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Journal homepage: [www.publishing.globalcsrc.org/jbsee](http://www.publishing.globalcsrc.org/jbsee)**Study the Level of Awareness Among Housewives About Environmental Education**<sup>1</sup> Muhammad Latif Javed, <sup>2</sup> Rashid Ahmad, <sup>3</sup> Muhammad Nadeem Javed, <sup>4</sup> Muhammad Umar<sup>1</sup> Lecturer, Department of Education, The Islamia University of Bahawalpur, Bahawalnagar Campus, Pakistan:  
latif.javed@iub.edu.pk<sup>2</sup> Assistant Professor, School of Economics Bahaudin Zakariya University, Multan: Pakistan:  
Rashidahmad@bzu.edu.pk<sup>3</sup> PhD Scholar (EPM) AIOU, Islamabad, Pakistan: nadeemjaved2009@yahoo.com<sup>4</sup> MPhil Scholar, School of Economics Bahaudin Zakariya University Multan, Pakistan:  
mailumarramza@gmail.com

ARTICLE DETAILS	ABSTRACT
<b>History</b> Revised format: November 2019 Available Online: December 2019	The purpose of this paper was to study the level of awareness among housewives about environmental education. For this task review of existing literature was carried out. Being descriptive study, survey method was adopted for data collection. A group of 50 housewives from Bahawalnagar District of Division Bahawalpur was recognized as sample to accomplish the study. Closed ended questionnaire for housewives were developed on Likert scale and data was collected. Data collected through questionnaire was tabulated, analysis and discussed. The analysis was arranged on the basis of respondents and the housewives' opinions were analyzed. The result from the findings of this study showed that active learning of the housewives has appeared with the expansion of their actions in the Green Future. With the presence at the Eco conductors Training course as an opening, they come to join in the Eco conducting Activity and developed Green Future into an essential association connected to the eco-environment in the society. Their Eco-conducting movement was based on the outcome of knowledge from the teaching courses, in which the accessible expert in Eco conducting skilled them. At the end some recommendations were made to improve housewives' skills and awareness about environmental education.
<b>Keywords</b> Awareness, Environmental Education, Housewives, Green Future	
<b>JEL Classification:</b> Q51, Q59, O17	

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Corresponding author's email address: Rashidahmad@bzu.edu.pk

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Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. The basic logic is that what counts as education is the delivery of units of knowledge, skills, and information. Education is not something static but it is a continuous and lifelong process. Soon after the birth and

throughout his life, as man undergoes varied experiences and continuously learns one way of behavior or another he is subjected to varying and changing condition of life and has to make adjustment of these different situations and circumstances.

“What is the environment?” “What is environmental education?” These questions are the most fundamental but yet complicated to environmental educators. The word environment, derived from old French, word meaning “surroundings,” includes, “the complete range of external conditions in which an organism lives” (Allaby, 1994,). The environment includes the biotic and abiotic factors that affect an organism (Miller, 1990). In addition to understanding the environment in connection with its physical and biological processes, definitions of the environment are often influenced by social, cultural, economic, and political considerations (Allaby, 1994; Neal & Palmer, 1990).

The meaning of the environment within environmental education often focuses on the interactions between human beings and the environment. For example, Miller- Schroeder (2001) defined the environment as: everything around us, wherever we go. It is all of the plants, animals, people, soil, air, water, and energies that surround us People share the environment with many other people, plants, and animals. Everyone depends on it for their health and well-being.

Moreover, housewives, particularly not including jobs exterior the house, include hardly ever been familiar as dynamic learners or agents of culture and society progress. Housewives have regularly been seen as pure community beings who are so engaged in attractive concern of their homes that they are not interested in their own increase and expansion; the majority significantly, they immediately pursue the current of the period quite than direct to modify.

Education is the delivery of knowledge, skills, and information from teachers to students. While the above metaphor education as a delivery system sounds reasonable, it misses what is most important about education. Education is complicated by the fact that there is not a clear consensus about what is important about being and becoming educated. For many people the importance of education lays in future job prospects, for others its quality of citizenship, and yet others just want literacy, critical thinking, and/or creativity. An educated person is someone who perceives accurately, thinks clearly, and acts effectively on self-selected goals.

Investigations show that women all above the humanity, mainly housewives, aggressively organize and contribute in society organizations. In their articles, Moon (2000) and Youe (2004) discover the practices of how Korean urban housewives systematize, contribution, and deal with society organizations in sort to resolution the community’s troubles. Together current and stress every container of housewives’ organizations in society as model of participatory society progress in Korea. In adding to Korean women, Mexican country and city women contain motivated external the personal gap of the house, and have entered the community area in arrange to manage by globalization; they contain prepared and participated in society organizations such as reduction clubs, stitching co-operatives and society kitchens in city areas (Villagomez, 1999).

While in the beginning of mature teaching as an expert the ground to perform in the 1920s, several scholars and practitioners contain attempted to respond to the problem of how adults study in a different way starting kids. surrounded in the idea of mature teaching is often the faith to mature learners are dissimilar from kids and that there wants to be a separate hypothesis foundation the education and knowledge of adults (Hanson, 1996)

Even if the thoughts of the community background as essential to knowledge contain freshly gained importance in mature learning, knowledge in the community environment has been appreciated even in the early communication of mature learning. For example, Lindeman (1961), one of the early adult

educators, argued that “the approach to adult education will be via the route of situations, not subjects”. Moreover, Dewey’s ideas of knowledge emphasized the idea of education in a community environment.

Although Dewey has no detailed theory of mature learning, he is the first theorist to contain examined the significance of practice in teaching and his thoughts has had a profound power on the whole ground of mature teaching. In fact, the majority mature educators have emphasized the basic position practice acting in knowledge in maturity (Brookfield, 1987; Knowles, 1980; Kolb, 1984; Lindeman, 1961). Dewey’s donation enabled educators to center on practice as middle in together pedagogy and andragogy.

Since the researcher comprise prominent, Dewey attempts to construct a latest idea of teaching leading a theory of knowledge; specifically, he tries to clarify the whole link among education and own knowledge. Dewey (1916, 1938) challenged one of the middle concepts of conventional teaching, the obligation of teaching from over and from outside. According to Dewey, conventional teaching attempts to oblige mature principles, subject-matter, and precedent methods leading the youthful in arrange to plan them for potential responsibilities. Dewey discards information of the history, and merely emphasizes its importance as a means. Dewey, during his progressive “new idea” teaching tries to find out the association that exists in knowledge among the achievements of the ancient times and the issues of the current.

Objective of the study:

- Study the effect of environmental education on housewife’s achievement.
- Analyze the ideas of housewives about environmental Education.
- Investigate about the problems of the housewives in environmental Education.

Research questions

- Why do housewives in the community-based organization, “Green Future,” participate in the organization?
- What have they learned by participating in Green Future?
- How does learning for the housewives occur through participation, over time in the organization?
- How does their standpoint as women shape their learning?
- What are the gender problems housewives face during Green Future concept?
- How the problems of Housewives may be solved?

**2. Methodology**

As the study remained descriptive in nature so the survey technique was used. Population of the study comprises over the number of house wives from Madrissa and Bahawalnagar cities mainly due to their administrative (ruler and urban) background. The Sample of the study was drawn accessibly from two cities. Data was collected through close ended questionnaire. Collected data was tabulated, analyzed and classified.

**3. Results and Discussion**

**A: Analysis about Environment N= 50**

Statement No	S.A	%age	A	%age	U.D	%age	D.A	%age	S.D.A	%age
1	29	58%	11	22%	1	2%	8	16%	1	2%
2	5	10%	18	36%	10	20%	15	30%	2	4%
3	10	20%	27	54%	5	10%	5	10%	3	6%
4	13	26%	11	22%	8	16%	8	16%	10	20%
5	19	38%	16	32%	6	12%	4	8%	5	10%

6	16	32%	22	44%	5	10%	5	10%	2	4%
7	16	32%	12	24%	10	20%	9	18%	3	6%
8	8	16%	11	22%	13	26%	15	30%	3	6%

**B: Analysis about Environmental issue****N = 50**

Statement No	Yes	%age	No	%age	Don't	%age
1	46	92%	3	6%	1	2%
2	29	58%	21	42%	0	0%
3	21	42%	25	50%	4	8%
4	46	92%	3	6%	1	2%
5	44	88%	5	10%	1	2%
6	48	96%	0	0%	2	4%
7	45	90%	4	8%	1	2%

**C: Analysis about housewives views****N= 50**

Statement No	Yes	%age	No	%age	Don't	%age
1	32	64%	17	34%	1	2%
2	28	56%	22	44%	0	0%
3	18	36%	25	50%	7	14%
4	36	72%	12	24%	2	4%
5	41	82%	9	18%	0	0%
6	42	84%	7	14%	1	2%
7	47	94%	3	6%	0	0%

**D: Analysis about Environmental Awareness****N = 50**

Statement No	Yes	%age	No	%age	Don't	%age
1	41	82%	9	18%	0	0%
2	24	48%	25	50%	1	2%
3	46	92%	3	6%	1	2%
4	14	28%	36	72%	0	0%
5	44	88%	6	12%	0	0%
6	16	32%	30	60%	4	8%

Findings of the study are presented here based on the analysis in the previous section so that the conclusions may be drawn.

**4.1 Findings Regarding Environment**

- 29 (58%) majority of respondents housewives were strongly agreed that these days jobs are more significant than protecting the environment for the future.
- 18 (36%) majority of respondents housewives were agreed that they are reluctant to create personal sacrifices for the sake of the environment.

- 27 (54%) majority of respondents housewives were agreed that if their job causes any kind of environmental problems, they would prefer to leave the job than carrying it.
- 13 (26%) majority of respondents' housewives were strongly agreed that Car can make their life style the life of aristocratic family.
- 19(38%) majority of respondents housewives were strongly agreed that people have right to make any kind of change in natural environment to suit their needs.
- 22(44%) majority of respondents housewives were agreed that Human is severely abusing the world in which they are living.
- 16(32%) majority of respondents' housewives were strongly agreed that all living things have the similar right as compare to humans.
- 15 (30%) majority of respondents' housewives were disagreed that the stability of nature is extremely subtle and simply disturbed.

#### **4.2 Findings Regarding Environmental Issues**

- 46(92%) majority of respondents' housewives were agreed that the most important environmental issue is water.
- 29(58%) majority of respondents' housewives were agreed that the design of buildings waste water and energy.
- 25(50%) majority of respondents housewives were agreed that they agree with the importance of purchasing recyclable products.
- 46(92%) majority of respondents housewives were agreed that the smokes of vehicles are causing air pollution.
- 44(88%) majority of respondents housewives were agreed that the plastic bags are causing environmental pollution.
- 48(96%) majority of respondents housewives were agreed that environmental pollution affecting their health.
- 45(90%) majority of respondents' housewives were agreed that they think that eco-system is the main cause of environmental pollution.

#### **4.3 Findings Regarding Housewives Views**

- 32(64%) majority of respondents housewives were agreed that they are in favour of combined family system.
- 28(56%) majority of respondents housewives were agreed that they are in favour of studying after marriage.
- 25 (50%) majority of respondents' housewives were not agreed that they will favor liberated puncture.
- 36(72%) majority of respondents housewives were agreed that they give preference to socializing affairs.
- 41(82%) majority of respondents housewives were agreed that they give preference to family affairs.
- 42(84%) majority of respondents housewives were agreed that they favour the customary roles assigned to husbands and wives.
- 47(94%) majority of respondents housewives were agreed that their husband contributing to their special needs and demands.

#### **4.4 Findings Regarding Environmental Awareness**

- 41(82%) majority of respondents housewives were agreed that they understand about the environmental issues.

- 24 (48%) majority of respondents housewives were agreed that they have ever study /learn about environmental issues.
- 46 (92%) majority of respondents housewives were agreed that they feel environment plays an important role in their life.
- 36 (72%) majority of respondents housewives were not agreed that they satisfied with their environment
- 44 (88%) majority of respondents housewives were agreed that they satisfy with their home environment.
- 30 (60%) majority of respondents' housewives were not agreed that their husband use smoking, pawn, or any other type of drug.

## 5. Conclusions

Conclusions based on findings from the analysis of data are presented here in this part of study, so that discussions and recommendations for future may be given. .

### 5.1 Conclusions based on Environment

- Majority of housewives thought that these days jobs are more significant than protecting the environment for the future.
- Majority of housewives thought that they are reluctant to create personal sacrifices for the sake of the environment.
- Majority of housewives thought that if their job causes any kind of environmental problems, they would prefer to leave the job than carrying it.
- Majority of housewives thought that Car can make their life style the life of aristocratic family.
- Majority of housewives thought that people have right to make any kind of change in natural environment to suit their needs.
- Majority of housewives thought that Human is severely abusing the world in which they are living.
- Majority of housewives thought that all living things have the similar right as compare to humans.
- Majority of housewives thought that the stability of nature is not extremely subtle and simply disturbed.

### 5.2 Conclusions based on Environmental Issues

- Majority of housewives thought that the most important environmental issue is water.
- Majority of housewives thought that the design of buildings waste water and energy.
- Majority of housewives thought that they agree with the importance of purchasing recyclable products.
- Majority of housewives thought that the smokes of vehicles are causing air pollution.
- Majority of housewives thought that the plastic bags are causing environmental pollution.
- Majority of housewives thought that environmental pollution affecting their health.
- Majority of housewives thought that they think that eco-system is the main cause of environmental pollution.

### 5.3 Conclusions based on Housewives Views

- Majority of housewives thought that they are in favour of combined family system.
- Majority of housewives thought that they are in favour of studying after marriage.
- Majority of housewives thought that they will not favor liberated puncture.
- Majority of housewives thought that they give preference to socializing affairs.
- Majority of housewives thought that they give preference to family affairs.
- Majority of housewives thought that they favour the customary roles assigned to husbands and wives.
- Majority of housewives thought that their husband contributing to their special needs and demands.

#### 5.4 Conclusions based on Environmental Awareness

- Majority of housewives thought that they understand about the environmental issues.
- Majority of housewives thought that they have ever study/learn about environmental issues.
- Majority of housewives thought that they feel environment plays an important role in their life.
- Majority of housewives thought that they do not satisfied with their environment
- Majority of housewives thought that they satisfy with their home environment.
- Majority of housewives thought that their husbands do not use smoking, pawn, or any other type of drug.

#### 6. Recommendations

- The general findings of the survey indicated that the most important step to be to improve efficiency and participation in environmental project is to create awareness among the people (housewives).
- Other factors, besides the desire for environmental protection, influence participation in Environmental protection projects. These factors need to be assessed so that they can be addressed properly in project designs.
- For women, the projects need to be specifically designed so they do not take too much time away from their chores or can be combined with them (e.g. parallel event for children so they are taken care of).
- Finally, it cannot be established if the findings are always gender specific or just specific to the population of the area. While specific issues certainly represent the challenges or privileges specific to women, men may have a similar lack of awareness of climate change and other environmental issues. Because the survey combined several terms and concepts, further research will need to investigate the underlying definitions and perceptions to draw a clearer picture and more focus has to be put on women's specific conditions and needs as opposed to men's.

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