



# A Study on Environmental Education at school and College level in Nagapattinam District

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## Abstract

The position of environmental education on the curriculum and the view of the teaching have changed a great deal in recent years. Where today it is a theme which all the subjects on the curriculum in theory are obliged to deal with, the amount depending on where it fits in naturally. The environmental problems should be regarded first and foremost as problems of society is another condition that makes it necessary for planning, implementation and evaluation of a course to be brought into different ways of thinking than former practices. Environmental education regarded as interdisciplinary and problem orientated, and much emphasis is laid on student participation in decision-making and responsibility. Emphasis is placed on the students getting out of school and colleges to investigating the problem being worked on, part of which consists of getting into touch with people with different opinions on the particular problem of environmental issues. This may be analysed particular peoples in the Nagapattinam district.

**Key Word:** *environmental issues, curriculum, decision making.*



## Introduction

Environmental education is defined in its broadest sense to include raising awareness, acquiring new perspectives, values, knowledge and skills, and format and informal processes leading to changed behaviour in support of an ecologically sustainable environment. The position of environmental education on the curriculum and the view of the teaching have changed a great deal in recent years. Where today it is a theme which all the subjects on the curriculum in theory are obliged to deal with, the amount depending on where it fits in naturally.

The essence of the aspects of present day environmental education as described as essentials of emphasis is placed on working with the conflicts of interest in the exploitation of nature, as well as the students having the opportunity to assess to and take a standpoint on the ethical aspects of the problems

It may prove productive for the students to gain experience in testing some action possibilities related to the environmental problems. Because of its very nature and importance, environmental education cannot be confined to any one group in our society. It is a responsibility for everyone – government, industry, the media, educational institutions, community groups-as well as individuals.

## Review of Literature

In this paper some the important literatures are discussed and keep in main the study was analysis. The important study is, Ernst, Julie; Monroe, Martha (2004), Mipando, M., Zverev, Y. P. and (2007), design the study to assess cultural and Hill, Robert J. (2002), Smith-Sebasto, N. J.; Semrau and Heidi J. (2004) .

## Objectives

The following objectives are framed for the purpose of present study.

- Find out the respondent's views on effectiveness of environmental education curriculum in the study area.
- To identify the respondent's ratings on environmental education components in school curriculum.

## Sampling Method

This study aims at analyzing the evaluation of environmental education in schools in Nagapattinam district on the basis of exploratory research framework. The identified variables are correlated with socio-economic status on the respondents and thereby it gives analytical orientation of the study. The sample for the present study consists of 200 respondents. The teachers are the respondents of the study. Four groups of schools are selected viz, Government secondary schools, Aided secondary schools, Municipal secondary schools and Matriculation schools, from each group 50 respondents are selected a sample. The research adopted interview scheduled method to collect data from the teachers of different schools in different parts of the Nagapattinam district.

## Limitations

The findings of the study are applicable to environmental education and it does not applicable to other subjects. This study does not cover experimental aspect of environmental education, because studying of all aspects of environmental education is not under the purview of an individual researcher due to constraints imposed by money, time, energy and efforts.

## Discussion of the study:

The research indicates the school wise respondent's views on environmental education curriculum. It can be assessed with the help of 9 factors on a 5-point rating scale. These include teachers to manipulate small objects, lessons required the use of memory strategies, lessons require understanding and using abstract ideas, lessons encourage teachers to think of future, group activities, lessons required teachers to read and write, lessons draw teachers to explore through experimentation, lessons required teachers to systematically solve the problem and lessons required cause effect reasoning.

Out of the chosen 9 variables on environmental education curriculum, the respondents rate first order priority to the environmental education curriculum in terms of the lessons enable teachers to manipulate small objects as their secure mean score is 4.16 on a 5 point rating scale. This shows the highest level of preference to the environmental education curriculum. The respondents rate second order priority to the environmental education curriculum that lessons should require the use of memory strategies. In this perception, they secure a



mean score of 4.09 on a 5-point rating scale. This indicates the respondent's attitudes towards use of memory strategies in environmental education curriculum. The respondents rate third order priority to the environmental education curriculum that lessons require to understand and use abstract ideas as they secure a mean score of 3.85 on a 5 point scale. In general, respondents rate fourth order priority to the environmental education curriculum that lessons should think of future as they secure a mean score of 3.85 on a point rating scale. The respondents rate fifth order priority to the environmental education curriculum in terms of group activities on environmental education as it secures mean score 3.76 on a 5 point rating scale. The respondents rate the sixth order priority to the environmental education curriculum that lessons require the teachers to read and write environmental issues as their secure mean score in 3.67 on a 5-point rating scale. The respondents secure 3.56 as mean score on a 5-point rating scale with respect to their views on environmental education curriculum in terms of teacher's role in exploration of knowledge through experimentation. It is the seventh level environmental attitude. The respondents rate eighth order priority to the environmental education curriculum that lessons should enable the teachers to systematic solve the problem as they secure a mean score of 3.40 on a 5 point rating scale. The respondents secure 2.90 as mean score on a 5-point rating scale. With respect to their views on environmental education curriculum in terms of lessons require cause and effect reasoning.

It is interesting to observe among the chosen schools that the teachers of Matriculation schools occupy the first position with respect to their overall views on environmental education curriculum as they secure a mean score of 4.00 on a 5 point rating scale and followed Aided Secondary Schools, Municipal secondary schools and Government secondary schools. It could be seen clearly from the above discussion that there is correspondence between education status of teachers and their views on environmental education curriculum. It could be noted that the education status, the ratings on environmental education curriculum and the vice versa.

### **Findings and Conclusion**

The findings of the respondents' views on environmental education curriculum reveal the following facts. The teachers have high level of views on environmental education that curriculum should enable teachers to manipulate small objects, lessons enable the teachers to use memory strategies, lesson enable the teachers to understand and use abstract ideas and to think of future environmental strategies.

The respondents have moderate level of views on environmental education that lessons should encourage group activities, and lessons should enable teachers to explore new ideas through experimentation. The teachers give low level importance to the curriculum of environmental education that lessons should enable teachers to systematic solve the problems and also enable them to study the cause effect reasoning. It could be noted that higher the education status, higher the ratings of environmental education curriculum and the vice versa. The result of the area wise analysis shows that rural teachers lag behind urban teachers in their secured mean score on overall rating on environmental education curriculum.

The respondents rate moderate level priority to teach components of environmental education in school curriculum in terms of eco system concepts, discussion relating environmental components, studying people' value towards environmental, knowledge of eco system functions.. The respondents rate low order priority to study the environmental education components in terms of eco system cycle, ecosystem functions and relevance of environmental lessons on environmental problems. The result of the education wise analysis shows that is correspondence between education status of teachers and their priority to teach various environmental issues in school and college curriculum. It could be noted that higher the education status, higher the priority to teach various environmental issues in school curriculum and the vies-versa.



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