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A study of the environmental risk perceptions and awareness among high school students.

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Abstract

Background: Environment is the complex of physical chemical and biotic factors (climate, soil and living condition) that affect an organism. Physical at school environment is an essential component affecting health promotion and prevention at school. It is important to create an environment which improve children health by reducing exposure to environmental hazards. Human activities and environmental changes are directly related to many human activities are affected by changes in environment. All these changes lead to negative effects on health of humans especially children. Hazard is an agent which had the ability to create a specific type of harmful effect on health of humans.

Aim of the study: The aim of this study is to assess the environmental risk perceptions and awareness among high school student.

Methodology: A Cross sectional descriptive study was conducted among the high school student, total (n= 138) in Lahore, Pakistan from September 2019 to December 2019.

Result: Data were collected through questionnaire translated into Urdu from English. Convenient sampling technique was used. Study included 138 high school student in which 21.0% (n=29) participants belong to 12 age group, 23.2% (n=32) participants belong to 13 age group, 26.8% (n=37) belong to 14 age group, 29.0% (n=40) participants belong to 15 age group. The mean of participants environmental risk perception was 2.29 and the mean of environmental awareness level was 2.43.

Conclusion: This research study concluded that high school students had enough level of perception and awareness regarding environmental education. **Keywords:** Environmental risk perception, environmental awareness, High School.

Chapter 1

INTRODUCTION:

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. (World Health Organization) Environment is the complex of physical chemical and biotic factors (climate, soil and living condition) that affect an organism. Physical at school environment is an essential component affecting health promotion and prevention at school. It is important to create an environment which improve children health by reducing exposure to environmental hazards (Hesami *et al.*, 2017).

Environmental hazards like increasing pollution is almost impotent like from public point of view. So, a child health at school level is a frame work step to lead the family and whole community. Environmental risk place a burden of a contain involving social, economic and culture factors (Theodi, 2016).

Human activities and environmental changes are directly related to many human activities are affected by changes in environment. All these changes lead to negative effects on health of humans especially children. Hazard is an agent which had the ability to create a specific type of harmful effect on health of humans (Yildiz,2018).

For several reasons the physical environment of a school has a strong influence on the health of children. First the climate and environment is one of the key determinants of children health. Contaminated water lead to diarrheal disease. Air pollution can cause acute respiratory infections and asthma attacks. Exposure to mercury arsenic solvents and pesticides can have a variety of health disease (Salehi, 2018).

Children are more prone to the adverse effects of physical, chemical and biological hazards than adults. Because of weak immunity, immature organs can also make children more prone to the toxic effects of environmental hazards than adults. Hazards free environment is very important for children because they breathe more oxygen, eat more food and drink more water than adults. So

therefore children are at risk more than adults. Throughout developmental stages children spend most of their time in school settings (Hesami Arani M, et *al.*, 2017).

There are multiple linkages between health and environment that affect children. In most cases exposure to an environmental risk is associated with different health outcome and diseases. Environmental risks to children tend to be higher among rural population compared to urban population. Similarly lack of access to health care is difficult in urban population while easier in rural population (Ostovar, 2017).

There is also concern about the health status of children living in urban poverty. Therefore population based risk assessment is required for effective strategy to reduce the burden of environmental disease in children (Salehi, 2018).

In environment air pollution is a main threat to children that risk factor for both acute and chronic respiratory diseases. Air pollution is primarily a result of traffic and industrial relevant. It continue to be a serious problem in cities around the world especially in developing countries. A quarter of the world population is estimated to be exposed to toxic air (Yildiz, 2018).

Due to the economic growth in various sectors including manufacturing agriculture and transport the use of chemicals has increased dramatically. As a result children are exposed to an enormous number of natural and man-made chemicals. Exposure is triggered by the air they breathe, the water they drink, the water they bathe, the food they eat and the dirt they touch. Almost they are exposed everywhere at home, at work, on the playground and during transportation (Schettler T. et *al.*, 2018).

The environment affects our health in different ways. The interaction between human health and the environment has been extensively studied and environmental hazards have been shown to significantly affect human health. Either by exposing people directly to harmful agents, or indirectly disrupting the life-sustaining ecosystem. (Lancaster,2018).

Environmental education is a promising tool to reduce obesity, especially in children. In addition to its immediate benefits, physical fitness can help children develop healthy habits throughout their lives.

There are two important directions regarding the effects of environmental pollution and health one is air pollution exposure on health and other impacts of environmental air pollution on the health of children and the elderly (World Meteorological Organization WMO).

School environment plays a pivotal role in the retention and learning outcomes of students. Availability of proper facilities is a pre-requisite for creating a healthy environment in a school. Provision of following facilities contributes in creating a conducive environment for the children in the school.

Problem statement:

Current studies indicated prevalent and major weaknesses about environmental risk perception and awareness among high school students. A few similar studies have been conducted in Pakistan but no past studies have compared the views about the educational environment regarding gender, and not investigate correlation between environmental risk perceptions and awareness among high school students. The problem for this study there is little feedback take from students about their risk perceptions and awareness regarding educational environment that resulted in lack of interest and poor educational outcomes.

Significance of the study:

The main focus of my study is primarily based on school students. Environment risk perception and awareness is an important topic that every student and teacher should know about because these are issues that take place in every institution. Current study will evaluate the risk perception and awareness among high school students. As it play an important role in student success. The finding of this study would facilitate students to have an understanding about their educational environment. It opens the door for other researcher to conduct study on evaluation of environmental risk perception and awareness among high school students.

Purpose of the study:

The main purpose of the study is to evaluate the environmental risk perceptions and awareness among high school student.

Research Questions:

What are the environmental risk perception and awareness levels of high school students?

Objectives:

To identify the Environmental risk perceptions and awareness among school students.

Operational definition:**Perception:**

Perception is the process of getting, interpreting, selecting, and organizing sensory information. It includes the collection of data from sense organs through to the interpretation made by the brain.

Environment:

The surroundings or conditions in which a person, animal, or plant lives or operates.

Awareness:

Concern about and well-informed interest in a particular situation or development.

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Chapter 2

LITERATURE REVIEW:

The World Health Organization (WHO) has estimated that thirteen million deaths are annually attributable to preventable environmental causes. The report also estimates that 24% of the global disease burden (healthy life years lost) and 23% of all deaths (premature mortality) are attributable to environmental factors, with the environmental burden of diseases being 15 times higher in developing countries. Due to differences in exposure to environmental risks and access to health care. However, huge economic development and population growth result in continuing environmental degradation.

The school environmental education activities are carried out on a voluntary basis (both from teacher and students) since environmental education is not included in the secondary education approved curriculum. The Greek Ministry of Education estimates that are approximately 21,00 environmental education programs every year, involving 4,500 teachers and 54,000 students in both primary and secondary schools (Education and Religious Affairs Ministry of Greek, 2016).

Some authors (Michailides & Kimionis, 2015). However that the number of high school students participating in such programs is limited to 5-7%

Climate change brings risks to human health population and it is appeared as a serious alarm worldwide. When we go back to 2000 Climate change was responsible for diarrhea and 6% of malaria in 2.4% population. Another study result that the world temperature is likely to increase during this century if increased this will cause threats for human population especially in low income. The US literature explained the effect of climate changes (Ebi et al., 2016).

A survey of 159 people from Ayonkarahisar and Eskisehir showed that only 7.56% environmental issues were one of Turkey's major issues. Most respondents said the main issue in the country was unemployment (Akca et al., 2016). For few that listed environmental issues significant, examples related to issues such as irrigation, soil, air pollution, deforestation and erosion.

Studies are carried out in other countries. For example (Larijani, 2016) used an environmental awareness test created by (Yeshodhara, 2016) to investigate the awareness of 300 school students in India about environmental issues. Students came from diverse subject areas such as social studies, math and languages. Results showed that a moderate level, more than half of the participants (57.7%) were aware of environmental issues, but less were aware of them (24.3%).

In another research study, 293 Houston, Texas university students were surveyed to find out their environmental attitudes, recycling habits and the correlation between attitude and recycling habits (Lee, 2015) the researcher observed balanced attitudes among participants. Several participants were found to reuse with slightly high attitudes.

To find out their environmental awareness, 2,500 students in Punjab and India (Kainth, 2015). Environmental issues has been greater. That a large number of science students had a strong knowledge of the environment (92.6%) while the number of art students with a medium awareness of the environment (35.9%).

A study conducted by (Mthimunye & Daniels, 2019) which indicated that 72.8 percent considered the educational environment to be significantly more positive than negative. These results concluded that improvements are needed to improve the conditions of the physical classroom.

Educational environment has an important role to play in assessing the academic achievement and learning of students. There were 20.5/32 (64.11 percent) and 15.7/28 (56.36 percent), respectively, educational and social self-perceptions. The results suggest that school students at RUMS generally have positive views of their Educational environment, which revealed that it is necessary for course managers and teachers to make greater struggles to observe the concepts of instructional design to establish a suitable educational environment (Bakhshialiabad, Bakhshi, & Hassanshahi, 2015).

Chapter 3

METHOD AND MATERIAL

3.1 Study Design:

A quantitative cross sectional study

3.2 Settings:

The study setting is community Ali Raza Abad, Lahore Pakistan.

3.3 Duration of Study:

The study duration was 4month from September 2019 January 2020.

3.4 Target population:

The target population of the study was 138

3.6 Sampling Technique:

A convenient sampling method will be used for this study. It is the easiest and the most convenient method of engaging the sources of the primary data for research.

Sample selection:

Sample size is calculated by using Kish Leslie's formula based on proportion.

$$n = Z^2 pq / e^2$$

n= Sample size

Z^2 =Confidence level at 95% i.e 1.96

P=Estimated proportion of knowledge as present in previous study

$$q = 1 - p$$

e^2 = margin of error i.e 0.05 at 95% C.I

$$n = 1.96 \times 1.96 \times 0.1 \times 0.91 / 0.5 \times 0.5$$

$$n = 138$$

Inclusion Criteria:

The students of Ali Raza Abad Community will be included in this study. The students that give data conveniently will be including. Those students will be including who are full time participants of class, enrolled their subjects present students and those that will be willing to participate in this study.

Exclusion Criteria:

The students that would not want to participate in study.

Students that will be absent from class.

Students that would not enrolled.

3.8 Data collection plan:

An adopted (Beyhun et *al.*, 2007) questionnaire will be used for data collection on Likert scale to Environmental risk perception and awareness among school students. The questionnaire was distributed among school students of Ali Raza Abad Community.

Chapter 4

Results:

1. Age:

Table and figure no 1 show that 21.0% (n=29) participants belong to 12 age group, 23.2% (n=32) participants belong to 13 age group, 26.8% (n=37) belong to 14 age group, 29.0% (n=40) participants belong to 15 age group.

Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
12 year	29	15.3	21.0	21.0
13 year	32	16.9	23.2	44.2
Valid 14 year	37	19.6	26.8	71.0
15 year	40	21.2	29.0	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

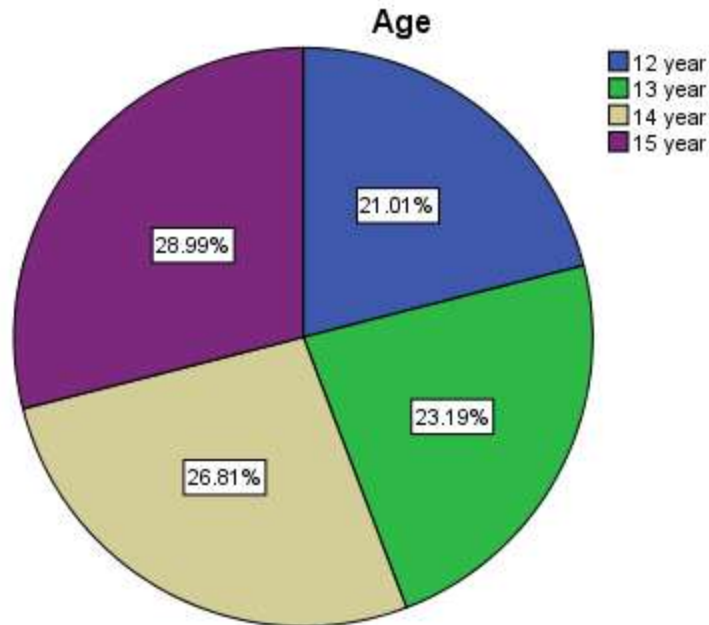


Figure 1

Sex:

Table and figure no 2 show that 45.5% (n=86) participants are male, while 27.5% (n=52) are female.

Sex				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	51	27.0	27.0
		86	45.5	72.5
	Female	52	27.5	100.0
	Total	189	100.0	100.0

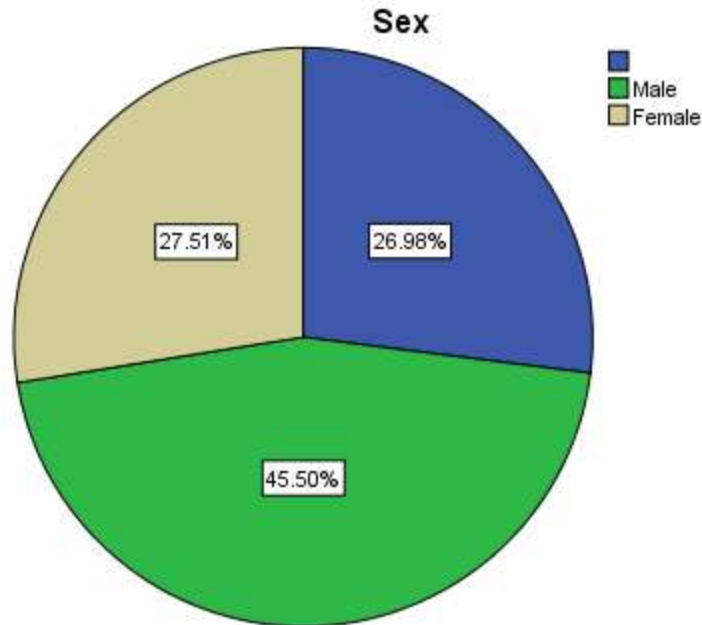


Figure 2

Education:

Table and figure 3 show that 33.3% (n=46) of participants belong to class 8th, 37.0% (n=51) of participants belong to class 9th and 29.7 (n=41) of participants belong to class 10th.

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	class 8th	46	24.3	33.3	33.3
	class 9th	51	27.0	37.0	70.3
	class 10th	41	21.7	29.7	100.0
	Total	138	73.0	100.0	
Missing	System	51	27.0		
Total		189	100.0		

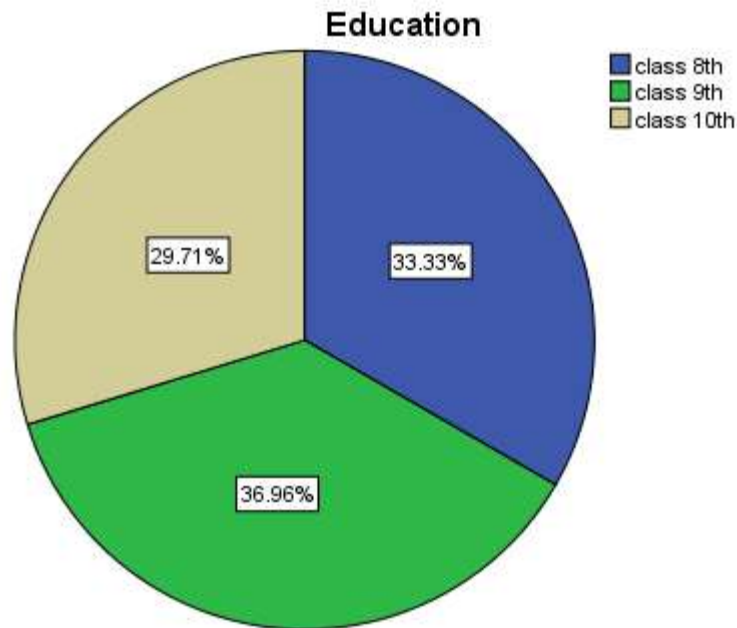


Figure 3

Q No 1: Environmental education cannot be helpful in solving environmental problems. This is only possible through technology.

Table and figure 4 show that out of 30 respondents 15.2% (n=21) Participants responded to strongly agree and 65.9% (n=91) were response to agree. 17.4% (n=24) respondents say neither agree about this question. 1.4% (n=2) respondents were strongly disagree

Environmental education cannot be helpful in solving environmental problems. This is only possible through technology.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	21	11.1	15.2	15.2
Valid Agree	91	48.1	65.9	81.2
Valid Neither agree	24	12.7	17.4	98.6
Valid Strongly disagree	2	1.1	1.4	100.0

Total	138	73.0	100.0
Missing System	51	27.0	
Total	189	100.0	

Environmental education cannot be helpful in solving environmental problems. This is only possible through technology.

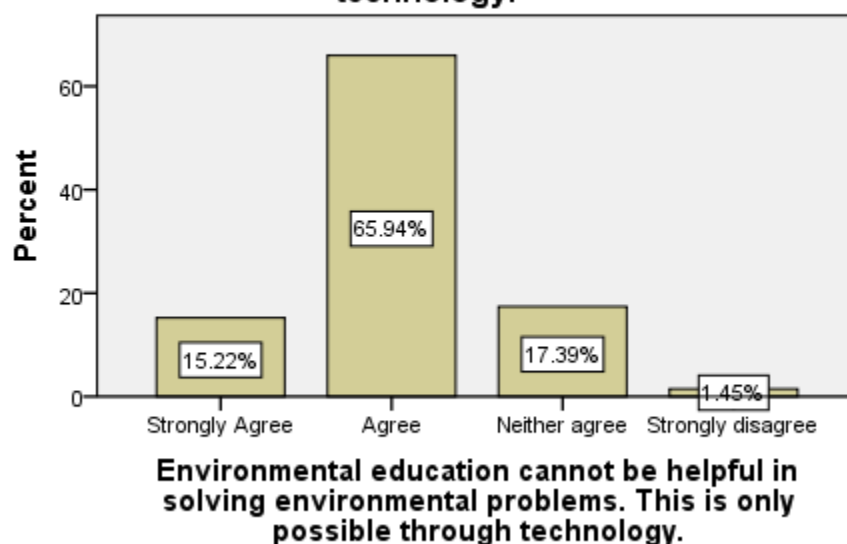


Figure 4

Q No 2 Environmental education classes must be added to high school curricula.

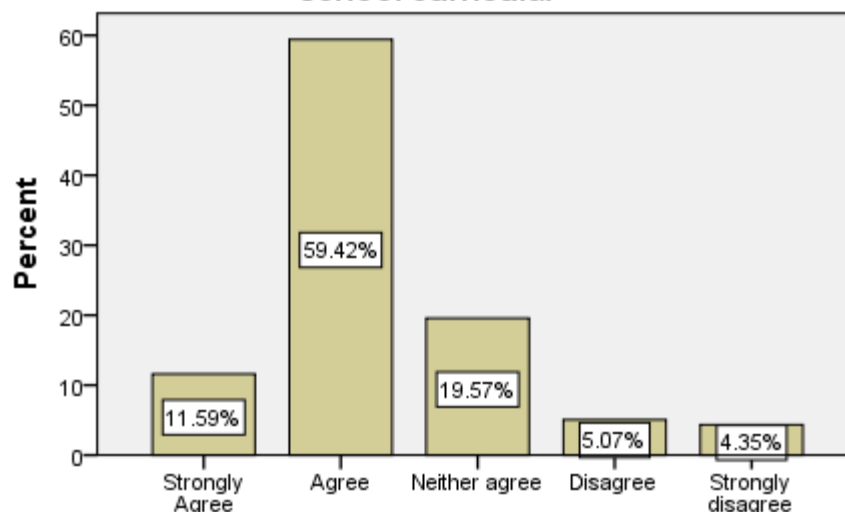
Table and figure 5 show that out of 30 respondents 11.6% (n=16) Participants responded to strongly agree and 59.4% (n=82) were response to agree. 19.6% (n=27) respondents say neither agree about this question. 5.1% (n=7) respondents were disagree. 4.3% (n=6) respondents were strongly disagree.

Environmental education classes must be added to high school curricula.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	8.5	11.6	11.6
Agree	82	43.4	59.4	71.0
Valid Neither agree	27	14.3	19.6	90.6
Disagree	7	3.7	5.1	95.7
Strongly disagree	6	3.2	4.3	100.0

Total	138	73.0	100.0
Missing System	51	27.0	
Total	189	100.0	

Environmental education classes must be added to high school curricula.



Environmental education classes must be added to high school curricula.

Figure 5

Q No 3: I would like to volunteer in an activity at our school related to environmental cleaning

Table and figure 6 show that out of 30 respondents 3.6% (n=5) Participants responded to strongly agree and 65.2% (n=90) were response to agree. 18.8% (n=26) respondents say neither agree about this question. 10.1% (n=14) respondents were disagree. 2.2% (n=3) respondents were strongly disagree.

I would like to volunteer in an activity at our school related to environmental cleaning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	2.6	3.6	3.6
Valid Agree	90	47.6	65.2	68.8
Valid Neither agree	26	13.8	18.8	87.7
Valid Disagree	14	7.4	10.1	97.8

	Strongly disagree	3	1.6	2.2	100.0
	Total	138	73.0	100.0	
Missing	System	51	27.0		
Total		189	100.0		

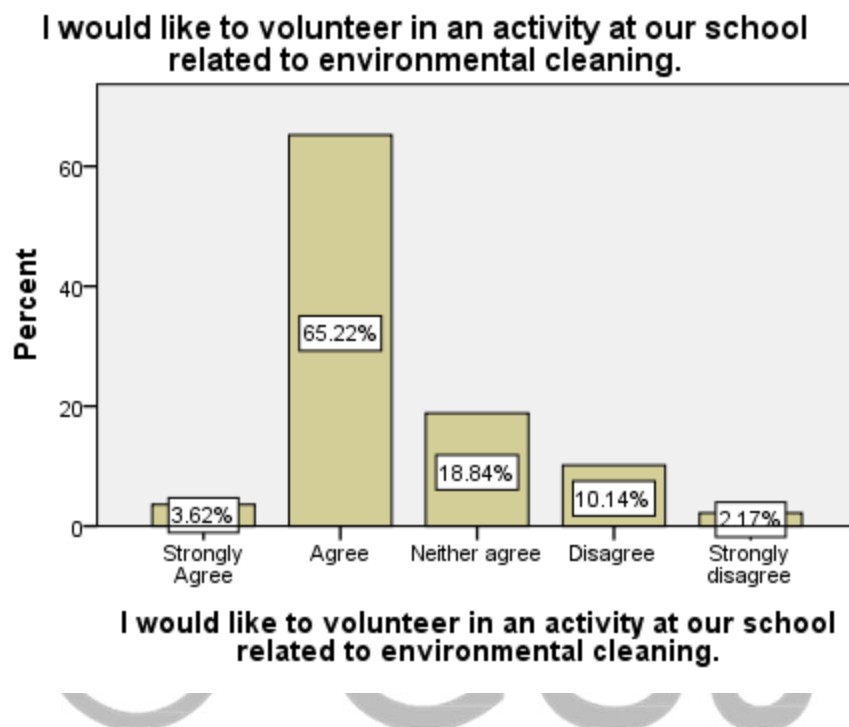


Figure 6

Q NO 4 I believe environmental problems are exaggerated, nature will provide balance, in a way.

Table and figure 7 show that out of 30 respondents 13.8% (n=19) Participants responded to strongly agree and 51.45% (n=71) were response to agree. 20.29% (n=28) respondents say neither agree about this question. 9.4% (n=13) respondents were disagree. 5.07% (n=7) respondents were strongly disagree.

I believe environmental problems are exaggerated; nature will provide balance, in a way				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Strongly Agree	19	10.1	13.8	13.8
Agree	71	37.6	51.4	65.2
Neither agree	28	14.8	20.3	85.5
Disagree	13	6.9	9.4	94.9

	Strongly disagree	7	3.7	5.1	100.0
	Total	138	73.0	100.0	
Missing	System	51	27.0		
Total		189	100.0		

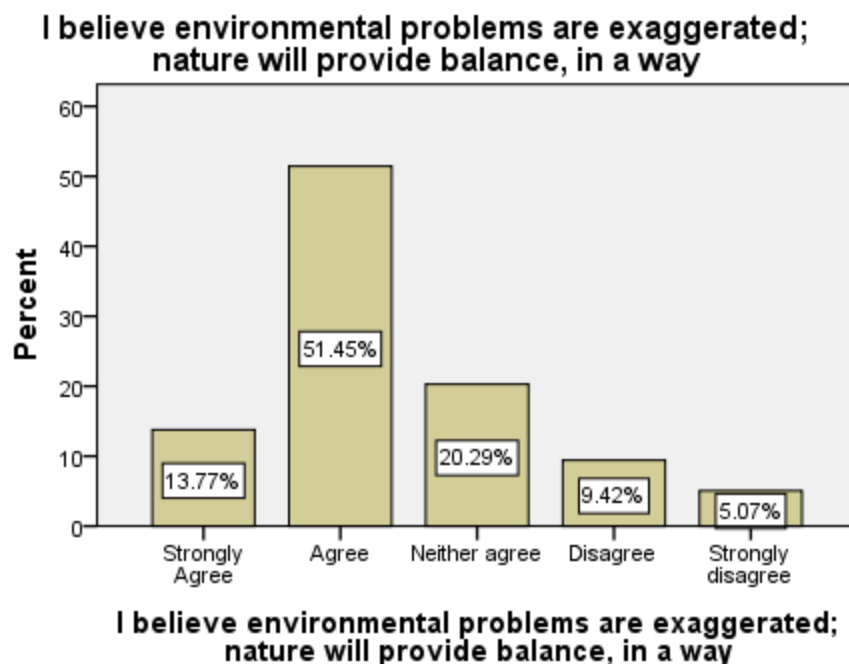


Figure 7

Q NO 5 We must change our values and attitudes rather than solve environmental problems.

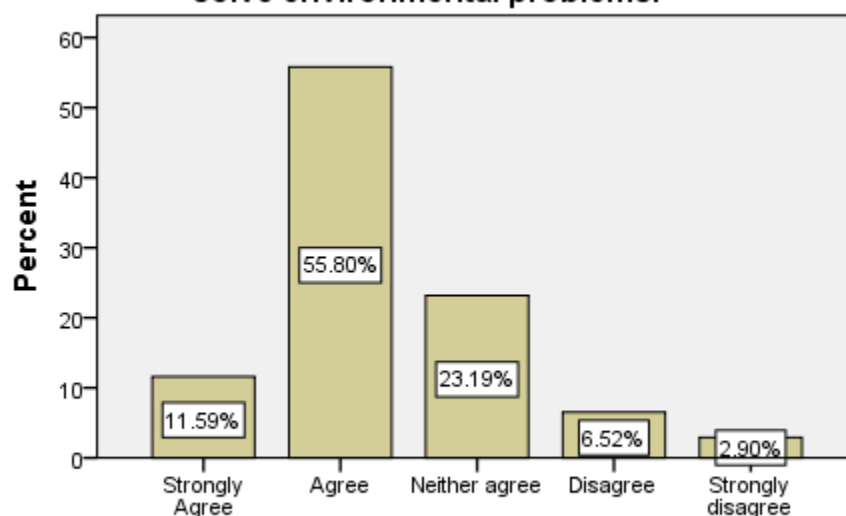
Table and figure 8 show that out of 30 respondents 11.6% (n=16) Participants responded to strongly agree and 55.8% (n=77) were response to agree. 23.2% (n=32) respondents say neither agree about this question. 6.5% (n=9) respondents were disagree. 2.9% (n=4) respondents were strongly disagree.

We must change our values and attitudes rather than solve environmental problems.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	16	8.5	11.6	11.6
Valid Agree	77	40.7	55.8	67.4

	Neither agree	32	16.9	23.2	90.6
	Disagree	9	4.8	6.5	97.1
	Strongly disagree	4	2.1	2.9	100.0
	Total	138	73.0	100.0	
Missing	System	51	27.0		
Total		189	100.0		

We must change our values and attitudes rather than solve environmental problems.



We must change our values and attitudes rather than solve environmental problems.

Figure 8

Q NO 6 I would like to be a member of an environment protection team because this is the best way to understand the environment I live in

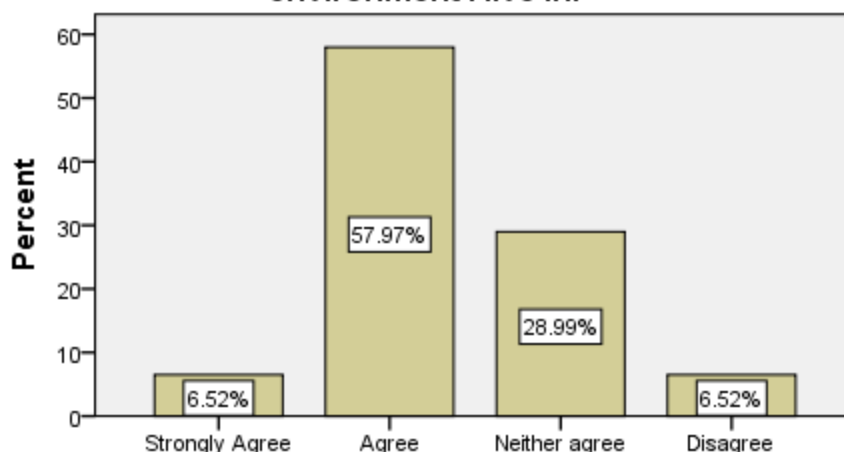
Table and figure 9 show that out of 30 respondents 6.5% (n=9) Participants responded to strongly agree and 58.0% (n=80) were response to agree. 29.0% (n=40) respondents say neither agree about this question. 6.5% (n=9) respondents were disagree.

I would like to be a member of an environment protection team because this is the best way to understand the environment I live in.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	9	4.8	6.5	6.5
Valid Agree	80	42.3	58.0	64.5

Neither agree	40	21.2	29.0	93.5
Disagree	9	4.8	6.5	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

I would like to be a member of an environment protection team because this is the best way to understand the environment I live in.



I would like to be a member of an environment protection team because this is the best way to understand the environment I live in.

Figure 9

Q NO 7 People have to be informed to be aware of the effect of their behaviors on the environment.

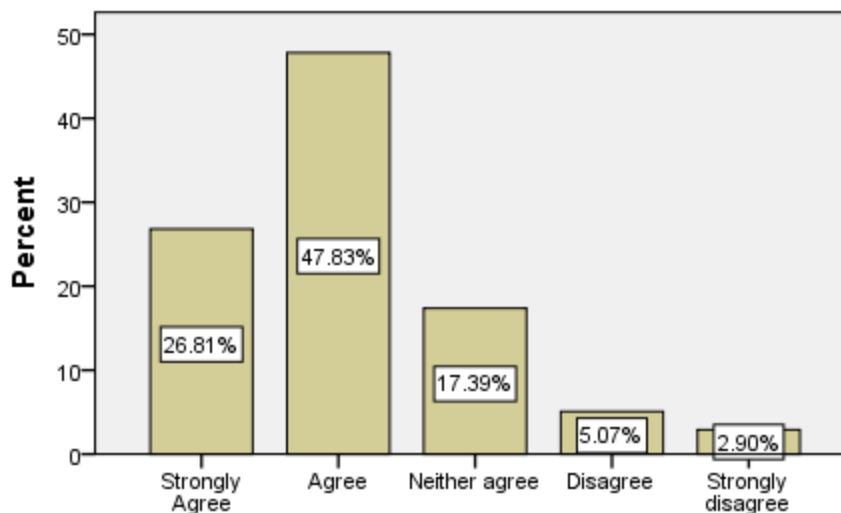
Table and figure 10 show that out of 30 respondents 26.8% (n=37) Participants responded to strongly agree and 47.8% (n=66) were response to agree. 17.4% (n=24) respondents say neither agree about this question. 5.1% (n=7) respondents were disagree and 2.9 (n=4) were strongly disagree.

People have to be informed to be aware of the effect of their behaviors on the environment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	37	19.6	26.8	26.8
Valid Agree	66	34.9	47.8	74.6
Valid Neither agree	24	12.7	17.4	92.0

	Disagree	7	3.7	5.1	97.1
	Strongly disagree	4	2.1	2.9	100.0
	Total	138	73.0	100.0	
Missing	System	51	27.0		
Total		189	100.0		

People have to be informed to be aware of the effect of their behaviors on the environment.



People have to be informed to be aware of the effect of their behaviors on the environment.

Figure 10

Q NO 8. Recently, regulations and the government have worked to get environmental pollution under control

Table and figure 11 show that out of 30 respondents 11.6% (n=16) Participants responded to strongly agree and 52.2% (n=72) were response to agree. 28.3% (n=39) respondents say neither agree about this question. 6.5% (n=9) respondents were disagree and 1.4 (n=2) were strongly disagree.

Recently, regulations and the government have worked to get environmental pollution under control.

	Frequency	Percent	Valid Percent	Cumulative Percent
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	Strongly Agree	16	8.5	11.6	11.6
	Agree	72	38.1	52.2	63.8
Valid	Neither agree	39	20.6	28.3	92.0
	Disagree	9	4.8	6.5	98.6
	Strongly disagree	2	1.1	1.4	100.0
	Total	138	73.0	100.0	
Missing	System	51	27.0		
Total		189	100.0		

Recently, regulations and the government have worked to get environmental pollution under control.

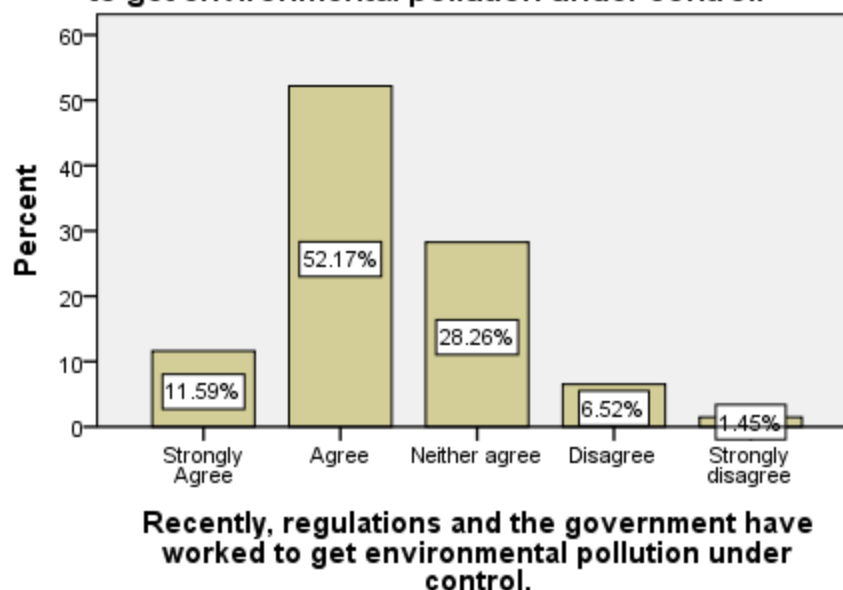


Figure 11

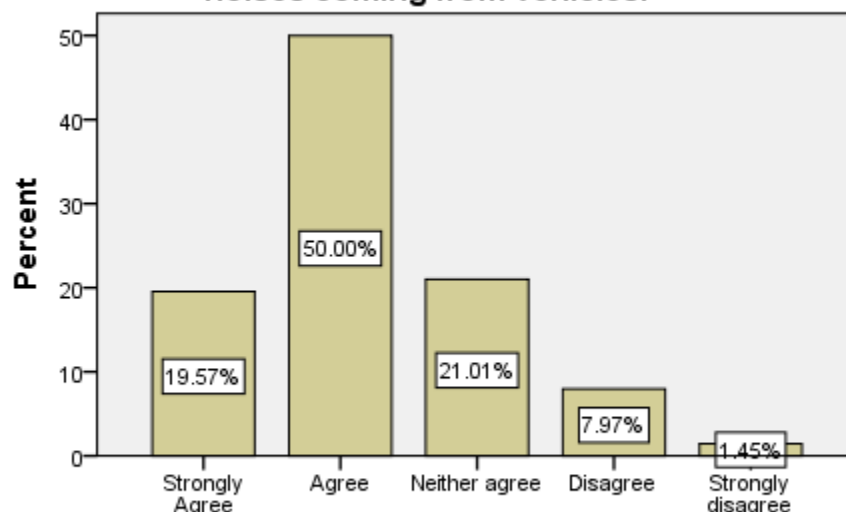
Q N0 9 Societies with developed technology can ignore the noises coming from vehicles. Table and figure 12 show that out of 30 respondents 19.6% (n=27) Participants responded to strongly agree and 50.0% (n=69) were response to agree. 21.0% (n=29) respondents say neither agree about this question. 8.0% (n=11) respondents were disagree and 1.4 (n=2) were strongly disagree.

Societies with developed technology can ignore the noises coming from vehicles.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	27	14.3	19.6	19.6
Valid Agree	69	36.5	50.0	69.6
Valid Neither agree	29	15.3	21.0	90.6

	Disagree	11	5.8	8.0	98.6
	Strongly disagree	2	1.1	1.4	100.0
	Total	138	73.0	100.0	
Missing	System	51	27.0		
Total		189	100.0		

Societies with developed technology can ignore the noises coming from vehicles.



Societies with developed technology can ignore the noises coming from vehicles.

Figure 12

Q N0 10 the benefit of the technological products used is more important than the harm they cause to the environment.

Table and figure 13 show that out of 30 respondents 14.5% (n=20) Participants responded to strongly agree and 47.8% (n=66) were response to agree. 19.6% (n=27) respondents say neither agree about this question. 16.7% (n=23) respondents were disagree and 1.4 (n=2) were strongly disagree.

The benefit of the technological products used is more important than the harm they cause to the environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	20	10.6	14.5	14.5
Valid Agree	66	34.9	47.8	62.3
Valid Neither agree	27	14.3	19.6	81.9

Disagree	23	12.2	16.7	98.6
Strongly disagree	2	1.1	1.4	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

The benefit of the technological products used is more important than the harm they cause to the environment

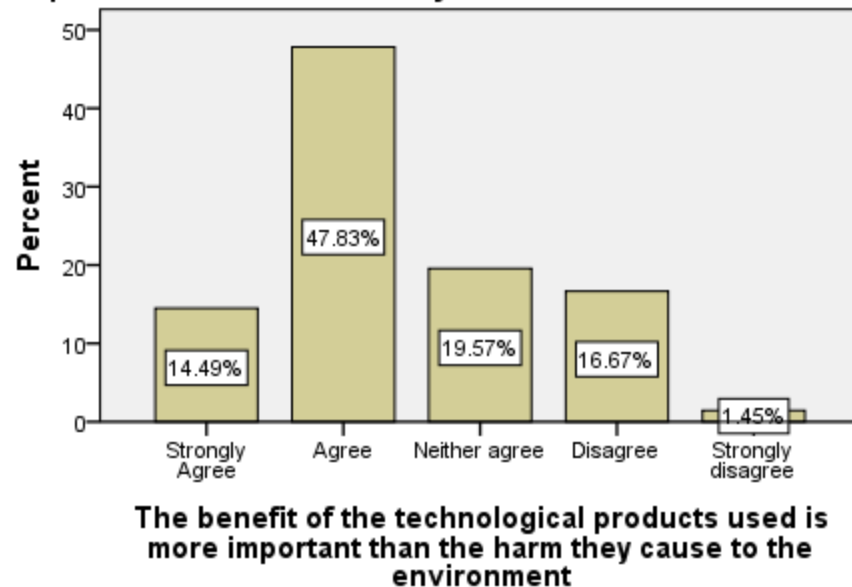


Figure 13

Q N0 11 Economic growth is more important than environmental pollution

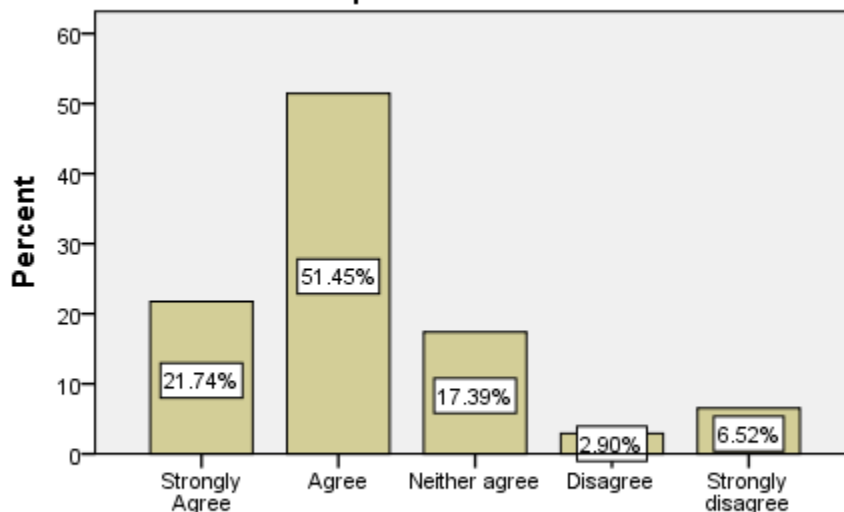
Table and figure 14 show that out of 30 respondents 21.7% (n=30) Participants responded to strongly agree and 51.4% (n=71) were response to agree. 17.4% (n=24) respondents say neither agree about this question. 2.9% (n=4) respondents were disagree and 6.5 (n=9) were strongly disagree.

Economic growth is more important than environmental pollution.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	30	15.9	21.7	21.7
Valid Agree	71	37.6	51.4	73.2
Valid Neither agree	24	12.7	17.4	90.6
Valid Disagree	4	2.1	2.9	93.5

	Strongly disagree	9	4.8	6.5	100.0
	Total	138	73.0	100.0	
Missing	System	51	27.0		
Total		189	100.0		

Economic growth is more important than environmental pollution.



Economic growth is more important than environmental pollution.

Figure 14

Q N0 12 Environmental education activities are useful only for children at young ages

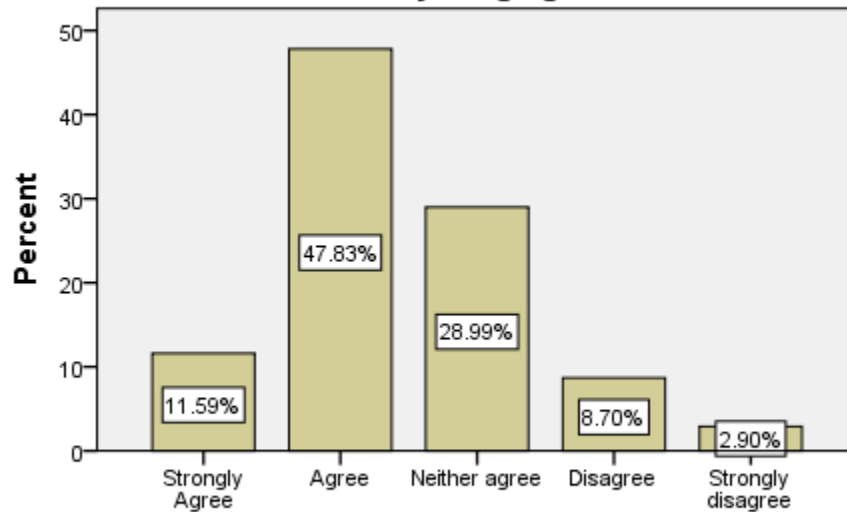
Table and figure 15 show that out of 30 respondents 11.6% (n=16) Participants responded to strongly agree and 47.8% (n=66) were response to agree. 29.0% (n=40) respondents say neither agree about this question. 8.7% (n=12) respondents were disagree and 2.9 (n=4) were strongly disagree.

Environmental education activities are useful only for children at young ages.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	16	8.5	11.6	11.6
Valid Agree	66	34.9	47.8	59.4
Valid Neither agree	40	21.2	29.0	88.4
Valid Disagree	12	6.3	8.7	97.1
Valid Strongly disagree	4	2.1	2.9	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		

Total	189	100.0	
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Environmental education activities are useful only for children at young ages.



Environmental education activities are useful only for children at young ages.

Figure 15

QN013 Individuals should adapt to the nature rather than changing it as per their needs.

Table and figure 16 show that out of 30 respondents 19.6% (n=27) Participants responded to strongly agree and 52.9% (n=73) were response to agree. 11.6% (n=16) respondents say neither agree about this question. 13.0% (n=18) respondents were disagree and 2.9 (n=4) were strongly disagree.

Individuals should adapt to the nature rather than changing it as per their needs.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	27	14.3	19.6	19.6
Agree	73	38.6	52.9	72.5
Neither agree	16	8.5	11.6	84.1
Disagree	18	9.5	13.0	97.1
Strongly disagree	4	2.1	2.9	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

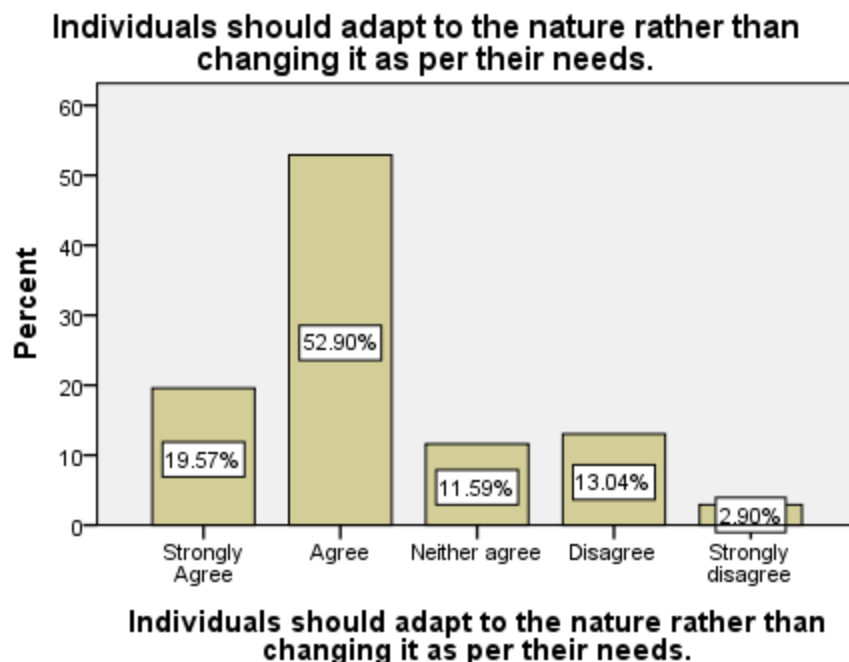


Figure 16

Q N0 14 People today have moral duties and obligations for people in the future.

Table and figure 17 show that out of 30 respondents 21.0% (n=29) Participants responded to strongly agree and 50.7% (n=70) were response to agree. 17.4% (n=24) respondents say neither agree about this question. 9.4% (n=13) respondents were disagree and 1.4 (n=2) were strongly disagree.

People today have moral duties and obligations for people in the future.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	29	15.3	21.0	21.0
Agree	70	37.0	50.7	71.7
Neither agree	24	12.7	17.4	89.1
Disagree	13	6.9	9.4	98.6
Strongly disagree	2	1.1	1.4	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

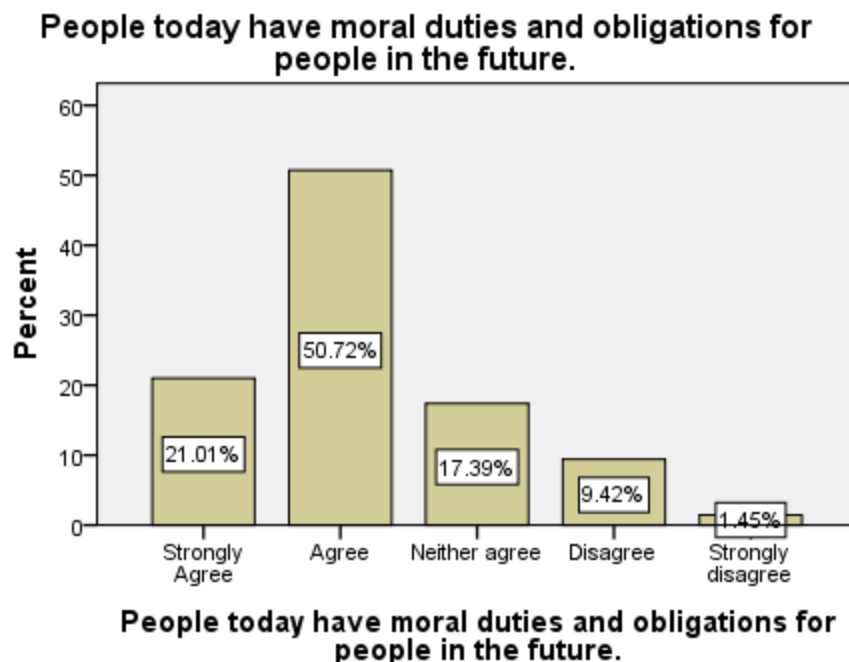


Figure 17

Q N0 15 A high-quality satisfactory life is more important than money and health

Table and figure 18 show that out of 30 respondents 21.0% (n=29) Participants responded to strongly agree and 43.5% (n=60) were response to agree. 31.9% (n=44) respondents say neither agree about this question. 2.2% (n=3) respondents were disagree and 1.4 (n=2) were strongly disagree.

A high-quality satisfactory life is more important than money and health.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	29	15.3	21.0	21.0
Agree	60	31.7	43.5	64.5
Neither agree	44	23.3	31.9	96.4
Disagree	3	1.6	2.2	98.6
Strongly disagree	2	1.1	1.4	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		



Figure 18

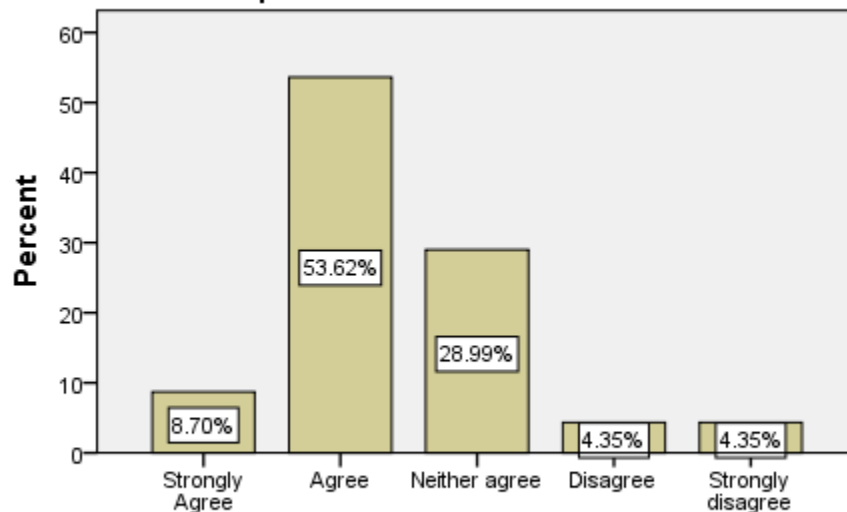
QN0 16 I can give up my comfort and consume less, if it will help to protect the environment.

Table and figure 19 show that out of 30 respondents 8.7% (n=12) Participants responded to strongly agree and 53.6% (n=74) were response to agree. 29% (n=40) respondents say neither agree about this question. 4.3% (n=6) respondents were disagree and 4.3 (n=6) were strongly disagree.

I can give up my comfort and consume less, if it will help to protect the environment.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	12	6.3	8.7	8.7
Agree	74	39.2	53.6	62.3
Neither agree	40	21.2	29.0	91.3
Disagree	6	3.2	4.3	95.7
Strongly disagree	6	3.2	4.3	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		

Total	189	100.0	
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I can give up my comfort and consume less, if it will help to protect the environment.



I can give up my comfort and consume less, if it will help to protect the environment.

Figure 19

Q N0 17 We can do many things to save energy.

Table and figure 20 show that out of 30 respondents 18.8% (n=26) Participants responded to strongly agree and 40.6% (n=56) were response to agree. 23.9% (n=33) respondents say neither agree about this question. 13.8% (n=19) respondents were disagree and 2.9% (n=4) were strongly disagree.

We can do many things to save energy.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	26	13.8	18.8	18.8
Valid Agree	56	29.6	40.6	59.4
Valid Neither agree	33	17.5	23.9	83.3
Valid Disagree	19	10.1	13.8	97.1
Valid Strongly disagree	4	2.1	2.9	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

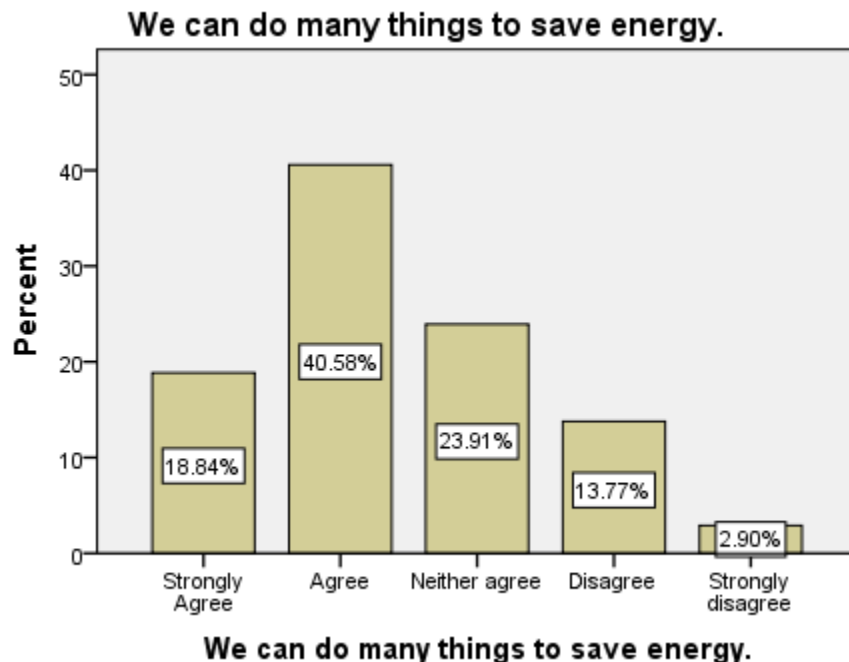


Figure 20

Q N0 18 While brushing my teeth, I turn off the faucet to save water

Table and figure 21 show that out of 30 respondents 7.2% (n=10) Participants responded to strongly agree and 55.8% (n=77) were response to agree. 23.9% (n=33) respondents say neither agree about this question. 7.2% (n=10) respondents were disagree and 5.8 (n=8) were strongly disagree

While brushing my teeth, I turn off the faucet to save water.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	5.3	7.2	7.2
Agree	77	40.7	55.8	63.0
Neither agree	33	17.5	23.9	87.0
Disagree	10	5.3	7.2	94.2
Strongly disagree	8	4.2	5.8	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

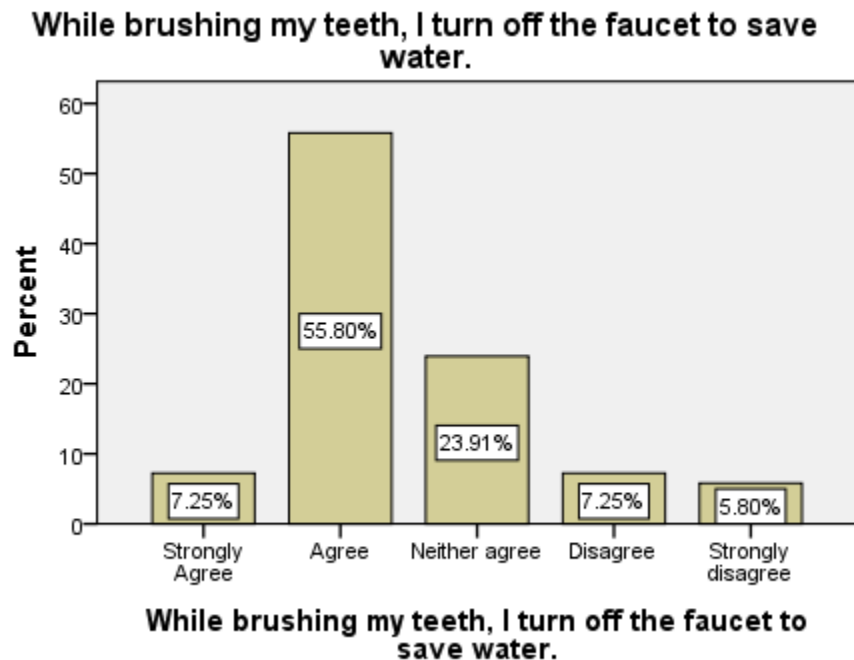


Figure 21

Q N0 19 I read books other than textbooks about the environment.

Table and figure 22 show that out of 30 respondents 8.7% (n=12) Participants responded to strongly agree and 44.2% (n=61) were response to agree. 33.3% (n=46) respondents say neither agree about this question. 7.2% (n=10) respondents were disagree and 6.5 (n=9) were strongly disagree

I read books other than textbooks about the environment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	6.3	8.7	8.7
Agree	61	32.3	44.2	52.9
Neither agree	46	24.3	33.3	86.2
Disagree	10	5.3	7.2	93.5
Strongly disagree	9	4.8	6.5	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

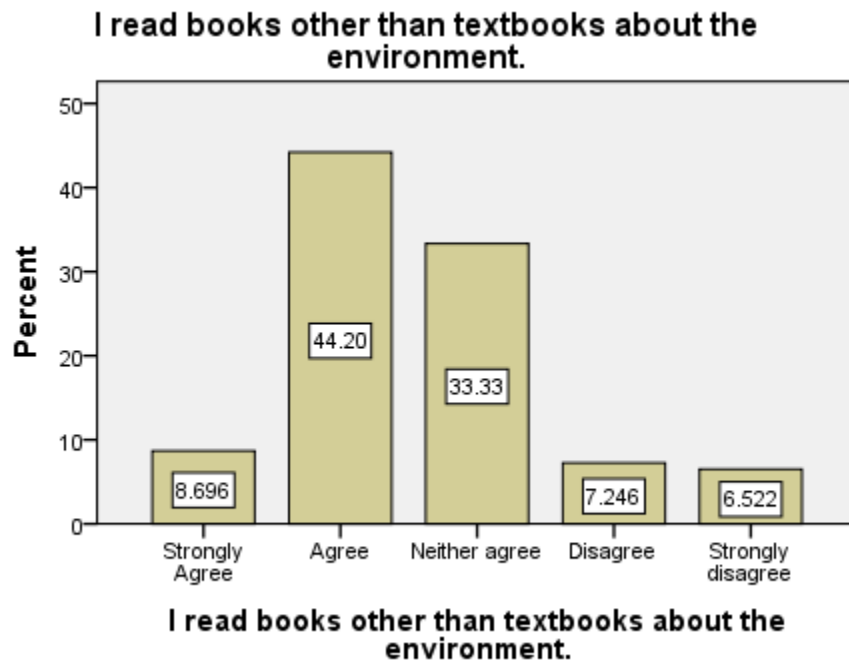


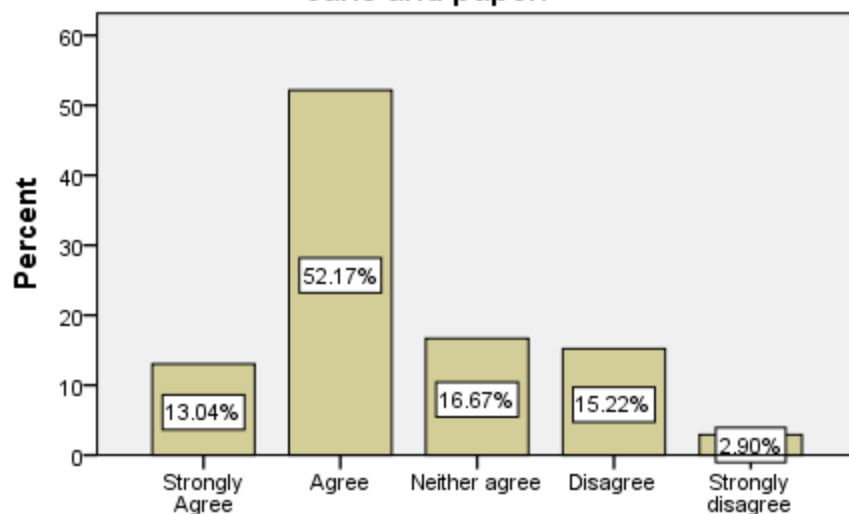
Figure 22

Q N0 20 It makes me glad when people recycle used bottles, tin cans and paper.

Table and figure 23 show that out of 30 respondents 13% (n=18) Participants responded to strongly agree and 52.2% (n=72) were response to agree. 16.7% (n=23) respondents say neither agree about this question. 15.2% (n=21) respondents were disagree and 2.9 (n=4) were strongly disagree

It makes me glad when people recycle used bottles, tin cans and paper.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	9.5	13.0	13.0
	Agree	72	38.1	52.2	65.2
	Neither agree	23	12.2	16.7	81.9
	Disagree	21	11.1	15.2	97.1
	Strongly disagree	4	2.1	2.9	100.0
Total		138	73.0	100.0	
Missing	System	51	27.0		
Total		189	100.0		

It makes me glad when people recycle used bottles, tin cans and paper.



It makes me glad when people recycle used bottles, tin cans and paper.

Figure 23

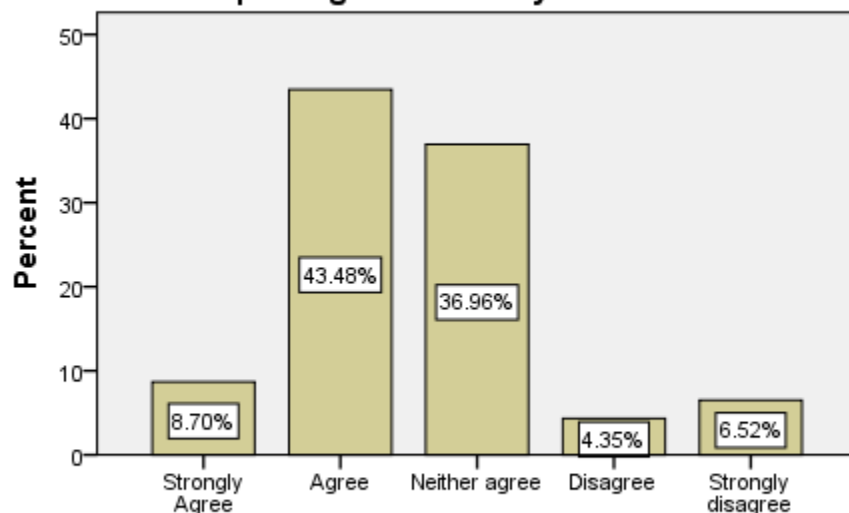
Q N0 21 When buying a product, I pay attention to whether the package can be recycled

Table and figure 24 show that out of 30 respondents 8.7% (n=12) Participants responded to strongly agree and 43.5% (n=60) were response to agree. 37.0% (n=51) respondents say neither agree about this question. 4.3% (n=6) respondents were disagree and 6.5 (n=9) were strongly disagree.

When buying a product, I pay attention to whether the package can be recycled

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	6.3	8.7	8.7
Agree	60	31.7	43.5	52.2
Neither agree	51	27.0	37.0	89.1
Disagree	6	3.2	4.3	93.5
Strongly disagree	9	4.8	6.5	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

When buying a product, I pay attention to whether the package can be recycled



When buying a product, I pay attention to whether the package can be recycled

Figure 24

Q N0 22 I share my knowledge about environment with my friends

Table and figure 25 show that out of 30 respondents 5.1% (n=7) Participants responded to strongly agree and 47.8% (n=66) were response to agree. 26.8% (n=37) respondents say neither agree about this question. 13.8% (n=19) respondents were disagree and 6.5 (n=9) were strongly disagree.

I share my knowledge about environment with my friends.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	3.7	5.1	5.1
Agree	66	34.9	47.8	52.9
Neither agree	37	19.6	26.8	79.7
Disagree	19	10.1	13.8	93.5
Strongly disagree	9	4.8	6.5	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

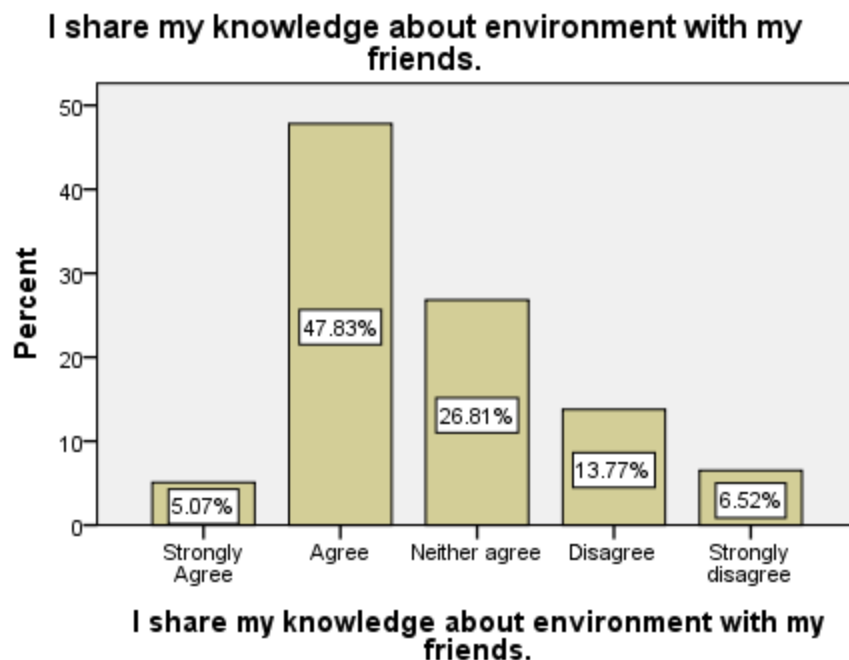


Figure 25

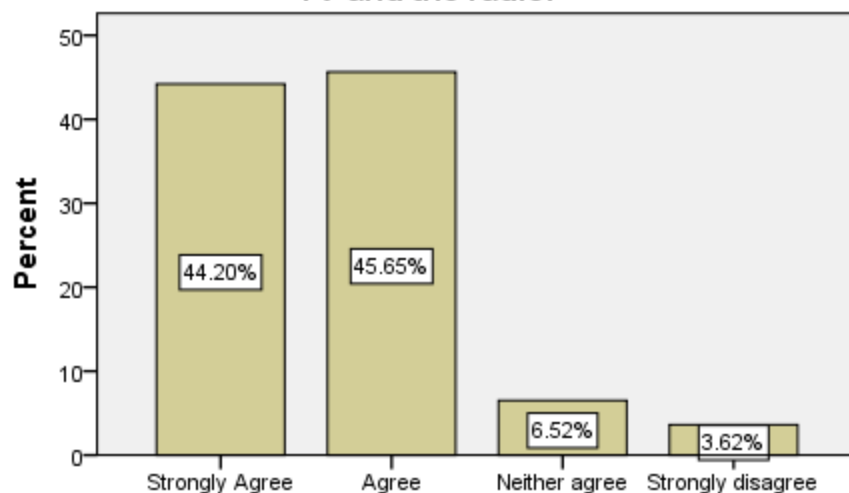
Q N0 23 I watch and listen to programs about the environment on TV and the radio.

Table and figure 26 show that out of 30 respondents 44.2% (n=61) Participants responded to strongly agree and 45.7% (n=63) were response to agree. 6.5% (n=9) respondents say neither agree about this question. 3.6% (n=5) respondents were strongly disagree.

I watch and listen to programs about the environment on TV and the radio.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	61	32.3	44.2	44.2
Agree	63	33.3	45.7	89.9
Valid Neither agree	9	4.8	6.5	96.4
Strongly disagree	5	2.6	3.6	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

I watch and listen to programs about the environment on TV and the radio.



I watch and listen to programs about the environment on TV and the radio.

Figure 26

Q N0 24 I go door to door to teach people recycling

Table and figure 27 show that out of 30 respondents 5.1% (n=7) Participants responded to strongly agree and 55.1% (n=76) were response to agree. 23.2% (n=32) respondents say neither agree about this question. 12.3% (n=17) respondents were disagree and 4.3% (n=6) were strongly disagree.

I go door to door to teach people recycling

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	3.7	5.1	5.1
Agree	76	40.2	55.1	60.1
Neither agree	32	16.9	23.2	83.3
Disagree	17	9.0	12.3	95.7
Strongly disagree	6	3.2	4.3	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

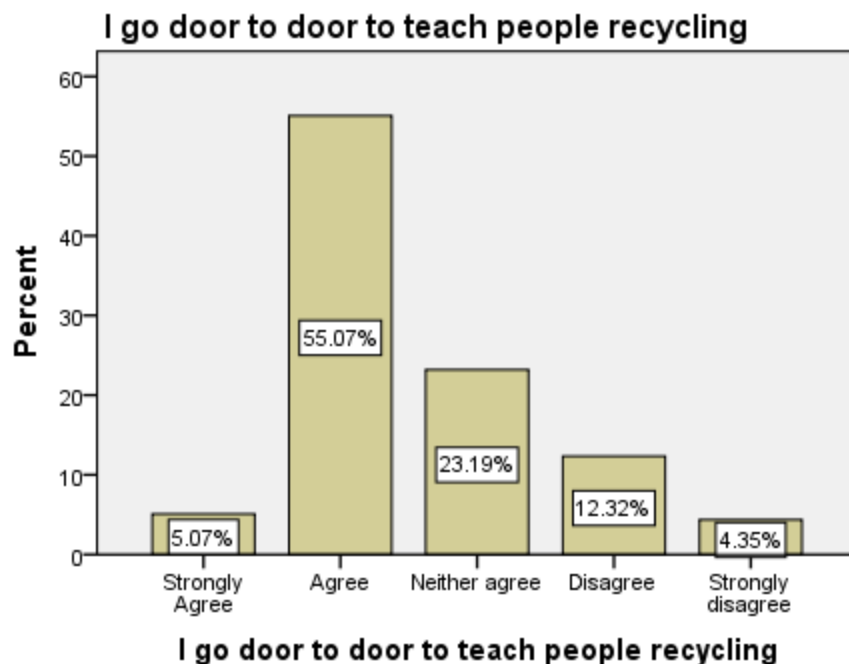


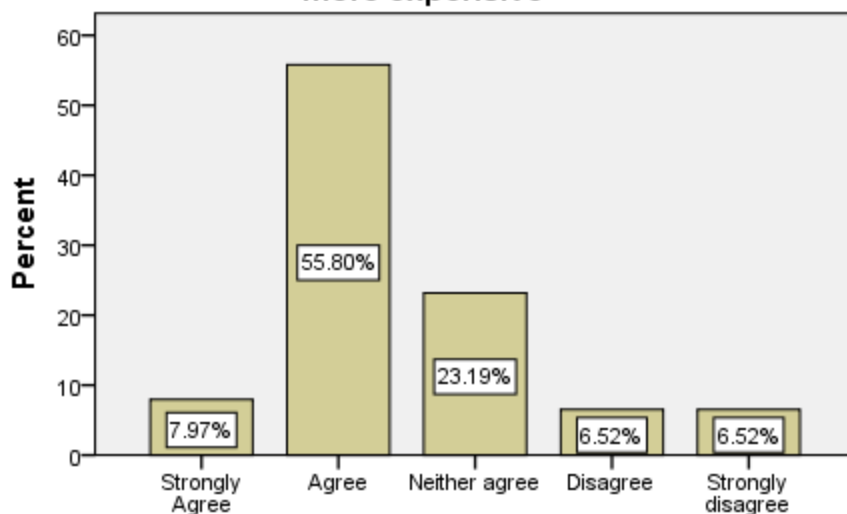
Figure 27

Q N0 25 I prefer environmentally friendly products even if they are more expensive

Table and figure 28 show that out of 30 respondents 7.97% (n=11) Participants responded to strongly agree and 55.8% (n=77) were response to agree. 23.2% (n=32) respondents say neither agree about this question. 6.5% (n=9) respondents were disagree and 6.5% (n=9) were strongly disagree.

I prefer environmentally friendly products even if they are more expensive				
	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	11	5.8	8.0	8.0
Agree	77	40.7	55.8	63.8
Neither agree	32	16.9	23.2	87.0
Disagree	9	4.8	6.5	93.5
Strongly disagree	9	4.8	6.5	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

I prefer environmentally friendly products even if they are more expensive



I prefer environmentally friendly products even if they are more expensive

Figure 28

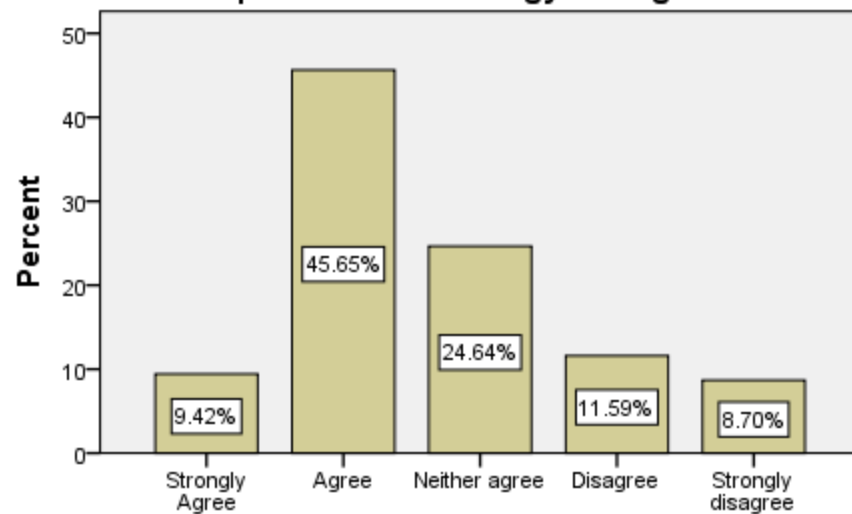
Q N0 26 Turning off the lights when going out of the room does not provide much energy saving

Table and figure 29 show that out of 30 respondents 9.4% (n=13) Participants responded to strongly agree and 45.7% (n=63) were response to agree. 24.6% (n=34) respondents say neither agree about this question. 11.6% (n=16) respondents were disagree and 8.7% (n=12) were strongly disagree.

Turning off the lights when going out of the room does not provide much energy saving.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	6.9	9.4	9.4
Agree	63	33.3	45.7	55.1
Neither agree	34	18.0	24.6	79.7
Disagree	16	8.5	11.6	91.3
Strongly disagree	12	6.3	8.7	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

Turning off the lights when going out of the room does not provide much energy saving.



Turning off the lights when going out of the room does not provide much energy saving.

Figure 29

Q N0 27 Human beings are not a part of nature

Table and figure 30 show that out of 30 respondents 5.8% (n=8) Participants responded to strongly agree and 59.4% (n=82) were response to agree. 18.1% (n=25) respondents say neither agree about this question. 9.4% (n=13) respondents were disagree and 7.2% (n=10) were strongly disagree.

Human beings are not a part of nature.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	4.2	5.8	5.8
Agree	82	43.4	59.4	65.2
Neither agree	25	13.2	18.1	83.3
Disagree	13	6.9	9.4	92.8
Strongly disagree	10	5.3	7.2	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

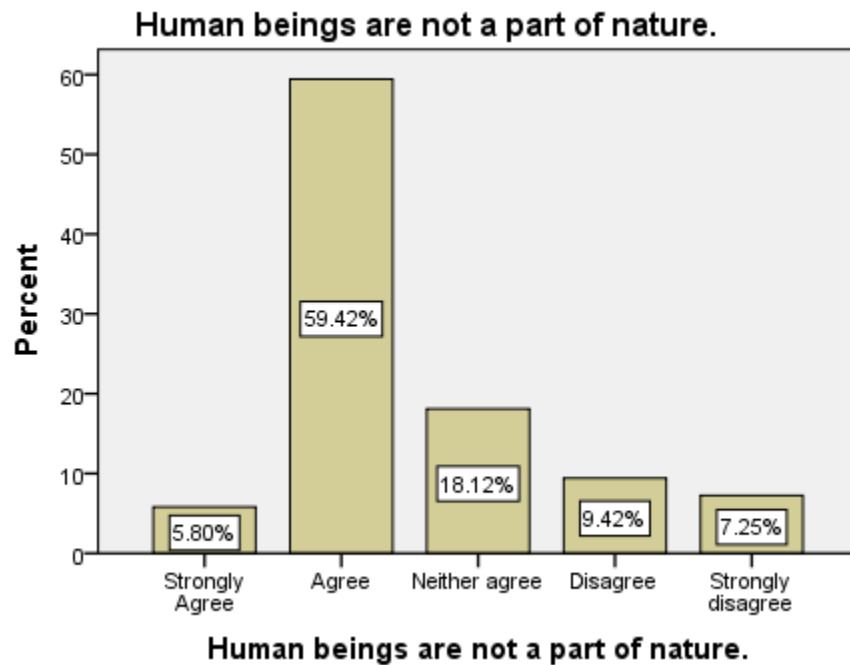


Figure 30

Q N0 28 I can work without pay if necessary for a liveable environment.

Table and figure 31 show that out of 30 respondents 11.6% (n=16) Participants responded to strongly agree and 51.4% (n=71) were response to agree. 24.6% (n=34) respondents say neither agree about this question. 8.0% (n=11) respondents were disagree and 4.3% (n=6) were strongly disagree.

I can work without pay if necessary for a liveable environment				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	8.5	11.6
	Agree	71	37.6	63.0
	Neither agree	34	18.0	87.7
	Disagree	11	5.8	95.7
	Strongly disagree	6	3.2	100.0
	Total	138	73.0	100.0
Missing	System	51	27.0	
Total		189	100.0	

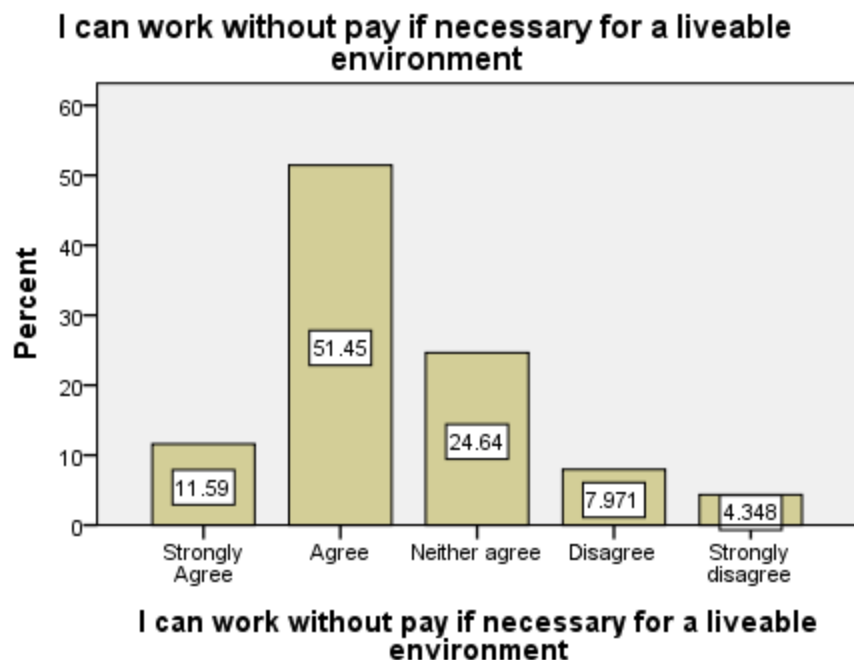


Figure 31

Q N0 29 There is no erosion in our country anymore

Table and figure 32 show that out of 30 respondents 10.9% (n=15) Participants responded to strongly agree and 49.3% (n=68) were response to agree. 18.8% (n=26) respondents say neither agree about this question. 15.2% (n=21) respondents were disagree and 5.8% (n=8) were strongly disagree.

There is no erosion in our country anymore				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	15	7.9	10.9	10.9
Agree	68	36.0	49.3	60.1
Neither agree	26	13.8	18.8	79.0
Disagree	21	11.1	15.2	94.2
Strongly disagree	8	4.2	5.8	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

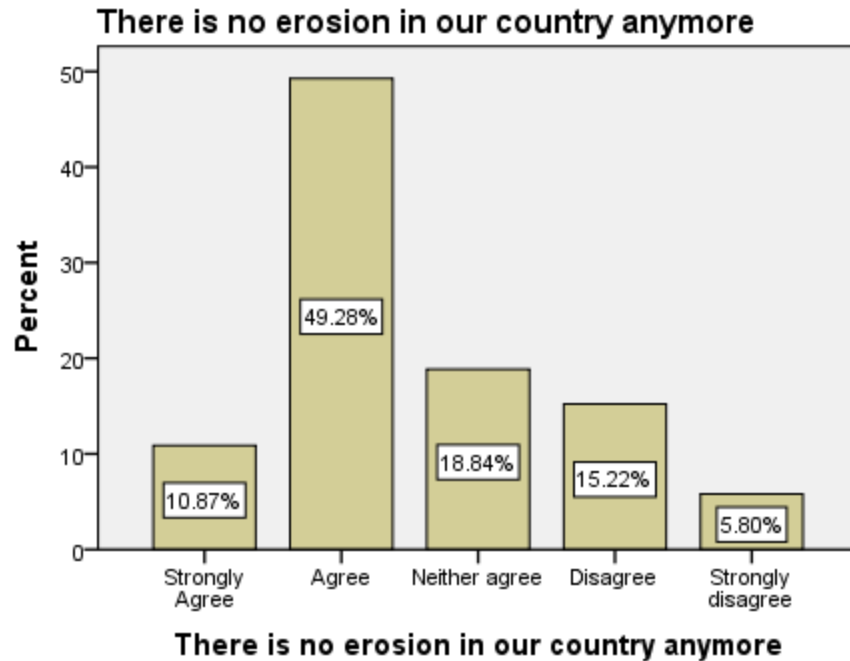


Figure 32

Q N0 30 I warn without hesitation somebody who is harming nature.

Table and figure 33 show that out of 30 respondents 7.2% (n=10) Participants responded to strongly agree and 56.5.3% (n=78) were response to agree. 23.2% (n=32) respondents say neither agree about this question. 10.1% (n=14) respondents were disagree and 2.9% (n=4) were strongly disagree.

I warn without hesitation somebody who is harming nature.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	5.3	7.2	7.2
Agree	78	41.3	56.5	63.8
Neither agree	32	16.9	23.2	87.0
Disagree	14	7.4	10.1	97.1
Strongly disagree	4	2.1	2.9	100.0
Total	138	73.0	100.0	
Missing System	51	27.0		
Total	189	100.0		

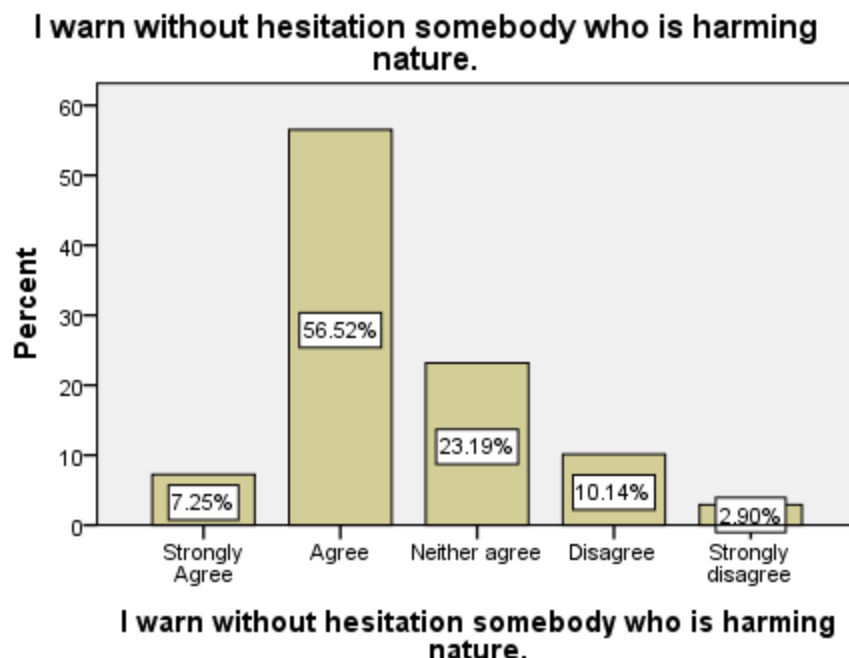


Figure 33

Result conclusion:

In these statements environmental education cannot be helpful in solving environmental problems this is only possible through technology 15.2% (n=21) Participants responded to strongly agree and 65.9% (n=91) were responded to agree. Environmental education classes must be added to high school curricula 11.6% (n=16) Participants responded to strongly agree and 59.4% (n=82) were response to agree. I would like to volunteer in an activity at our school related to environmental cleaning 3.6% (n=5) Participants responded to strongly agree and 65.2% (n=90) were response to agree. I believe environmental problems are exaggerated, nature will provide balance, in a way 51.45% (n=71) were response to agree. 20.29% (n=28) respondents say neither agree about this question. 9.4% (n=13) respondents were disagree. We must change our values and attitudes rather than solve environmental problems 55.8% (n=77) were participants response to agree. 6.5% (n=9) respondents were disagree. I would like to be a member of an environment protection team because this is the best way to understand the environment I live in 58.0% (n=80) were participants response to agree. People have to be informed to be aware of the effect of their behaviors on the environment 26.8% (n=37) Participants responded to strongly agree and 47.8% (n=66) were response to agree. Recently, regulations and the government have worked to get environmental pollution under control 52.2% (n=72) were response to agree. Societies with

developed technology can ignore the noises coming from vehicles, participants 50.0% (n=69) were response to agree. The benefit of the technological products used is more important than the harm they cause to the environment participants were respondent to agree 50.0% (n=69). Economic growth is more important than environmental pollution 51.4% (n=71) were response to agree. Environmental education activities are useful only for children at young ages participants 47.8% (n=66) were response to agree. Individuals should adapt to the nature rather than changing it as per their needs 52.9% (n=73) were response to agree. People today have moral duties and obligations for people in the future participants 50.7% (n=70) were response to agree. A high-quality satisfactory life is more important than money and health participants 43.5% (n=60) were response to agree. 31.9% (n=44) respondents say neither agree about this question. I can give up my comfort and consume less, if it will help to protect the environment 53.6% (n=74) were response to agree. We can do many things to save energy 40.6% (n=56) were response to agree 2.9% (n=4) were strongly disagree. I read books other than textbooks about the environment 44.2% (n=61) were response to agree. It makes me glad when people recycle used bottles, tin cans and paper 52.2% (n=72) were response to agree. When buying a product, I pay attention to whether the package can be recycled 43.5% (n=60) were response to agree. I share my knowledge about environment with my friends 47.8% (n=66) were response to agree 13.8% (n=19) respondents were disagree. I watch and listen to programs about the environment on TV and the radio 44.2% (n=61) Participants responded to strongly agree and 45.7% (n=63) were response to agree. I go door to door to teach people recycling 55.1% (n=76) were response to agree. I prefer environmentally friendly products even if they are more expensive, participants 55.8% (n=77) were response to agree. Turning off the lights when going out of the room does not provide much energy saving, participants 45.7% (n=63) were response to agree. 24.6% (n=34) respondents say neither agree about this question. Human beings are not a part of nature 59.4% (n=82) were response to agree. I can work without pay if necessary for a livable environment 51.4% (n=71) participants were response to agree. There is no erosion in our country anymore 5.8% (n=8) Participants responded to strongly agree and 59.4% (n=82) were response to agree. I warn without hesitation somebody who is harming nature 7.2% (n=10) Participants responded to strongly agree and 56.5.3% (n=78) were response to agree. 23.2% (n=32) respondents say neither agree about this question. 10.1% (n=14) respondents were disagree and 2.9% (n=4) were strongly disagree.

S R NO	Questions	Strongly agree		Agree		Neither agree		Disagree		Strongly disagree	
1.	Environmental education cannot be helpful in solving environmental problems. This is only possible through technology.	f	%	f	%	f	%	f	%	f	%
		21	11.1	91	48.1	24	12.7	Nil	Nil	2	1.1
2.	Environmental education classes must be added to high school curricula.	16	8.5	82	43.4	27	14.3	7	3.7	6	3.6
3.	I would like to volunteer in an activity at our school related to environmental cleaning	5	2.6	90	47.6	26	13.8	14	7.4	3	1.6
4.	I believe environmental problems are exaggerated; nature will provide balance, in a way.	19	10.1	71	37.6	28	14.8	13	6.9	7	3.7
5.	We must change our values and attitudes rather than solve environmental problems.	16	8.5	77	40.7	32	16.9	9	4.8	4	2.1
6.	I would like to be a member of an environment protection team because this is the best way to understand the environment I live in	9	4.8	80	42.3	40	21.2	9	4.8	Nil	Nil
7.	People have to be informed to be aware of the effect of their behaviors on the environment	37	19.6	66	34.9	24	12.7	7	3.7	4	2.1
8.	Recently, regulations and the government have worked to get environmental pollution under control	16	8.5	72	38.1	39	20.6	9	4.8	2	1.1
9.	Societies with developed technology can ignore the noises coming from vehicles	27	14.3	69	36.5	29	15.3	11	5.8	2	1.1
10.	The benefit of the	20	10.6	66	34.9	27	14.3	23	12.2	2	1.1

	technological products used is more important than the harm they cause to the environment										
11.	Economic growth is more important than environmental pollution	30	15.9	71	37.6	24	12.7	4	2.1	9	4.8
12.	Environmental education activities are useful only for children at young ages	16	8.5	66	34.9	40	21.2	12	6.3	4	2.1
13	Individuals should adapt to the nature rather than changing it as per their needs.	27	14.3	73	38.6	16	8.5	18	9.5	4	2.1
14.	People today have moral duties and obligations for people in the future.	29	15.3	70	37.0	24	12.7	13	6.9	2	1.1
15.	A high-quality satisfactory life is more important than money and health.	29	15.3	60	31.7	44	23.3	3	1.6	2	1.1
16.	I can give up my comfort and consume less, if it will help to protect the environment.	12	6.3	74	39.2	40	21.2	6	3.2	6	3.2
17.	We can do many things to save energy.	26	13.8	56	29.6	33	17.5	19	10.1	4	2.1
18.	While brushing my teeth, I turn off the faucet to save water.	10	5.3	77	40.7	33	17.5	10	5.3	8	4.2
19.	I read books other than textbooks about the environment	12	6.3	61	32.3	46	24.3	10	5.3	9	4.8
20.	It makes me glad when people recycle used bottles, tin cans and paper	18	9.5	72	38.1	23	12.2	21	11.1	4	2.1
21.	When buying a product, I pay attention to whether the package can be recycled	12	6.3	60	31.7	51	27.0	6	3.2	9	4.8
22.	I share my knowledge about environment with my friends	7	3.7	66	3.9	37	19.6	19	10.1	9	4.8

23.	I watch and listen to programs about the environment on TV and the radio	61	32.3	63	33.3	9	4.8	5	2.6	Nil	Nil
24.	I go door to door to teach people recycling.	7	3.7	76	40.2	32	16.9	17	9.0	6	3.2
25.	I prefer environmentally friendly products even if they are more expensive.	11	5.8	77	40.7	32	16.9	9	4.8	9	4.8
26.	Turning off the lights when going out of the room does not provide much energy saving	13	6.9	63	33.3	34	18.0	16	8.5	12	6.3
27.	Human beings are not a part of nature.	8	4.2	82	43.4	25	13.2	13	6.9	10	5.3
28.	I can work without pay if necessary for a livable environment	16	8.5	71	37.6	34	18.0	11	5.8	6	3.2
29.	There is no erosion in our country anymore	15	7.9	68	36.0	26	13.8	21	11.1	8	4.2
30.	I warn without hesitation somebody who is harming nature	10	5.3	78	41.3	32	16.9	14	7.4	4	2.1

Chapter 5

Discussion:

The purpose of environmental education provided in the high school period, in which personality starts to be shaped and awareness increases, provides more effective results. Environmental education classes must be added to high school curricula the study found that 78% of all students were able to describe the meaning of environment and environmental education (Dimopoulou, 2016) and in my study students 59.4% were response to agree. In other study stated that university students 40% percent are members of different organizations' NGOs (Non-governmental organizations) which are doing activities to encourage the young generation to protect and preserve the environment (Boca, 2019). In my study student response was 65.2% agree in this statement I would like to volunteer in an activity at our school related to environmental cleaning. Societies with developed technology can ignore the noises coming from vehicles other study stated that responded 80% of all noise pollution (Murphy, 2016). And in my study 50.0% all noise pollution it is match other study. Economic growth is more important than environmental

pollution in other study 50% participants were response to agree (Schirone, 2017). In my study 51.4% were response to agree. It is matching other study. Individuals should adapt to the nature rather than changing it as per their needs other study stated that 60% were respond rate (Craig, 2015). In my study the participants 51.4% were response to agree. A high-quality satisfactory life is more important than money and health 43% were respondent rate of other study. 43.5% were response to agree in my study. It is matching other study. We can do many things to save energy responded rate were 35% in other study (Laevens, 2015). In my study 40.6% were response to agree. It makes me glad when people recycle used bottles, tin cans and paper 95% were respondent rate in other study (Ahmed,2014). in my study 52.2% were response to agree. I share my knowledge about environment with my friends. 55.7% participants were agree in other study 47.8% were response to agree. 40% were responded rate in other study and in my study 55.1% were response to agree. Turning off the lights when going out of the room does not provide much energy saving 45% were respondent rate in other study (Majumdar, 2014). In my study 45.7% were response to agree. Human beings are not a part of nature in other study respondent rate were 60% (Akca et al., 2016). in my study and 59.4% were response to agree respondents say neither agree about this question. 9.4% respondents were disagree and 7.2% were strongly disagree. Respondent rate were 62% in other study (Eareskan, 2016). in my study were response to agree. There is no erosion in our country anymore other study respondent rate were 53% (Abdulkadir, 2015).In my study and 49.3% was response to agree. 18.8% respondents say neither agree about this question. 15.2% respondents were disagree and 5.8% were strongly disagree. I warn without hesitation somebody who is harming nature. Respondent rate were 68% in other study.

Conclusion:

The research study concluded that high school students had perception and awareness regarding environmental education. The main determination of this study was to provide the environment risk perception and awareness among high school students of community Ali Raza Abad Lahore. That collected data analyzed by SPSS version 21. The results show that high school students have positive perception and awareness regarding environmental education.

Limitation:

The study has certain limitations that are following.

This is a cross sectional study.

Convenient sampling was applied in data collection process.

Time duration was short for this study.

Convenience sampling technique was also a limitation.

Population was only selected from High school of community Ali Raza Abad Lahore.

Recommendation:

Develop policies or strategies on all aspects related to environmental risk perception and awareness among high school students.

There should be proper records of high school student perception and awareness about environmental education.

There should be positive feedback for school student about environmental education

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ETHICAL CONSIDERATIONS

(Where needed for clinical studies, animal study, experimental study)

The rules and regulations set by the ethical committee of university of Lahore will be followed while conducting the research and the rights of the research participants will be respected.

- Written informed consent attached will be taken from all the participants.
- All information and data collection will be kept confidential.
- Participants will remain anonymous throughout the study.
- The subjects will be informed that there are no disadvantages or risk on the procedure of the study.
- They will also be informed that they will be free to withdraw at any time during the process of the study.
- Data will be kept in under key and lock while keeping keys in hand. In laptop it will be kept under password

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