

The Students' Assessment Of Their Environmental Awareness and Effects Of Globalization on Nature Conservation

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Abstract: This study focused on the assessment of the Senior High School students of their environmental awareness and effects of globalization on nature conservation. The descriptive method of research was used as the design of the study. The 82 respondents from Grades 11 and 12 were selected using random sampling technique. The respondents were asked to answer the questionnaire to bring out information on their environmental awareness. Statistical tools used were frequency count, percentage technique, weighted mean, and Chi-square. Findings of the study revealed that significant association does exist between the respondents' place of residency and level of awareness on nature conservation and the effects of globalization on nature conservation. The proposed action plan of the researchers was an informative magazine that would raise students' environmental awareness on nature conservation toward sustainable development. The contents of the magazine were based on the results of the study focusing on the main effects of globalization.

Keywords: globalization, environmental awareness, nature conservation, sustainable development

1. Introduction

Globalization is a process of world shrinkage. It's an act of moving things close together. Globalization is equivalent to colonization, as it dominates certain nations based on trends. Technically speaking, it has seven types including Economic, Technological, Political, Cultural, Ecological and Sociological. These are directly linked and affect one another in different modes and basis. As everyone knows, everything has an impact, either positive or negative. People continuously witness the advances of the global world through globalization. From technological advancements, cultural adaptations, strengthening of foreign exchange and influences to the rising of sociological awareness, globalization is involved. However, as people perceive that this advancement continuous to grow massively, it's negative effects are beginning to show off. (Corraliza, J. A., & Berenguer, J., 2000). Continuous state of degradation of the global environment has risen the country's concerns over the previous decades. Deforestation, water, air, land pollution, global warming and desertification are major environmental problems with short and long-term effects on planet and all species survival, including human beings. And as degradation of natural environment continues, negative environmental feedback is experienced all over the world. Feedback includes heat waves, floods, soil erosion, droughts, and climate change. The blame lies on human being's ambition to advance without considering the state of environment. It should consequently, be the duty of people to create environmental mitigation measures to bring back the lost environmental viability, reliability and status. With this, environmental awareness would keep on playing an important role in the development of people's values, behavior, attitudes and perceptions towards the environment. Nations around the world must meet their present needs using the resources from the natural environment. But this however, is needed to be carried out in a sustainable manner and failure to do it so will lead to environmental crisis in the future that would affect or threaten the lives of future generations. As globalization

continues, nature is directly affected. Natural resources are extensively consumed and used, but not replaced. Various environmental issues are emerging as globalization continues. Therefore, in order to manage these problems, natural conservation methods should be observed. Global progression should go hand in hand with environmental education that consists environmental ethics, literacy, attitudes, and behavioral pattern. (O'Neil, J., Turner, R.K. & Bateman, I. J., 2001) With environmental education, it is possible to change the environmental viewpoint of the masses in a positive way. People with high levels of environmental awareness can help create solutions for environmental problems. More importantly, environmental education is usually viewed as a lifetime process that boosts people's critical thinking skills to distinguish environmental issues, create decisions, and play a role in making solutions. Environmental awareness for sustainable development should be the center of attention in pursuit for the promotion of sustainable development. This research focused on senior high school students who will be future leaders and therefore must be aware of the needs to secure and conserve the natural environment.

2. Methods

The researchers used the descriptive method of research in order to assess the students' environmental awareness on nature conservation as well as their perceived effects of globalization on nature conservation. Eighty-two (82) senior high students, comprising of forty-one each from 11th and 12th grades, during the second semester of the SY 2018-2019 served as the respondents of the study.

3. Results and Discussions

3.1 Demographic Profile of the Respondents

Eighty-two (82) Senior High School students of Batangas State University served as the respondents of the study. The following tables present the frequency distribution of the

respondents based on their age, sex, year level, place of residence, and categorization of place of residence.

3.1.1. Age

The table below shows the distribution of the respondents' profile in terms of age.

Table 1
Respondents' Profile in Terms of Age

Age	Frequency	Percentage (%)
16	20	24.4
17	34	41.5
18	28	34.1
TOTAL	82	100%

Table 1: shows the distribution of the respondents in terms of their age. It can be seen from the table that 24.4 percent or 20 respondents are 16-year-olds, 41.5 percent or 34 respondents are 17-year-olds, and 34.1 percent or 28 respondents are 18-year-olds respectively. These data imply that majority of the respondents are 17-year-old senior high school students.

3.1.2. Sex

The table below shows the distribution the respondents' sex.

Table 2
Respondents' Profile in Terms of Sex

Sex	Frequency	Percentage (%)
Male	42	51.2
Female	40	48.8
TOTAL	82	100%

Table 2: shows the distribution of the respondents' sex. It can be gleaned from the table that majority (51.2 percent) of them are males and about 48.8 percent are composed of females. This means that the population of the male students in the Senior High School Department of Batangas State University is greater than that of the female.

3.1.3. Year Level

The table below shows the distribution of the respondents' year level.

Table 3
Respondents' Profile in Terms of Year Level

Year Level	Frequency	Percentage (%)
Grade 11	41	50
Grade 12	41	50
TOTAL	82	100%

Table 3: shows the distribution of the respondents according to their year level. There were 41 Grade 11 students and 41 Grade 12 students, which comprises both 50% respectively.

3.1.4. Respondents' Place of Residence

The table below shows the distribution of the respondents' place of residence.

Table 4
Respondents' Place of Residence

Place of Residence	Frequency	Percentage (%)
Rural	59	72.0
Urban	23	28.0
TOTAL	82	100%

Table 4: shows the distribution of the respondents according to their place of residence. It is shown that majority of the respondents live in a rural area having the frequency of 59 and a percentage of 72.0. This only means that the respondents still prefer to live in less denser areas.

3.2. The Respondents' Level of Awareness on Nature Conservation

Shown in Table 5 is the mean distribution and its verbal interpretation of the respondents' level of awareness on nature conservation.

Table 5
Level of Awareness on Nature Conservation

	Weighted Mean	Verbal Interpretation
1. Human beings make fundamental changes of their environment to suit their needs.	2.85	Aware
2. Science and technology can overcome any environmental problem.	3.02	Aware
3. Humans are severely abusing the environment.	3.72	Very aware
4. The planet's natural resources expand if they are developed.	3.70	Very aware
5. Plants and animals have as much right as humans to exist.	3.66	Very aware
6. Maintaining economic growth is more important than protecting the natural environment.	2.23	Not aware at all
7. Neglecting the environment will lead to a major ecological catastrophe.	3.68	Very aware
8. Environmental education is as important as any other curriculum in school.	3.66	Very aware
9. Any person can help resolve environmental problems.	3.52	Very aware
10. Even working individuals can help provide solutions to environmental issues.	3.44	Very aware
Composite Mean	3.35	Very aware

Legend: 3.25 – 4.00 = Very aware; 2.50–3.24 = Aware; 1.75 – 2.49 = Somewhat aware; 1.00 – 1.74 = Not aware at all

Table 5 shows the results of the level of the students' awareness on nature conservation. The respondents are aware that humans are severely abusing the environment with the highest weighted mean of 3.72. Second in rank is the planet's natural resources expand if they are developed and neglecting the environment will lead to a major ecological catastrophe with a weighted mean of 3.70 and 3.68 respectively. Tied with a weighted mean of 3.66, the respondents are aware that plants and animals have as much right as humans to exist and that environmental education is as important as any other curriculum in school. The respondents are also aware that any person can help resolve environmental problems and issues with a weighted mean of 3.52, and that even working individuals can help provide

solutions to environmental issues with a weighted mean of 3.44. This is followed by science and technology can overcome any environmental problem with a weighted mean of 3.02. The respondents are aware that human beings make fundamental changes of their environment to suit their needs with a weighted mean of 2.85. Lastly, the respondents are not aware that maintaining economic growth is more important than protecting the natural environment with a weighted mean of 2.23. The composite mean of 3.35 indicates that the respondents are very aware of the importance of nature conservation and that the degradation of these resources must be addressed through positive means. The composite mean of 3.35 with a verbal interpretation of very aware implies that the respondents have a high level of awareness on the importance of environmental protection.

3.3. The Effects of Globalization on Nature Conservation

Shown in Table 6 is the mean distribution of the effects of globalization to nature conservation and its verbal interpretation.

Table 6 Effects of Globalization on Nature Conservation

Effects	Weighted Mean	Verbal Interpretation
1. Allows food products from different countries to be made available to the world.	3.50	Strongly agree
2. Makes use of natural resources to fuel researches and to improve way of living.	3.34	Strongly agree
3. Helps reduce pollution in developing countries through importing greener technologies.	3.01	Agree
4. Helps in the fast production of foods.	3.30	Strongly agree
5. Improves sanitation systems.	3.18	Agree
6. Leads to fast consumption of natural resources.	3.28	Strongly agree
7. Globalization of transportation results to higher consumption of fuels eventually leading to air pollution.	3.38	Strongly agree
8. The by-products of globalization depletes the ozone layer.	3.37	Strongly agree
9. Globalized factories secrete chemicals into bodies of water, making it polluted.	3.50	Strongly agree
10. Due to globalization, mountains roads are expanded for passing tunnels or highways.	3.46	Strongly agree
Composite Mean	3.33	Strongly agree

Legend: 3.25 – 4.00 = Strongly agree; 2.50-3.24 = Agree; 1.75 – 2.49 = Disagree; 1.00 – 1.74 = Strongly disagree

Table 6 shows the results of the effects of globalization to nature conservation. The respondents strongly agree that globalized factories secrete chemicals into bodies of water and allows food products from different countries to be made available to the world, both with the highest weighted mean of 3.50 respectively. Most of the foods that people commonly eat today are products of globalization, often trading and connections that began centuries before the term came into use. Second in rank is due to globalization, mountains roads are expanded for passing tunnels or highways with a weighted mean of 3.46 with a verbal interpretation of strongly agree. Moreover, the respondents agree that globalization of transportation results to higher consumption of fuels eventually leading to air pollution and

that the by-products of globalization depletes the ozone layer with weighted means of 3.38 and 3.37 respectively. Likewise, the respondents strongly agree that globalization makes use of natural resources to fuel researches and to improve way of living with a weighted mean of 3.34. They likewise strongly agree that globalization helps in fast production of food products and that globalization consumes too much natural resources with weighted means of 3.30 and 3.28 respectively. The respondents agree that globalization helps to improve sanitation systems with a weighted mean of 3.18. Lastly, the respondents agree that globalization helps reduce pollution in developing countries through, for example, importing greener technologies with a weighted mean of 3.01. As shown in the table, the respondents strongly agree on these effects of globalization on nature conservation which is supported by the composite mean of 3.33. This implies that the effects of globalization are observed by the respondents in their daily life as well as activities and that they are affected by these impact of globalization on environment and nature.

3.4. Association between the Profile of the Respondents and Their Level of Awareness on Nature Conservation

The table below shows the relationship between the profile of the respondents and their level of awareness on nature conservation.

Table 7
Relationship between the Level of awareness on Nature Conservation and the Respondents' Profile

Profile	Chi-Square Value	p-Value	Decision	Verbal Interpretation
Age	10.985	0.895	Failed to reject	Not significant
Sex	6.953	0.642	Failed to reject	Not significant
Grade level	14.684	0.100	Failed to reject	Not significant
Place of residence	19.023	0.025	Rejected	Significant

It can be gleaned from Table 7 that the computed chi-square and p-values of the profile of respondents such as age, sex and grade level were relatively higher than the 0.05 level of significance, therefore the null hypothesis was accepted. However, in terms of place of residence, the null hypothesis was accepted. In other words, the age, sex and grade level do not have a direct association on the respondents' level of awareness on nature conservation. However, the place of residence has a significant association on the level of awareness of the respondents.

3.5. Association between the Profile of the Respondents and the Effects of Globalization on Nature Conservation

Table 8

Relationship between the Effects of Globalization to Nature Conservation and Respondents' Profile

Profile	Chi-Square Value	p- Value	Decision	Verbal Interpretation
Age	15.130	0.653	Failed to reject	Not significant
Sex	5.455	0.793	Failed to reject	Not significant
Grade level	10.767	0.292	Failed to reject	Not significant
Place of residence	20.922	0.013	Rejected	Significant

Table 8 shows the association between the profile of the respondents and the effects of globalization on nature conservation. It can be inferred from the table that the computed chi-square and p-values of the profile of respondents such as age, sex and grade level were relatively higher than the 0.05 level of significance which indicates that they do not have a direct association on the respondents' perceived effects of globalization on nature conservation. On the contrary, the place of residence of the respondents has a direct association on their perceived effects of globalization on nature conservation. With these results, it can be gleaned that the place of residence is an important indicator on how the respondents of the study view their awareness and perceived effects of globalization on the environment.

3.6. Informative Magazine that can Raise Environmental Awareness on Nature Conservation Toward Sustainable Development

The proposed action plan of the researcher is an informative magazine that will raise the people's environmental awareness on nature conservation toward sustainable development. The information included in the magazine is based on the results of the study focusing on the effects of globalization.

4. Conclusions

Most of the Senior High School students of Batangas State University who participated in the study are males, which is close to half of the respondents whose age varies from 16 to 18 years old. Majority of them live in rural areas. Most of them are aware that humans are severely abusing the environment. They know that protecting the natural environment is more important than maintaining economic growth. Also, most of them are aware that globalization contributes negatively to the environment. Except age, year level and gender, there is a significant association between the respondents' place of residence and level of awareness on nature conservation. Likewise, there is a significant association between the effects of globalization to nature conservation and respondents' place of residence. Based on the results, the output is necessary in providing information to raise people's awareness on nature conservation towards sustainable development.

5. Recommendations

School principals, teachers and class advisers should educate the students regarding the importance of environmental awareness to develop positive attitudes, values and behavior towards the environment. Informative magazine should be utilized to raise the student's environmental awareness on nature conservation toward sustainable development. Similar studies should involve other types of students for better understanding of the study. And lastly, similar studies may be conducted to explain further the assessment of students' environmental awareness on the effects of globalization on nature conservation.

References

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Author Profile



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