of qualifications were also have significant mean difference. The result initiates new research questions like what are the factors of education that influencing environmental attitudes and do the environmental attitude motivated peoples to behave accordingly and so on. As per the assumption of the present study education rather formal education is the key source to indulge environmental attitude among women but the sample group were middle aged women who leave schools or colleges before environmental education stressed as a different discipline in our country. Although in an integrated approach education is being enable to draw the difference according to the findings.

**8. Conclusion :**

Many quantitative researches have shown that there is a discrepancy between attitude and behaviour. Rajecki (1982) defined four causes, like direct versus indirect experiences, normative influences, temporary discrepancy, attitude-behaviour measurement etc. The major findings of the present study suggest that educational qualification is able to draw difference in environmental attitude. It may not be significant in all stages but the scores of environmental attitude increased with educational qualifications, thus it could be concluded that formal education could be effective with proper utilization. So the plan of inclusion of environmental education might be more effective to encourage respectful behaviour to nature and natural resources. As the ultimate goal is to change behaviour towards sustainable manner which is too difficult it needs to prepare the plan for environmental education curriculum design in a realistic way with reminding the four reasons stated by Rajecki. Not only the curriculum but also the teaching needs more direct and realistic experiences for students to realize the environmental issues. Social norms, cultural traditions, and family customs were also influences and shape people's attitudes despite of classroom activities community orientation is an important issue.

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