

RESEARCH AND REFLECTIONS ON EDUCATION

a peer reviewed and refereed quarterly journal

ISSN 0974-648X

rresxce@gmail.com / www.sxcejournal.com

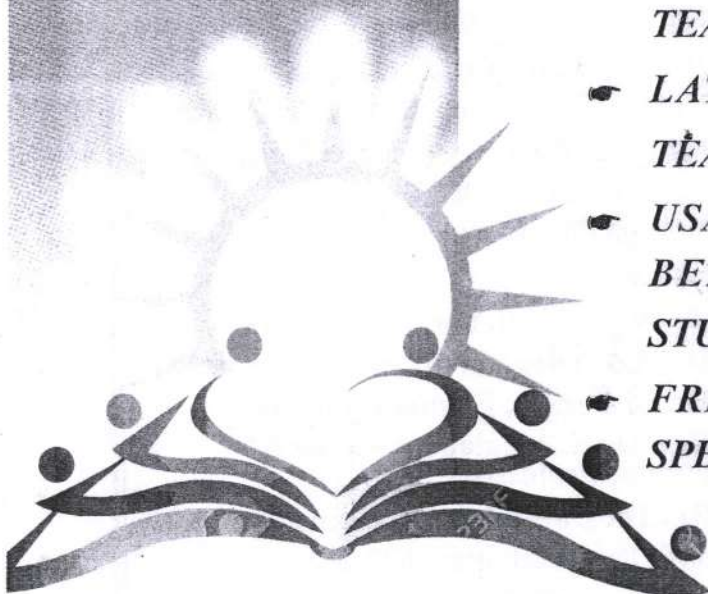
Volume : 17 No : 02

Apr - June 2019

Single Copy Rs. 100/-

UGC - CARE Approved

- *A STUDY ON ECO-FRIENDLY BEHAVIOUR AMONG HIGHER SECONDARY STUDENTS*
- *COMPUTER LITERACY : AN ANALYSIS OF THE PRICELESS LAPTOP SCHEME IN KANCHEEPURAM EDUCATIONAL DISTRICT*
- *JOURNALING AND ITS EFFECT ON POSITIVE THINKING AMONG STUDENT TEACHERS*
- *LATERAL THINKING OF SECONDARY TEACHER EDUCATION STUDENTS*
- *USAGE OF SOCIAL MEDIA AND WELL-BEING OF HIGHER SECONDARY STUDENTS*
- *FRIENDSHIP MOTIVATION AMONG SPECIAL CHILDREN*



[Signature]
Principal

St. Xavier's College of Education
(Autonomous)

Palayamkottai - 627 002

St. Xavier's College of Education
(Autonomous)

[Re-accredited (3rd cycle) at 'A' Grade by NAAC with CGPA : 3.67]

PALAYAMKOTTAI - 627 002. TAMIL NADU.



Dear readers,

Greetings!



India, the largest democracy in the world has encountered yet another general election in April 2019. The election results are interpreted to be the inner aspirations of the people, which is contested by the major section of the country. A number of challenges await the new Government. Nurturing the economical and educational sectors back to health is the immediate and main concern of the new government.

The education system of any nation will be the main contributor for its economical development. Our nation has a large number of government schools, colleges and universities complemented by private educational system. In the process of restructuring of both higher and secondary education, the Draft National Education Policy, 2019 prepared by a committee chaired by Dr K. Kasturirangan, has been rebased by Ministry of Human Resource and Development for public comments. Any educational policy must aim at making a nation a knowledge superpower by equipping student citizens with the necessary skills and knowledge. It also should focus on the hopes and aspirations of the people as indicated in the preamble of the Constitution of India, which solemnly resolves to constitute India into a sovereign, socialist, secular, democratic republic and secure to all its citizens justice: social, economic and political and liberty: of thought, expression, belief, faith and worship.

Revamping and renewing the existing policies are important because they help educational institutions establish rules and regulations and create standards of quality for learning and safety, as well as expectations and accountability. Without these, they cannot function as learner-friendly. Hence, rigorous evaluation, discussion and experiments are essential to build confidence in the new educational policy. This could be realized by qualitative research. Qualitative research is an in-depth research using a range of techniques, which aims to understand why people think, feel, react and behave in the way that they do. Qualitative researchers must employ a constructivist research paradigm. We believe, qualitative research alone would play a vital role in answering our doubts and queries in the matters related to new education policy 2019.

We greatly appreciate our readers, for sparing time to read this and at the same time we would like to make an appeal to use more qualitative approaches in your research to get qualitative findings which would be an eye opener for the policy makers.

This issue of our journal carries research papers on different issues like Friendship Motivation, Eco-Friendly Behaviour, Priceless Laptop Scheme, Positive Thinking, Lateral Thinking, and use of Social Media. We hope, this issue will have a direct implication on all readers in general besides educational stakeholders on the quality of life. We wish the reading of this issue will create awareness and divert your mind towards positivity.

With Regards
Editorial Board

RESEARCH AND REFLECTIONS ON EDUCATION (A Quarterly Journal)



Reg.No : TNENG / 2003 / 10220

ISSN : 0974-648X

CONTENT

A Study on Eco-friendly Behaviour among Higher Secondary Students

R. Chitra Ponnammal

Rev. Dr. D. Thomas Alexander, S.J

Computer Literacy: An Analysis of the Priceless Laptop Scheme in Kancheepuram Educational District

T. Sundararasan

Prof. G. Kalaiyarasan

Journaling and its Effect on Positive Thinking among Student Teachers

Dr. V. Sindhya

Lateral thinking of Secondary Teacher Education Students

V.Kandhimathi

Dr. P. Annaraja

Usage of Social Media and Well-being of Higher Secondary Students

S.T Praja

Dr. A. Amalraj

Friendship Motivation among Special Children

M. Maria Jeslin

Dr. A. Michael J Leo

Principal

**St. Xavier's College of Education
(Autonomous)**

Palayamkottai - 627002

A STUDY ON ECO-FRIENDLY BEHAVIOUR AMONG HIGHER SECONDARY STUDENTS

Research
Paper

ABSTRACT

In this study the eco-friendly behaviour of higher secondary students of Thoothukudi District in Tamil Nadu was focused. 450 samples were collected by random sampling technique. Statistical techniques used in this study were percentage analysis and 't'-test to find out the significant differences between the subgroup selected for the study. The results show that boy students are better than girl students with respect to their eco- friendly behaviour. Most of the student posses moderate level of eco-friendly behaviour. Based on the locality significant difference in eco friendly behaviour is noted. Urban students are better than rural students in their eco-friendly behaviour and its dimensions.

Introduction

Environment is an indicator of national health. We utilize the environmental resources for the benefit of human welfare. The exploitation of the environment may result in deficit in the availability of resources. Scarcity of resources develops unhealthy citizens. Exploitation of nature by man to meet his needs and greed collapses the ecological balance. The Indian society is fast adapting to western packed foods and it has become a common practice. One of the prime reasons for these issues is lack of proper awareness about waste management. Eco-friendly means friendly relationship between humans and their habitat. An eco-friendly human takes good care of his or her surrounding environment. The knowledge of eco-friendly behaviour creates better attitude towards environment where they are living. The students should develop eco-friendly behaviour during their life time. So it is essential to assess the eco-friendly behaviour among the school children.

Significance of the Study

A person who is eco-friendly not only helps his surrounding to be less harmful, but also helps to save his fellow human beings and the animals around him; man's demands are unlimited and every increasing, resulting in thoughtless degradation of natural environment.

When the development of science and technology and the growth of population and industrialization brought a tremendous change in the natural environment thereby posing a danger to physical, mental and social health of man. Therefore programmes on environmental awareness are catching up. Recognizing this fact we have to make our mother earth a better place for ourselves and for our future generation. Hence this problem eco-friendliness among secondary school students becomes a relevant problem for investigation and hence it is undertaken.

Hence this study, is entitled as "Eco-friendly behaviour among higher secondary students"

Operational Definition

The investigators adopted the following operational definitions for the terms used in this study.

Eco-friendly

Eco-friendly is defined as not harmful to the environment ..

R. Chitra Ponnammal, M.Phil, Scholar,
St. Xavier's College of Education (Autonomous),
Palayamkottai.

Rev. Dr. D. Thomas Alexander, S.J, Principal,
St. Xavier's College of Education (Autonomous),
Palayamkottai.

Principal

Eco-friendly behaviour

By Eco-friendly behaviour the investigators refer to the behavioural contributions of higher secondary students towards green living. Here it is measured in terms of school based Eco- friendly behaviour, home based Eco- friendly behaviour and society based Eco- friendly behaviour.

Higher Secondary Students

By higher secondary students, the investigators mean those who are studying in XI and XII standard in Thoothukudi Educational District.

Objectives

1. To find out the level of eco-friendly behaviour and its dimensions among higher secondary students; and
2. To find out the significant difference of eco-friendly behaviour of higher secondary students based on gender and locality.

Null hypotheses

1. There is no significant difference between boys and girls higher secondary students in their eco-friendly behaviour and its dimensions.
2. There is no significant difference between rural and urban higher secondary students in their eco-friendly behavior and its dimensions.

Methodology

Simple random sampling technique is used in the present study

Sample

By using simple random sampling technique 450 higher secondary students from Thoothukudi District were selected as sample.

Tool used

Eco-Friendly behaviour questionnaire was constructed and validated by Chitra Ponnammal and Thomas Alexander (2018)

Statistical technique used

Statistical techniques used in the present study are percentage analysis, mean, standard deviations and 't' test.

Analysis of Data

Objective 1. To find out the level of eco-friendly behaviour and its dimensions among the higher secondary students.

Table 1

Level of Eco-friendly Behaviour of Higher Secondary Students in Terms of the Total Sample

Eco-friendly behaviour and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
School based eco-friendly behaviour	74	16.4	292	64.9	84	18.7
Home based eco-friendly behaviour	77	17.1	301	66.9	72	16
Society based eco-friendly behaviour	73	16.2	318	70.7	59	13.1
Eco-friendly behaviour	75	16.7	297	66	78	17.3

It is inferred from the above table that among the higher secondary students 16.4% have low, 64.9% have moderate and 18.7% have high level of school based eco-friendly behaviour. Among them 17.1% have low, 66.9% have moderate and 16.0% have high level of home based eco-friendly behaviour. Among them 16.2% have low, 70.7% have moderate and 13.1% have high level of society based eco-friendly behaviour. Among them 16.7% have low, 66.0% have moderate and 17.3% have high level of eco-friendly behaviour.

Hypothesis1

There is no significant difference between boys and girls higher secondary students in their eco - friendly behaviour and its dimensions.

Table 2

Difference Between Boys and Girls Higher Secondary Students in their Eco-friendly Behaviour and its Dimensions

Dimension	Category	N	Mean	S.D	Calculated 't'-value	Remark at 5% level
School based eco-friendly behaviour	Boys	202	33.44	5.962	2.109	S
	Girls	248	32.33	5.187		
Home based eco-friendly behaviour	Boys	202	35.54	6.155	0.569	NS
	Girls	248	35.85	5.258		
Society based eco-friendly behaviour	Boys	202	26.36	4.987	0.304	NS
	Girls	248	26.50	4.390		
Eco-friendly behaviour	Boys	202	95.34	14.771	0.514	NS
	Girls	248	94.67	12.790		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between boys and girls higher secondary students in their home based eco-friendly behaviour, society based eco-friendly behaviour and eco-friendly behaviour. But there is a significant difference between boys and girls higher secondary students in their school based eco-friendly behaviour.

While comparing the mean scores of boys (mean=33.44) and girls (mean=32.33) higher secondary students, boys students are better than girls students in their school based eco-friendly behaviour.

Hypothesis 2

There is no significant difference between rural and urban higher secondary students in their eco-friendly behaviour and its dimensions.

Table 3

Difference Between Rural and Urban Higher Secondary Students in their Eco-friendly Behaviour and its Dimensions

Dimension	Category	N	Mean	S.D	Calculated 't'-value	Remark at 5% level
School based eco-friendly behaviour	Urban	208	33.53	5.533	2.502	S
	Rural	242	32.22	5.54		
Home based eco-friendly behaviour	Urban	208	36.42	5.873	2.46	S
	Rural	242	35.1	5.435		
Society based eco-friendly behaviour -	Urban	208	27.13	4.619	2.933	S
	Rural	242	25.84	4.627		
Eco-friendly behaviour	Urban	208	97.08	13.615	3.046	S
	Rural	242	93.17	13.547		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between rural and urban higher secondary students in their school based eco-friendly behaviour, home based eco-friendly behaviour, society based eco-friendly behaviour and eco-friendly behaviour.

While comparing the mean scores of urban (mean=33.53, 36.42, 27.13, 97.08) and rural (mean=32.22, 35.10, 25.84, 93.17) higher secondary students, urban students are better than rural students in their school based eco-friendly behaviour, home based eco-friendly behaviour, society based eco-friendly behaviour and eco-friendly behaviour.

Findings of the Study

The result of the study shows that most of the students possess moderate level of eco-friendly behaviour. There is a significant difference in their eco-friendly behaviour based on the gender. The level of eco-friendly behaviour of urban students is highly significant when compared to the rural students. Hence test of significance for difference between the mean of boys and girls, urban and rural students reveal that there was a significant difference in the level of eco-friendly behaviour.

Continued on Page 8

Poynton, T. A. (2005). Computer literacy across the lifespan: a review with implications for educators. *Computers in Human Behavior*, 21(6), 861 - 872. Retrieved from <https://doi.org/10.1016/j.chb.2004.03.004>

Paula Warnken. (2004). The Impact of Technology on Information Literacy Education in Libraries. *The Journal of Academic Librarianship*, 30(2), 151-156. Retrieved from <https://doi.org/10.1016/j.acalib.2004.01.013>

Thomas Michael., & Richard Marz. (2006). Computer literacy and attitudes towards e- learning among first year medical students. *BMC Medical Education*, 6(34). Retrieved from <https://doi.org/10.1186/1472-6920-6-34>

Lau, F., & Bates, A. (2004). A review of e-learning practices for undergraduate medical education. *Journal of Medical Systems*, 28(1), 71-87. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/15171070>

Osman, L. M., & Muir, A. L. (1994). Computer skills and attitudes to computer-aided learning among medical students. *BMC Medical Education*, 28(5), 381-386. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/7845256>

Continuation of Page 4

A STUDY ON ECO-FRIENDLY BEHAVIOUR AMONG HIGHER SECONDARY...

Educational Implications of the Study

The findings of the study reveal that the present generation possess moderate level of eco-friendly behaviour. Boys are better than the girls in their eco-friendly behaviour. This may be due to the fact that boys are always associated with nature loving in their passion.

The urban students have more eco-friendly behaviour as compared to the rural students. Therefore information recording environmental issues and actions to increase awareness level should be given more in schools of rural areas. Further the importance of media, and role of families and other voluntary organizations should try to change the thinking style and life style among the future generations.

Conclusion

The dangerous level of pollution and degradation of nature necessitates that environmental education at school level should be emphasized and its objectives must be achieved. The government policy in this regard is very explicit as well as college level of education. Talking about environmentalism will not save the earth and therefore legal action and environmental education from childhood above can save our mother earth. The programme that was implemented for creating environmental awareness among the higher secondary school student was found to be effective. Although schools are having eco-clubs but they do not have planned programmes and even do not have seriousness in implementing them. The school teachers also become aware of the different activities to be organized for environmental awareness. It was felt that many such activities to be organized in schools. These activities will be very helpful in sensitizing students towards environmental problems and generating Eco-friendly habits.

References

- Sharma, R. C., & Shukla, C. S. (2002). *Modern Science Teaching*. New Delhi: Dhanapat Rai Publishing House.
- Kumar, V. (2000). *Modern methods of teaching Environmental Education*. New Delhi, India: Sarup and Sons.
- Awsathi Seema, & Chandra. (2009). Developing Environmental Friendly Behavior among Adolescents. *Indian Educational Review*, 45.
- Chandra, R. C. (2000). *Environmental Awareness*. New Delhi: Kalyani Publishers.
- Thohino. (2006). *Environmental Awareness and Environmentally Friendly behaviour- case Sulkava Rowing Event*. Lake Tourism Project University of Joensuu Savonlinna Institute for Regional Development and Research Kuninkaankartanonkatu.