



EFFECT OF SOCIO ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT ON ENVIRONMENTAL CONSCIOUSNESS

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Abstract:

The importance of environmental consciousness (EC) is well known globally among societies. Environmental consciousness is gradually promoted as a sustainable tool in protection of the environment. The purpose of this review is to give an overview of the effects of socio-economic status and academic achievement on environmental consciousness. A sample of 100 undergraduate students of Dayalbagh Educational Institute of Agra was selected for the study. Data was analyzed by using a 2 (SES: High Vs Low) x 2 (Academic Achievement: High Vs Low) design. The results indicated a significant interaction effect of socio-economic status and academic achievement on environmental scores.

Key Words: Environmental Consciousness (EC), Socio-Economic Status (SES), Academic Achievement, Interaction Effect, Sustainable & Globally.

Introduction:

Environment is a well known word for past few decades. The man exploited and plundered the natural resources to the hilt, to meet the growing demand of his ever increasing population without caring for the adverse effects, his actions would have on the environment. Consciousness is commonly associated in common usage with aims, plans, desires and deliberation. Consciousness is used in everyday situation refer to subjective awareness of the objects of focal length. In this paper investigator employ the concept of environmental consciousness to refer to specific psychological factors related to individuals' prosperity to engage in pro-environmental behaviours. The longest standing line of research on environmentalism (environmental concern) is proposed by (Dunlap and Van Lyre, 2005, 2000). According to this approach, environmentalism is a question of values or general beliefs on the relationship between human- beings and environment. India is one of the countries which consists huge number of youths. It is important to know the consciousness level of college students. There is no better measure of environmental responsibility than direct observation of young people, how they reduce their consumption, reusing and recycling materials, the desire to protect flora and fauna.

There is relationship between income itself and environmental concern. A study conducted by (Fisman, 2005) showed that the local environmental awareness found only among students living in high socioeconomic neighbourhoods. Research indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). The school systems in low-SES communities are often under resourced, negatively affecting students' academic progress (Aikens & Barbarin, 2008). Children' semi-structured home learning environment transition into a more structured learning if they have high-SES. It is overall parent's impact on their children that how they are dealing with the environment, children behaviour is the replication of that impact. Families from low-SES communities are less likely to have the financial resources or time availability to provide children with academic support. Children's initial reading competence is correlated with the home literacy environment, the number of books

owned by the children (Aikens & Barbarin, 2008). However, parents from low-SES communities may be unable to afford resources such as books, computers, or tutors to create this positive literacy environment (Orr, 2003). A consistent finding of researches shows that females show more environmental concern than males.

Problem:

To study the effect of socio-economic status and academic achievement on environmental consciousness among undergraduate students.

Objectives of the Study:

1. To study the effect of socio-economic status on environmental consciousness among undergraduate students.
2. To study the effect of academic achievement on environmental consciousness among students.
3. To study the interaction effect of socio-economic status and academic achievement on environmental consciousness among students.

Hypotheses:

- There is significant effect of Socio-economic status on environmental consciousness among students.
- There is significant effect of Academic achievement on environmental consciousness among students.
- There is significant interaction effect of Socio-economic status and Academic achievement on environmental consciousness among students.

Methods:

Design:

A 2x2 factorial design was used to study the effect of the two independent variables as well as the effect of interaction of these independent variables upon the dependent variables.

Variables:

1. PREDICTOR VARIABLES (INDEPENDENT VARIABLE)
 - Socio-economic status(High and low)
 - Academic Achievement(High and low)
2. CRITERION VARIABLE (DEPENDENT VARIABLE)
 - Environmental Consciousness
3. RELEVANT VARIABLES (CONTROL VARIABLES)
 - Age- 18 to 20 years
 - Gender- Female students

Sample:

The sample of the present study was selected by random sampling technique. The sample consists of 100 undergraduate female students of 17-20 years of age of Social Science Faculty; Departments were Political Science, Sociology, Economics, Psychology of Dayalbagh Educational Institute, Agra.

Tools Used:

A self-constructed questionnaire on Environmental Consciousness was made. All items were scored on five- point rating scales i.e. strongly agree, agree, neutral, disagree, and strongly disagree. The scores given on this five-point rating scale is 5, 4,3,2,1. There were 35 items in the scale based on various environmental factors viz. Pollution, Conservation of forest, soil, energy, human health, wildlife, population explosion and environmental concerns. The environmental consciousness score of an individual is the sum total of item score on all these areas. Each item alternative was

assigned a weightage ranging from 5 (strongly agree) to 1 (strongly disagree). It is highly reliable and valid test. Reliability of the scale was estimated by Croanbach-Alpha was 0.84, which was highly significant. The scale also possessed content and item validity i.e. 0.68.

The socio-economic status of the subject was determined by the annual income of their family. Academic achievement of the subject was determined by the average of the marks obtained during the last three years of their academic session.

Results and Discussion:

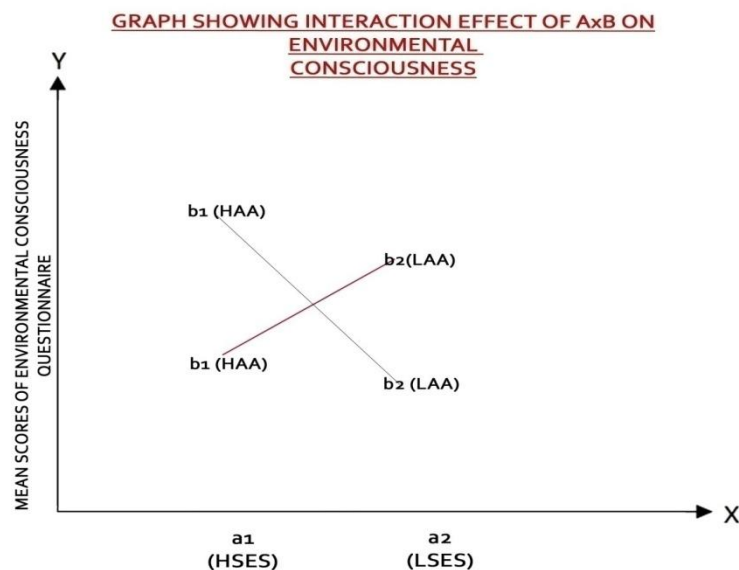
Table-1
Summary of Analysis of Variance

Source of Variation	SS	Df	M	F
A (SES)	222.01	1	222.01	0.162
B(AA)	2905.21	1	2905.21	2.12
ABSS	8817.21	1	8817.21	6.45**
Within Group	131321.28	96	1367.93	-

**p < 0.01 * p < 0.05

From Table-1, it is clear that F value for factor A is 0.162 indicating the effect of SES on Environmental Consciousness is non-significant at both levels. This means that there is no significant effect of SES on Environmental Consciousness. Well, it is known enough by studies that Environmental Consciousness is higher among higher income classes but this is not characteristic of all in that social stratum. Exceptions are found everywhere. It might be possible that when children of high SES got everything what they want, they develop a sense of ignorance. They do not show care and concern for environment. They have ample of money that is why they do not believe in recycling or reusing of articles. This action of behaviour in result will harm the mother earth.

The F-ratio for factor B i.e. Academic Achievement on Environmental Consciousness is 2.12 is also insignificant at both level. It shows that Academic Achievement has little or no effect on EC. This is due the reason that environmental education is not working at its right path. It should be the responsibility of schools and colleges to pay attention towards the proper implementation of environmental education, so that children become aware and conscious about environment.



The F- ratio for factor AxB is 6.45 which is significant at 0.01 level. This shows that there is significant interaction effect of the SES and AA on Environmental Consciousness among students. Results show that low socio-economic status and HA show significant interaction on Environmental Consciousness and HSES and LA also show the same effect. It signifies that people of lower SES are more sensitized to environmental problems and more concerned about them than those in more socially advantaged circumstances. It could be inferred due to the reason that academic ability will enhance capacity to acquire knowledge of environmental issues, skills, and strategies. In the second condition, where people of higher SES have greater sensitivity to the value aspects of environmental issues. There is little relationship between environmental concern and level of education. The parents with high SE status have more time, energy, resources, knowledge, and patience to teach their kids than the parents with low status. So effect of low Academic Achievement is less. In line of research studies, environmental consciousness is more pronounced (or is shaped in a more mature manner) in the social centre. From this social centre, pro-environmental values, attitudes and behaviours spread outwards to other social groups on the social periphery in an unequal or partial manner. The close relationship between individuals' social status, level of information and social participation underline the decisive role that ideology as well as attitudinal and behavioural variables related to political or civil competence play as determinants of environmental consciousness (Dahl, 1992).

Conclusion:

The term Environmental Consciousness is a broad term. It not only implies knowledge about environment but also an attitude, values and necessary skills to solve environment related problems. EC is a process of recognizing values and clarifying concepts in order to develop skills and added tools necessary to understand and appreciate the inter-relationship among man, his culture and his bio- physical surroundings. It is supposed that the government's compulsory environmental science education has a great impact upon environmental consciousness. Different environmental programme are performed in schools/ colleges throughout the year that also compelled to think about the environment and help to be conscious about environment.

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