

EFFECTIVENESS OF ENVIRONMENT RELATED HEALTH EDUCATION ON AWARENESS, ATTITUDE, AND BEHAVIOUR OF STUDENTS

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ABSTRACT

Knowledge of environmental phenomena is necessary for maintaining and protecting health in the present dangerous environment. The health of its citizens is the nation's most valuable resource, and it is common knowledge that environmental factors have a significant role in shaping this factor. Hence, it is the responsibility of each individual to safeguard health by safeguarding the environment, and this can be achieved only via environmentally responsible actions. Little children in school are the future of any country, making it especially crucial to shape their Behaviour. A kinetic awareness of health concerns connected to the environment is key to achieving this goal. Curriculum, extracurricular activities (such a green club or National Service Learning) and other environmental education programs are just a few of the ways that people learn about environmental health risks.

KEYWORDS: Health Education, Awareness, Attitude, Students Behaviour

INTRODUCTION

One's actions and reactions to difficulties are heavily influenced by one's attitude, which may be defined as a propensity or inclination to respond positively or adversely to a certain concept, object, person, or circumstance. A person's attitude is their fixed way of thinking or feeling about something or someone (Ajzen, 1991). Reasoned Action is a hypothesis proposed by Fishbein and Ajzen (1967) that attempts to foretell people's actions by considering their present attitudes and intentions. The expected and actual consequences of Behaviour are what ultimately convince an individual to participate in that Behaviour.

As people's actions are mostly determined by and predictable from their views, it follows that people's actions will typically reflect those attitudes. Vadala (2004) looked explored how

teaching about the environment affected the minds and actions of third graders. Findings point to encouraging improvements in environmental literacy as well as reorientations in outlook and Behaviour. Shih-Tsen (2004) did research to see whether or not a program that brought together people of different generations was beneficial in changing the way kids feel about and treated the environment. Changes in students' knowledge, attitudes, and Behaviours are represented in the findings of the study done by Martin (2005), who evaluated a health education program based on students' real-world experiences. Most students exhibited statistically significant improvement in their health-related knowledge, attitudes, and Behaviours.

Health may be improved by changes in mind set and Behaviour, both of which are correlated with environmental literacy. While Ebil's (1999) research shows a negative association between environmental knowledge and attitude, Gina's (2001) research shows a favorable connection between environmental knowledge, attitudes, and Behaviour. Daquin's (2004) research reveals, furthermore, that the extensive health education program is reducing pupils' health-risk Behaviours.

Environment Related Health Awareness

Elaine (1991) found that students who took an environmental education course benefited from a substantial gain in environmental knowledge, lending credence to the results of Connell, Turner, and Mason (1985) that a few hours of training may have enormous impacts for knowledge. Pre- and post-test assessments by Laifahamin, ZurinaMahadi, Ibrahim, Yaacob, and Nasir (2012) found that students' environmental and health-related awareness and knowledge had grown thanks to the course. Visser, Asthon, and Vernon (2006) argued that knowledge has been shown to improve recall, comprehension, and speed judgement, cue utilization in tasks, appropriate inference, and objective processing of attitude relevant information, while Jean (2007) argued that knowledge does not naturally evolve into environmentally relevant Behaviours. Short-term environmental education, as documented by Tiffany (2012), leads to both knowledge growth and attitude shifts in young children.

Knowledge has been found to be a strong predictor of and positive relationship with environmental Behaviour in certain research (Heslop, 1981; Chu & Chiu, 2003). Alexandar and Poyyamoli's (2014) study reveals that environmental education, exposes influence on

students' knowledge, attitudes, skills, and Behaviour on air, water, biodiversity conservation, and solid waste management. However, contrary research finding shows that the higher level of knowledge do not necessarily translate into substantially higher levels of behavioural activities (Marandu, Moeti & Joseph, 2010). Despite conflicting findings, this factor is being investigated more here because of its significance.

Environment Related Health Attitude

It's commonly said that attitudes are made up of both a "feeling" and "thinking" component. College students' environmental knowledge, attitudes, and Behaviours were investigated by Whitfield (1993), who discovered that a person's sense of control over their circumstances had a direct impact on those variables. Changes in students' sense of agency and environmental outlook are two important metrics by which action-oriented curriculum may be assessed. Alwen's (1987) research reveals that environmental education programs have a positive effect on pupils' academic performance and outlook. The research conducted by Selman and Bognor (2013) showed that even a brief environmental education session may change people's perspectives on the environment for the better.

Environmental Behaviour

Environmental health Behaviour is evaluated on the basis of its influence on the environment and assigned a positive or negative environmental friendliness label based on the extent to which it contributes to or detracts from the preservation of the environment as a whole. According to Linda Steg and Charles Vlek (2009), there is a two-way street when it comes to the connection between human beings and the natural world. One side, human Behaviour, has an effect on environmental quality, which in turn affects human well-being and functionality. Chieh-Hsing (1996) looked examined how an environmental education program affected the green habits of educators and college students. Based on the research findings, it seems the educational model is an effective means of encouraging environmentally responsible Behaviour.

Many variables, such as heredity, lifestyle choices, proximity to adequate medical treatment, and environmental influences, contribute to an individual's level of health (such as the quality of air, water, and housing conditions). The current level of environmental deterioration is often regarded to be mostly owing to inappropriate human Behaviour. Pro-environmental

Behaviours (PEB) include things like recycling and cutting back on energy use that individuals perform on a regular basis and are thus better for the environment. The emphasis on mobilizing ordinary individuals to take action in support of sustainability was a central theme during the 1992 Rio 'Earth Summit' (UNCED 1992).

According to Burgess, Harrison, and Filius (1998), the prediction of sustainability is based on the idea that people and organizations can be convinced to take personal responsibility for environmental protection and make small changes in their daily routines to lessen the severity of potential future impacts. According to Wilson (1984), people may be more inclined to take measures to preserve the environment if they have an emotional connection to nature. Consequently, through the concept of connectivity to nature, people's emotional bond with nature has been a predictor of participation in pro-environmental Behaviours.

To the contrary, the World Health Organization has declared that environmental health considers not just internal aspects but also all exterior physical, chemical, and biological factors that have an effect on an individual's actions. It involves figuring out which elements of one's surroundings pose a threat to one's health and doing what one can to mitigate those risks.

CONCEPT OF ENVIRONMENT

A person's or an animal's habitat is the space immediately surrounding them. ³⁷ There now appear to be broad agreement on a single, uniform definition of "environment" at the global level. Consequently, the environment is now understood to be a well-structured, ever-changing system of natural (i.e. physical, chemical, and biological) and human (i.e. economic, political, social, and cultural) factors in which living organisms operate or human activities take place, and which has direct or indirect, immediate or long-term effect or influence on these organisms or actions at a given time and within a defined area. ³⁸ People generally agree that the environment influences everything from the way people think and act to the food they eat and the shelter they live in. It also plays a role in how smart people are, how quickly new technologies emerge, how societies are organized (or fall apart), how populations grow and shrink, and how long people live.

One's surroundings might be natural or manmade, rural or urban, biological or cultural. Environments can be seen of as a synonym for "nature," "mood," and "ecosphere" in this context, as all of these concepts encompass natural settings that are affected by or have an effect on human activities.

The term "environment" is used to describe the whole of all extraneous elements and circumstances that have an effect on living things. Anything that has an effect on an organism, whether it is a plant, animal, or microorganism, is considered part of its habitat.

In ecology, researchers examine how various species interact with their natural setting and one another. Both the living (biotic) and non-living (abiotic) components of an organism's environment are considered. While scientist Ernst Haeckel coined the term "biology" in 1866, it is now commonly understood to refer to the study of "the science of nature," which includes both its structure and function.

The term "environment" (from the French verb "environed," meaning "to encircle or surround") refers to either (i) the physical setting in which an organism or group of organisms exists, or (ii) the set of interrelated social and cultural factors that have an impact on that organism or group. We are surrounded by both the natural and "constructed" (i.e., technical, social, and cultural) environments, each of which is significant in its own way.

In common use, "environmental" refers to the external factors that have an impact on living things. An organism's habitat encompasses all of the factors that can influence its development and maintenance. As a result, all living things, including humans, have an impact on a wide range of environmental factors.

The term "environment" is used to describe everything outside of an organism that can have an effect on it. The term "environment" may be helpfully broken down into its constituent abiotic (non-living) and biotic (living) components. Energy, inorganic matter, and processes involving the interaction of inorganic matter and energy are all examples of abiotic factors.

The living things with which an organism interacts are called "biotic factors" in that environment. Plants that produce oxygen through photosynthesis, animals that consume other creatures, decay-causing bacteria and fungus, disease-causing bacteria, viruses, and other

parasitic organisms, and members of the same species are all examples of more general groups.

As such, the term "environment" may be understood to refer to the external physical and biological system that all living things are embedded in. Everything inside and beyond our observable universe is included, from the air we breathe to the planets in our solar system. It's a whole, intricate system with numerous parts that work together.

According to India's Environment (Protection) Act of 1986, "Environment encompasses water, air, and land and the inter-relationships which exist between the water, air, and land and humans, other living things, plants, micro-organisms, etc."

"All conditions and influences, collectively impacting life and development of all species create an environment," according to the McGraw Hill Encyclopaedia of Environmental Science (1975) our surroundings often fall into one of three categories:

- i. Natural Environment which includes air, water, ground, mountains, trees, forest, rivers, plants and creatures etc.
- ii. Man-made Environment which includes village, city, different industrial other man-made institutions, buildings, roads, canals, agriculture, transport, industry etc.
- iii. Seen together as the "social environment," these factors include the rate of population increase, the availability of jobs, the state of the economy, the state of the arts, and the state of culture.

Environment is defined as the natural world in which humans, animals, and plants exist in the Oxford Advanced Learners' Dictionary of Current English.

The environment is defined as the air, water, and land on Earth that are impacted by human activity by the Longman Dictionary of Modern English. A living thing's environment consists of the external circumstances and surroundings in which it exists. It refers to the interconnected web of variables that shapes the appearance and viability of an organism or ecosystem.

CONCEPT OF ENVIRONMENTAL AWARENESS

The term "environmental awareness" is used to describe the level of familiarity a person has with issues affecting the planet as a whole. Experts on the environment and educators throughout the world have both stressed that environmental education must be included in the curriculum from kindergarten on up if we are to solve the environmental catastrophe. 50 Education for the environment seeks to instill in its students a holistic appreciation for the natural and human-made world around them. One goal of environmental education is to raise awareness of global environmental issues among individuals and communities.

To be aware of one's environment is to be aware of the entirety of the natural and artificial environment, including all of the social, biological, and psychological components. A conscientious approach to the environment requires an understanding of the dynamic relationships and interactions that exist within and among all forms of life.

Awareness of the environment fosters the knowledge and confidence to make responsible use of natural resources and to appreciate the mutuality of the planet's living and non-living parts.

The working documents were given by trend papers that detailed the situation of environmental education throughout the world and provisions to expand and study environmental consciousness at the Belgrade International Workshop (1975). Environmentalism as a source of influence and comprehension is also mentioned.

- ✓ To understand the importance of the physical environment, plant and animal life, and the materials that makes up these elements for one's own well-being, growth, and development.
- ✓ To make choices and take action for the sake of our own and future generations' ecological, cultural, and economic well-being and development, as well as for the preservation of our planet's natural beauty and its bounty of natural resources.
- ✓ To identify human, material, space and time resources in the environment.
- ✓ Learn how to maximize the positive effects of environmental management on human well-being, economic prosperity, and cultural vitality.
- ✓ To make choices that maximizes resource efficiency; to value the conservation of

natural resources; and to launch or back local initiatives to achieve these goals.

In 1972, individuals who cared about the state of the world's ecosystems gathered for the United Nations Conference on Human Environment in Stockholm. The United Nations Environment Programme was established in response to one of the conference's suggestions (UNEP). This curriculum suggests that environmental consciousness may be raised through

- ✓ Finding, analyzing, and comprehending solutions to individual health, career, and other life-related issues.
- ✓ Family, kinship, neighborhood, church, city/village, state/nation, and global society.
- ✓ National life including civic, economic etc.

Environmental awareness may also be developed when we

- ✓ Learn from nature and apply that knowledge to better your health, your career, your community, and your country.
- ✓ Participate in government and social agency interactions, using their developmental facilities for personal use and to coordinate community activities.
- ✓ Learn to value aesthetics so that you can incorporate them into your daily life.

The Union Ministry of Environment and Forest came up with the "PARIAWARN" program to get people involved in protecting the environment and the animals that live in forests. The Government hopes that all environmental NGOs would join voluntarily because the initiative is supposed to be a public effort.

NEED AND IMPORTANCE OF ENVIRONMENTAL AWARENESS

Humans and their surroundings have always had a close relationship. The health of the natural world has a direct impact on human well-being. The expanding human demands have been imposing significant strain on nature's precious resources, agricultural land, energy supplies, woods etc. leading in environmental deterioration. Because of man's careless use of the environment to satisfy his wants, it has become unbalanced. If environmental pollution keeps on increasing at the present rate, the very existence of life on earth is endangered.

All parties agree that the world is facing a number of serious environmental issues. These include, but are not limited to: rising global temperatures; deterioration of the ozone layer; deforestation—especially of the tropical rain forest; acid rain; soil erosion; desertification; the extinction of species; and the spread of disease. Scale, complexity, interdependence, threat to the planet, and the need for international cooperation are the hallmarks of each of these global problems. It is crucial to educate the public about environmental issues in order to raise their level of knowledge and sensitivity.

Education takes on a pivotal role in fostering environmental stewardship and sustainability. The goal of education should be to foster an environmentalist who has deep personal connections to the natural world. Such people are the only ones who can shift our paradigm of development and turn back the wheel on our progress towards destruction. Externally enforced laws and regulations will remain ineffective unless people adopt a sensitive and loving attitude towards nature. When humans cause harm to the natural world, they are ultimately hurting themselves.

Problems with the environment of any kind require immediate action. Just as quickly as we must respond to current dangers, we must also address medium- and long-term concerns. The millions of fatalities per year from filthy water and indoor air pollution scream out for action without delay. Disasters that would affect many millions of lives could be avoided if desertification and deforestation were addressed immediately. Given the global climate system's inherent inertia, preventing runaway global warming requires swift action to curb emissions of greenhouse gases. 56 All of these modifications would involve fundamental shifts in how societies value and use natural resources, how they produce and consume goods, and in the values and ethics that underpin their sense of collective responsibility.

CONCEPT OF ENVIRONMENTAL EDUCATION

Since the world around us evolves at a dizzying pace, environmental education evolves into a comprehensive lifetime education. It highlights the interconnectedness of humans, communities, and the natural world. There is an effort to zero in on the intricate interplay between human progress and the natural world.

As was mentioned earlier, the goal of environmental education is to create a global population that cares about the state of the environment as a whole and is equipped with the knowledge, skills, attitudes, motivations, commitments, and abilities to work toward the solution of existing environmental problems and the prevention of new ones. Environmental education, as defined by the International Union for the Conservation of Natural Resources, is the process of identifying values and clarifying concepts in order to foster the knowledge, understanding, and appreciation of the connections between human society, culture, and the natural world.

Environmental education is defined as the process of recognizing values and clarifying concepts in order to develop the skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture, and the biophysical surroundings, according to the Nevada Conference of the International Union for the Conservation of Nature and National Resources in 1970. Educating people about environmental concerns also involves giving them opportunities to experience making decisions and developing personal standards of conduct related to environmental quality.

The UNESCO document "Trends in Environmental Education (1978)" defines environmental education's scope as the process of identifying and developing values and clarifying concepts to cultivate problem-solving skills, both intellectual and practical, that would lead to an appreciation of man's interdependence on his cultural and physical environments.

For the purposes of this Act, "Environmental Education" means "the educational process dealing with man's relationship to his natural and man-made surroundings, and includes the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment." This definition comes from the United States Environment Education Act of 1970.

The term "environmental education" is used to describe the process of learning about and developing an appreciation for one's surrounding natural and cultural surroundings. It's important to pin out the root causes of the troubles. In the sake of long-term sustainability, environmental inequities must be corrected.

CONCLUSION

The results of this research will shed light on the complexity of health issues that are interconnected with their surroundings. We used an experimental approach for this investigation. This research looked at how college students' health knowledge, beliefs, and actions changed after participating in an environment-based health education module. The researcher conducted a thorough literature analysis and came to the conclusion that there are not many studies that link environmental factors to health issues in humans. Hence, this finding opens up a new avenue for further investigation. Educators will be more interested in the impact of a health education module on college students' knowledge, outlook, and actions thanks to the results of this study. Teachers and health educators may use the study's findings to better comprehend college students' understanding, attitude, and Behaviour toward environmental health and to develop a variety of techniques for enhancing environmental health education. Insights from this study will help students become more health and environmentally aware. The greatest asset of any country is its citizens, and citizens with environmental awareness are more likely to think critically about illnesses, take precautions to protect their own health, and employ health practices that benefit the environment.

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