A Study on Environmental Ethics and General Mental Ability Among Secondary School Students

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Abstract*— Environmental ethics is a branch of applied philosophy that studies the conceptual foundations of Environmental values as well as more concrete issues surrounding societal attitudes, actions, and policies Environmental ethics is a field of study that seeks to understand humans' moral obligations to protect and preserve the environment. It is a branch of ethics that recognizes the intrinsic value of nature, the interconnection of all living things, and the responsibility of humans to act in accordance with ethical principles which human well-being depends. This would provide reason for encouraging non-anthropocentric thinking, even to those who find the idea of non-anthropocentric intrinsic value hard to swallow. In order for such a strategy to be effective one may need to hide one's cynical anthropocentrism from others and even from oneself. The position can be structurally compared to some indirect form of consequentialism and may attract parallel critiques to protect and sustain biodiversity and ecological systems. In this context the main purpose of the study was to examine the Environmental Ethics and General mental Ability among Secondary School Students. The study also aimed to find out the correlation between the variables. The study has been carried on students of 8thstandard in schools of Mysore city. The sample for the study consist of 100 male and female students and data was collected by using tools, viz, RPM (Raven's standard progressive matrices) used to measure the level of General mental ability of the students. Environmental Ethics scale to measure the Environmental Ethics among Secondary School Students. There is no significant difference between the Environmental Ethics of male and female secondary school students. There is no significant difference between the General mental ability of male and female secondary school students. There is a significant relationship between Environmental Ethics and General mental ability among Secondary School Students.

***Index Terms*- Environmental Ethics, General mental ability, Descriptive survey method.**

I. INTRODUCTION

Environmental Ethics is the philosophical discipline that considers the moral and ethical relationship of human beings to the environment. Human values become a factor when looking at environmental ethics because they are the things that are important to individuals that they then use to evaluate actions or events.

When environmental ethics emerged as a new sub-discipline of philosophy in the early 1970s, it did so by posing a challenge to traditional anthropocentrism. In the first place, it questioned the assumed moral Environmental ethics is a branch of ethical thought that focuses on the relationship between humans and their natural environment. It is a holistic approach to understanding and evaluating our moral obligations to protect and preserve the environment. Environmental ethics seeks to bring together the interests of both humans and the Environment, A variety of ethical theories, including consequentialism, utilitarianism, and virtue ethics, define environmental ethics. These ethical theories provide a framework for understanding the moral obligations we have to the environment and how we should act to protect it. Environmental ethics also draws upon the fields of philosophy, economics, ecology, and law, providing a comprehensive approach to understanding and evaluating the moral implications of human action superiority of human beings to members of other species on earth. In the second place, it investigated the possibility of rational arguments for assigning intrinsic value to the natural environment and its non-human contents. It should be noted, however, that some theorists working in the field see no need to develop new, non-anthropocentric, they advocate what maybe called *enlightened* anthropocentrism (or, perhaps more appropriately called, *prudential* anthropocentrism). Briefly, this is

the view that all the moral duties we have towards the environment are derived from our direct duties to its human inhabitants. The practical purpose of environmental ethics, they maintain, is to provide moral grounds for social policies aimed at protecting the earth's environment and remedying environmental degradation.

II. NEED AND IMPORTANCE OF THE STUDY

Although nature was the focus of much nineteenth and twentieth century philosophy, contemporary environmental ethics only emerged as an academic discipline in the 1970s. The questioning and rethinking of the relationship of human beings with the natural environment over the last thirty years reflected an already widespread perception in the 1960s that the late twentieth century faced a human population explosion as part of a serious environmental crisis. Among the accessible work that drew attention to a sense of crisis was Rachel Carson's *Silent Spring* (1963), which consisted of a number of essays earlier published in the *New Yorker* magazine detailing how pesticides such as DDT, aldrin and dieldrin concentrated through the food web. Commercial farming practices using these chemicals to maximize crop yields and profits, Carson speculates, are capable of impacting simultaneously on environmental and public health. Their use, she claims, can have the side effects of killing other living things (besides the targeted insects) and causing human disease. While Carson correctly fears that over-use of pesticides may lead to increases in some resistant insect species, the intensification of agriculture, land-clearing and massive use of neonicotonoid pesticides has subsequently contributed to a situation in which, according to some reviews, nearly half of insect species are threatened with extinction (Sánchez-Bayo and Wickhuys 2019, and compare van der Sluijs and Vaage 2016, Komonen, Halme and Kotiaho 2019). Declines in insect populations not all other forms of life on earth, Environmental ethics is essential for protecting the environment, species, and resources. It promotes sustainable practices and encourages people to become more aware of the impact their actions have on the environment. It emphasizes the interconnectedness of all living things and the need to respect them. It encourages us to think about our place in the world and how we can contribute to preserving the natural environment. Environmental ethics helps to build better relationships with nature, recognizing its intrinsic value, not just its instrumental value. It encourages us to think beyond our immediate needs and consider the long-term implications of our actions. It teaches us responsibility towards our environment, advocating for environmentally friendly practices that help protect natural resources. Environmental ethics also promotes better public policies and laws, which help ensure that our environment is properly cared for. Respect for the intrinsic value of nature: Nature should not be treated as a commodity or resource to be exploited and discarded. Interdependence of species and ecosystems: Humans depend on nature and natural systems. We must recognize our role in preserving and protecting the environment. Ecological sustainability: We must strive to use resources responsibly and with an eye to preserving ecosystems and biodiversity. Human responsibility: We are responsible for our own actions and decisions and their consequences for the environment. Human equity: We must strive for a just world where the rights and needs of humans, animals, and plants are respected and protected Precautionary principle. We should take precautions about Environment. General Mental Ability (GMA) is a person's cognitive abilities, including: Logical reasoning, Problem-solving Numerical ability, Analytical thinking. Environmental ethics is the discipline in philosophy that studies the moral relationship of human beings to, and also the value and moral status of, the environment and its non-human contents. This entry covers the challenge of environmental ethics to the anthropocentrism (i.e., human-centeredness) embedded in traditional western ethical thinking the development of the discipline from the 1960s and 1970s the connection of deep ecology, feminist environmental ethics, animism and social ecology to politics the attempt to apply traditional ethical theories, including consequentialism, deontology, and virtue ethics, to support contemporary environmental concerns the broader concerns of some thinkers with wilderness, the built environment and the politics of poverty; and the ethics of sustainability and climate change. In the lights of above, the investigator felt that it is essential to investigate the

study on Environmental General mental ability of Secondary School Students.

III. OPERATIONAL DEFINITIONS OF THE KEY TERMS USED IN THE STUDY

3.1) Environmental Ethics: Environmental ethics is a branch of applied philosophy that studies the conceptual foundations of environmental values as well as more concrete issues surrounding societal attitudes, actions, and policies to protect and sustain biodiversity and ecological systems.

3.2) General E mental ability: General mental ability refers to a candidate's ability to understand verbal information, perceive and process numbers and information in tabular/ graphical format, think laterally, and make logical connections between words and concepts to deduce crucial data.

3.3 Environmental Education: Environmental Education is a process that allows individuals to explore Environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of Environmental issues and have the skills to make informed and responsible decisions.

IV. METHODOLOGY

STATEMENT OF THE PROBLEM: The statement of the problem is THE Study on Environmental Ethics and General mental ability among Secondary School Students.

V. OBJECTIVES OF THE STUDY

A To compare the Environmental Ethics of male and female Secondary School Students.
B To compare the General mental ability of male and female Secondary School Students.
C To examine whether there is a significant relationship between Environmental Ethics and General mental ability among Secondary School Students.

VI. HYPOTHESES OF THE STUDY

The following hypotheses were formulated in pursuance the objectives of the study:
A) There is no significant difference between Environmental Ethics of male and female Secondary School Students.
b) There is no significant difference between General mental ability of male and female Secondary School Students.
C) There is no significant relationship between Environmental Ethics and General mental ability of Secondary SchoolStudents.

VII. VARIABLES OF THE STUDY

The following were the variables of the study.
Main Variables:
1) Environmental Ethics
2) General mental ability
Back ground variable: Gender

8. Method of the study: Descriptive Survey method has been adopted for the study.
9. Sample of the study: Random sampling technique has been adopted for selecting samplein Secondary School Students.
10. Tools used for collection of data:

The following tools have been used for the study and are shown in the table no 1

Table no-1

Sl NO	Variables	Tools used	Standardised/Constructed by
1	Environmental Ethics	Environmental Ethics Scale	Investigator
2	General mental ability (GMA)	Ravens standard progressive Matrices	Raven J.C.

11. Statisticaltechniques used for analysis of data:

The following statistical techniques have been used for analyse the hypothesis formulated in the study.

a) t –test
The t- test was used to find out significant difference between variables.

b) Pearson product movement correlation: The technique was used to find out the relationship between variables.

12. Analysis and interpretation of the data:

A To compare the Environmental Ethics of male and female secondary school students

B. To compare the General mental ability of male and female secondary school students

C. To examinewhether there issignificant relationship between Environmental Ethics and General mental ability of secondary school students.

Hypothesis-1 There is no significant difference between Environmental Ethics of male and female secondary school students.

Table no 2: showing mean, S D, t value of male and female with respect to Environmental Ethics

Gender	Groups	N	Mean	SD	Df	T	Significance
	Male	50	629.15	60.00	98	0.396	Not
	Female	50	624.05	41.68			

Table no 2. shows that the obtained value 0.396 is lesser than the table value2.000 at 0.005 level Hence, the null hypothesis Ho. 1 is accepted and it is stating that there is no significant difference between the Environmental Ethics of male and female secondary school students.

Hypothesis 2: There is no significant difference between the General mental ability of male and female secondary school students.
Table 3: Showing mean, SD and t value of male and female secondary school students of General mental ability is accepted.

Gender	Groups	N	Mean	SD	Df	T	Significant
	Male	50	48.96	6.73	59	o.406	NS
	Female	50	46.30	7.63			

Table no 3.shows that the obtained t value0. 405 is lesser than the table value2.000 at 0.005 level Hence, the null hypothesis Ho. 2 is accepted and it is concluded that there is no significant difference between the General mental ability of male and female secondary school students. is accepted.

There is no significant relationship between Environmental Ethics and General mental ability of Secondary School Students

Table 4 Showing number mean, r, value between Environmental Ethics and General mental ability.

Variables	N	Df	r value	Level of Significance
Environmental Ethics	100	98	0.228	0.5
General mental ability				

Table 4.shows that obtained r value of 0.228is greater than table value at 0.05 level Hence null hypothesis is rejected and the alternative hypothesis stating that there is a significant relationship between Environmental Ethics and General mental ability among Secondary School Students.

13. Findings of the study:
1) There is no significant difference between the Environmental Ethics of male and female secondary school students.
2) There is no significant difference between the General mental ability of male and female secondary school students.
3) There is a significant relationship between Environmental Ethics and General mental ability among Secondary School Students.

14. Educational Implications: Teachers need to develop Environmental Ethics in students by teaching concepts related to Environment, conducting activities such as role play, use Strategies like concept attaining model inquiry training models, plant saplings in school garden etc.

REFERENCES

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