

FACTORS AFFECTING ASSOCIATIVE LEARNING IN ENVIRONMENTAL EDUCATION AT PRIMARY STAGE

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The one aim of education that has remained central through the centuries & through the centuries & through many structural & procedural changes, has been the development of the student's rational power. Although the schools have served various needs of the society in teaching for citizenship vocational skills, moral character & the like, it has been recognized that it is the person who has become able to use his rational power "who can bring all valid purposes into an integrated whole" (Educational policies commission, 1961). An individual begins to learn soon after his birth & goes on learning throughout his lifetime. The infant learns grasping sitting, standing & walking. The child learn to speak & write, count & draw, button his coat & lace his shoes, say "Good Morning". There is a vast array of behaviour patterns that is learned in the home & the school, in streets & the playground, in fact wherever the drama of life is being stages. Some of these learning are universal, everybody learns that the sun rises in the east. Some learning are individual as the extraordinary talent of star musical or a master painter. Some products of learning are simple & some are complex & it is our task in educational psychology to inquire what the general nature of learning is, whether there are different kinds of learning & what theories psychologists have offered to explain learning.

The history of the association of ideas is long & varied & dates back to the beginnings of human thinking. Aristotle attempt to explain memory in terms of association of ideas. One idea recall another because they are associated with each other. Recall by association is facilitated by the factor of contiguity, Contrast & Similarity. Certain condition help to make association stronger as the frequency ; regency & intensity with which experiences occur. Drill, practice, repetition etc. improve the learning of multiplication tables, spellings or grammatical forms, recent experiences are more clearly remembered than remote ones and if a friend is drowned in a swimming meet, any pool stream or seaside will revive the tragic event. Ideas should be presented with clarity & impressiveness supplemented by interesting & striking illustration or anecdotes and in relation to

the daily experience of children. Some of the factors which influence associative learning are intelligence, motivation, interest, attention, attitude, fatigue, student involvement retention.

Rationale for the study

We have exploited the natural environment to our will. Today we are face to face with a severe environmental crisis. The problem of environmental degradation is not limited to any particular country or region, it is global. The three- mile Island, Chernobyl/ and Bhopal may be located in three different parts of the globe, but the tragedies that struck them had repercussions on the whole ecology of the earth. Pollution is making the earth unsuited to life. 'Rivers and lakes are dying'. 'Desert are on a march'. Natural resources are being depleted'. These are not mere slogans to be repeated every now and then. Our attitude towards the use of environmental resources must change. We must re-educate ourselves to treat the environment with greater caution and control. It is this realization that gives environmental education a place of prime importance. Responsible citizenship can be developed through environmental education. The strategies are known. The tools are available. The real challenge lies in a willingness to do things differently.

OBJECTIVES

1. To study the affect on environmental education at primary school children.
2. To study the nature of learning at primary school level.
3. To study the factors affecting associative learning at primary school level.
4. To change the attitude of the pupil about the environment and motivate them to protect the environment.
5. To develop the skill among the pupil to solve environmental problem .
6. To encourage the pupil for active participation in solving the environmental problems.
7. To assist the pupil to have the complete knowledge about the environmental problems.
8. To give importance to the cleanliness of our environment.

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HYPOTHESIS

1. Style of school Administration affects associative learning in Environmental Education.
2. Intellectual level affects associative learning positively.
3. Teaching learning activity affects the level of retention of associative learning in environmental education.
4. Class room involvement of students in learning activity affects mean achievement in associative learning.
5. Nature of attitude towards environmental education of primary school students affects associative learning.

SAMPLE OF STUDY

In the present study a sample of one hundred and four students of V standard of Govt. & public school will be taken from Jaipur city. In the present study, the experimental method of research using equivalent group design is used. This design consists of experimental & control groups both. The experimental method is taught through associative learning while the control group by the teachers of the school (whatever the method they have used). All the groups were taught by the investigator herself.

TOOLS FOR THE STUDY

For the present research self made criterion reference test; attitude towards EE and student's involvement in class room scale is used. The tools was developed for primary students. The tools aimed as measuring the feelings and opinion that students hold with regard to associative learning and environmental education related issue i.e. the tool when administered would help us to know the level of students knowledge and their attitude towards environmental education related issues. All the statements were developed on a three point Likert type scale. The number of the statement in the draft form is twenty six and for final draft it is twenty only, after pre-testing and item validation.

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METHOD OF STUDY

In this study experimental method has been used. The gathered data is treated with mean, S.D. and 't' test.

FINDINGS

1. The research shows positive and significant relationship between the Govt. & public Schools students of control group. This means style of school administration affects associative learning in environmental education.
2. The intellectual level of the students of both the school shows significant difference high intellectual group of the students learn more than the low intellectual group.
3. Students retain more just after the experiment. But they forget or retain little after the expiry of six days it means drill and exercise is necessary in learning. Moreover the experiment group retain more than the control one. It means first hand experience is retain more.
4. The public & govt. school students involve equally in the class room when teacher explain the topic i.e. involvement of the students in both the cases were same.
5. Both the school i.e. Govt. & public school they have positive attitude towards environmental education.

CONCLUSIONS

This study is supposed to add to the existing stock of knowledge in the field of education. The study has in important bearing on education in our country; where students are taught through the chalk and talk method. It demonstrate that students can be taught better through the experiments specially in Environmental Education Teaching. This study shows that the experiment proved to be most effective for teaching Environmental Education because the students involved equally in the classroom when taught through this method.

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