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A Study of Awareness towards Environment among Secondary School Teachers and Students of Darbhanga District of Bihar

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INTRODUCTION

Environmental problems are becoming more pressing as technological progress keeps causing harm to nature. Man's development seems to be interlinked with environmental degradation, and deforestation, pollution, and global warming are presenting concerns for the well-being of coming generations. People are thus developing different physical and mental health issues due to environmental degradation. Resolving this crisis is imperative to ensure that future generations can live in a cleaner and healthier world. Environmental education is an important tool to deal with the increasing ecological crisis. It empowers people to comprehend the intricacies of environmental problems and take well-informed action to reduce damage. Governments, teachers, and communities need to work together to include environmental consciousness in all walks of life. A change of attitudes, policies, and behaviours is necessary for sustainable development. By making children environmentally aware from a young age, society can raise responsible citizens who proactively help to save natural resources. Not only is protecting the environment a necessity for current generations, but also a responsibility to those yet to be born. By education, lobbying, and social action, a cleaner, healthier world is within reach.

Environmental Awareness and Policy Frameworks

There has been a lot of research on environmental issues, mostly examining the interconnection between knowledge, attitude, and behaviour among youth. Most developing nations already have environmental policies, legal instruments, and economic tools that are up to international standards. Notwithstanding these initiatives, environmental awareness among students, especially in secondary schools in Darbhanga District, Bihar, is still a significant issue. This study aims to highlight the level of awareness among students and emphasize the importance of environmental education in shaping responsible future citizens.

The Role of Environmental Education

Environmental education has a key function of creating awareness and skills needed in responding to environmental issues. Environmental education encourages the development of problem-solving capacities and the motivation to take actions in addressing environmental degradation. Unlike the social sciences, teacher training places greater emphasis on awareness rather than intervention. Educators are capable of facilitating learning experiences by means of direct experiments that deepen comprehension of the issue at hand. Through the integration of environmental education into the curriculum, students are able to acquire knowledge on sustainable measures, the need to conserve natural resources, and how to ensure clean water and air. Environmental education also enhances decision-making and critical thinking skills among the students, which allows them to analyse different arguments for and against environmental factors and make informed decisions. Through this process of learning, children naturally develop a willingness to care for their environment.

The Significance of Teacher Sensitization in Environmental Education

One of the major goals of environmental education is to get young minds sensitized to environmental issues and concerns. The teacher has an important role in moulding students' attitudes and behaviours towards the environment. In order to discharge this duty properly, however, teachers themselves need to be well-equipped with information on environmental concerns and measures. Their level of awareness affects their ability to lead students to comprehend environmental issues and adopt environmentally friendly practices. Environmental education is more than a discipline, but a way of learning to foster an in-depth awareness of the world at large. Environmental education resists assumptions and facilitates a mind-set shift towards sustainability. Learning must be designed to present students incrementally with complicated environmental issues in a manner that fosters sustained awareness and devotion to environmental stewardship.

The Need for Global Environmental Action

The environment comprises different interlinked elements, namely physical, chemical, and biological factors that control ecosystems. The Earth's environment has been considered in different terms by a number of studies, e.g., the atmosphere, climate, landforms, and oceans. Natural hazards such

as pollution, disease, and resources depletion threaten human life on our planet seriously. The present-day environmental crisis must be attended to immediately. If human civilization is to last for centuries, society needs to incorporate a sustainable lifestyle. Both plant and human life prosper most in a condition that fosters growth and health. Environmental degradation has resulted from ignorance and abuse of natural resources but now needs addressing. Awareness of the impact of human action on the environment is a prerequisite for initiating good change. Without altering public sentiments, there is little hope of significant changes.

International Initiatives towards Environmental Conservation

Issues of environmental protection have become international issues in recent decades. The 1972 Stockholm United Nations Conference on the Human Environment convened representatives of 114 countries to address environmental issues. Consequently, the United Nations Environment Programme (UNEP) followed, which prompted further actions in the form of the 1992 Earth Summit and other multilateral environmental treaties, such as the North American Free Trade Agreement (NAFTA), the European Environment Agency (EEA), and the Intergovernmental Panel on Climate Change (IPCC). Together with UNEP, UNESCO initiated the International Environmental Education Programme (IEEP) to enhance environmental awareness globally. Environmental education, as defined by the National Environmental Education Advisory Council (NEEAC), is a process that raises awareness and understanding of the human-environment relationship. By integrating environmental education at all levels, from pre-primary to tertiary, society can strive towards a sustainable future.

Climate Change and Human Activities

Climate trends around the globe are being changed drastically by human activities. Deforestation, industrial emissions, and exploitation of natural resources are connected with the unseasonality of seasonal cycles, reduced rainfall, and rising pollution levels. These are all attributed to human actions like deforestation. For example, carbon dioxide (CO_2) emissions by industries and cars were previously neutralized by forests, but rapid deforestation diminished this natural reservoir capacity. Consequently, CO_2 builds up in the atmosphere, warming it and increasing global temperatures. This process has resulted in the melting of ice caps and increased sea levels. Moreover, inefficient water percolation from deforestation has interfered with rainfall patterns, adversely impacting agriculture. Other activities, including mining, have also been associated with earthquakes and landslides.

The interconnectedness of humans and nature implies that all individuals bear the responsibility of protecting the environment. But much of the population is ignorant of the extent of ecological destruction. Even when such people realize that there is a problem, most of them do not take remedial action. Most people have a focus on comfort for themselves but not on environmental sustainability in the long run, usually to the detriment of their own health. The excessive use of groundwater sources has made water levels highly toxic, poisoning aquatic life and upsetting ecologies.

The Role of Education in Promoting Environmental Responsibility

To secure a healthier future for coming generations, individuals must work collectively to ensure children's right to clean air and a safe environment. Environmental protection is a shared responsibility that requires action from individuals, communities, and governments worldwide. Schools should integrate environmental education into their curricula to raise awareness and instil a sense of responsibility among students. Understanding the environment and its importance is the key to promoting sustainable behaviour. The environment consists of all the living and non-living factors such as air, water, soil, plants, and animals. From an early age, human beings are conditioned by the environment, which shape their development and growth. The theories of ecology and ecosystems are important to the study of environmental dynamics. Environmental education encourages critical thinking and problem-solving ability in students, enabling them to understand the interrelationship between human activities and environmental change. Connecting the learning in schools with real-world environmental issues, students can be able to understand their responsibility towards conservation of their environments.

NEED AND IMPORTANCE OF THE STUDY

Human beings are a part and parcel of nature, but excessive exploitation of natural resources has caused irreversible environmental damage. As noted by Sir Edmund Hillary, the detrimental effects of our activities have given rise to a vicious cycle wherein a declining environment, in return, results in the worst aspects of human nature. This research acknowledges that the environmental problems which confront us today, from pollution to natural resource depletion, are in large part the result of a greed and exploitative society. The gravity of these environmental concerns demands a drastic change in awareness among the people. An informed and responsible society is only possible through structured and extensive environmental education. Through instilling scientific temperament and critical thinking abilities from childhood, environmental education enables one to identify and deal with the multifaceted problems of our environment. UNESCO (1980) emphasizes that development of ecologically literate citizens is essential for resolving environmental issues and ensuring sustainable development.

The Indian government has recognized the seriousness of environmental concerns by incorporating environmental education in the national curriculum. Nonetheless, all these efforts notwithstanding, there is still a wide gap in the successful dissemination of environmental knowledge. This gap is most pronounced among secondary school students and teachers, whose existing levels of environmental awareness are by no means satisfactory. Teachers, being the major disseminators of environmental values, must be provided with the necessary knowledge and skills to successfully educate and motivate their students. Alas, information shows a discouraging lack of preparation among such educators, thus weakening the forging of a constructive environmental perspective by the students. By assessing their environmental awareness levels, this research seeks to identify the gaps that exist in existing teaching practices and point out areas of pressing intervention. The results should offer constructive insights that will guide the establishment of focused learning programs and policy interventions that will result in a greener and more proactive generation.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To investigate the environmental awareness of secondary school teachers based on gender.

2. To investigate the environmental awareness of high school students based on gender.

3. To investigate environmental awareness among secondary school teachers based on their location (Rural & Urban)

4. To investigate environmental awareness among high school students based on their location (Rural & Urban)

5. To compare environmental awareness among high school teachers and students.

HYPOTHESES OF THE STUDY

Below are the hypotheses of this study:

1. There is no significant difference in environmental awareness among secondary school teachers based on gender.

2. There is no significant difference in environmental awareness among high school students based on gender.

3. There is no significant difference in environmental awareness among secondary school teachers based on their location.

4. There is no significant difference in environmental awareness among high school students based on their location.

5. There will be no significant difference in environmental awareness between high school teachers and students.

REVIEW OF RELATED LITERATURE

Environmental awareness and education are now a crucial part of academic studies, with increased concern over climate change, pollution, and ecological deterioration. There have been numerous studies that have explored the degree of environmental awareness among students, teachers, and communities, emphasizing their knowledge, attitudes, and practices. The subsequent review of relevant literature indicates important studies that offer information on environmental education, gender disparity in awareness, teacher influence, and the impact of different learning approaches.

Environmental Awareness of Students

Several studies have investigated students' environmental awareness at various levels of education. Rajput et al. (1980) examined primary-school children's environmental and social awareness. The study found that whereas there was no significant difference between control groups in terms of awareness, experimental groups exhibited a notable increase in environmental knowledge following exposure to environmental education programs.

Jha, Kumar, and Praveen (1998) surveyed first-year Arts and Science college students in Tamil Nadu. The results showed that 90.47% of the students had high environmental awareness, and no student had low awareness. Surprisingly, gender did not affect environmental awareness, but female students practiced environmentalism more. Likewise, Tripathi (2000) compared the environmental awareness of 12th-grade students from various schools and curricula. Although no considerable differences were seen between central and other schools, considerable differences were seen between female and male students in science and arts streams.

Mahajan and Darbari (2014) measured environmental awareness among school children and reported that students of higher grades had greater environmental knowledge. Differences based on gender were also reported, with boys having greater levels of awareness compared to girls. This is in line with the observation of Balaji and Anbalagan (2017), who indicated that male students had greater environmental awareness compared to female students.

Gender Differences in Environmental Awareness

A number of studies have also explored gender as a factor in determining environmental attitudes. Shahnawaj (1990) identified that teachers were more environmentally conscious than students overall, and among students, girls were significantly more environmentally conscious than boys. On the other hand, Paramjit (1993) observed that boys who belonged to higher socioeconomic backgrounds were more environmentally conscious, whereas girls from lower socioeconomic backgrounds were more environmentally conscious than boys.

Astalin (2011) noted that male students were more environmentally aware than female students, especially in upper secondary education. Yet, Padmanabhan et al. (2017) did not observe any significant difference in environmental knowledge between male and female teachers, suggesting that awareness levels can level out with education and experience.

Role of Teachers in Environmental Education

Teachers are instrumental in instilling environmental attitudes among students. Deb and Bhattacharya (2006) highlighted that teachers form the core of environmental education. Their research identified how teachers work towards promoting global environmental awareness and applying localized solutions.

Padmanabhan (2008) also studied the environmental attitudes of male and female teachers and did not find any significant difference in their level of awareness. The study stressed the significance of environmental education in enhancing air and water quality and reducing ecological harm. In the same vein, Tripathi (2008) measured environmental awareness among future teachers at Banaras Hindu University and emphasized the need for incorporating environmental education into teacher education programs.

Gihar, Sandhya, Saxena, and Kukreti (2004) carried out research in Uttar Pradesh which applied video interventions as a tool for developing environmental awareness among students. The findings suggested that these interactive methods could effectively enhance students' knowledge about environmental issues.

Environmental Education in Schools and Universities

Sonowal (2009) discovered that environmental education at school successfully acquainted students with nature. The study highlighted the value of making environmental education interesting through the engagement of local communities and the incorporation of real-life environmental issues into curriculum.

Sengupta, Das, and Maji (2010) offered a wide definition of environmental awareness as encompassing not only knowledge but also the values and competencies necessary to solve environmental issues. Their research emphasized the necessity of promoting responsible civic conduct through education.

Sivamoorthy, Nalini, and Kumar (2013) assessed environmental awareness in university students in Tamil Nadu and reported that levels of awareness were high overall, but practical application of sustainable behaviours was inconsistent. This is consistent with Abbas and Singh's (2014) research, which investigated environmental awareness, attitudes, and involvement in university students. Their study revealed that students had good knowledge about environmental issues but their involvement in conservation activities was highly inconsistent.

Community Involvement and Environmental Awareness

A number of studies have stressed the community's role in environmental education. Dey and Saxena (2004) underscored the significance of pollution awareness programs in Rajasthan, indicating that combined efforts between schools and communities could reinforce environmental awareness.

Bhatia and Bhatia (2013) highlighted that although formal education is essential, environmental awareness may also be created through informal channels like public seminars, training programs organized by the government, media broadcasts, and plays. According to their study, it was indicated that utilization of television, radio, and newspapers could immensely enhance people's knowledge regarding environmental conservation.

Safari et al. (2014) emphasized that environmental education should embrace ethical issues because human actions immediately influence nature. Based on their study, alteration in environmental attitude may be enhanced by specific public awareness campaigns, environmentally friendly policy formulation, and neighbourhood programs.

Sharma (2014) analysed the environmental awareness of university students in Himachal Pradesh, categorizing awareness levels based on gender, rural and urban backgrounds, and academic streams. The findings indicated that rural science students exhibited the highest levels of environmental awareness, followed by business students and arts students.

Katoch (2016) examined attitudes among students with respect to the environment and revealed no significant gender difference in terms of environmental consciousness between male and female students. But girls were more positive toward conservation of the environment.

Deshmukh (2018) discussed environmental consciousness of postgraduate students at Amravati University, and the result showed that the arts students portrayed a greater extent of environmental awareness compared to the science students. This result implies that humanities students might be more interested in dealing with environmental matters from a social and ethical angle.

International Perspectives on Environmental Education

Environmental education has been the priority for decades globally. UNEP and UNESCO have facilitated environmental literacy all over the world. Research by Wilson and Carter (2018) has proved that nations that have organized environmental policies, e.g., Sweden and Canada, have greater participation of the population in sustainability measures.

Hamid et al. (2017) analysed environmental sustainability awareness as a key component of attaining sustainable development. Their research highlighted the importance of behaviour change and policy modifications to prevent climate change and global warming.

STATEMENT OF THE PROBLEM

Degradation of natural resources and pollution have become major global issues in the last few decades. Overuse causes the depletion of natural resources. Deforestation, river basin degradation, soil depletion, biodiversity loss, and global freshwater scarcity are some of the issues that have grown to be significant concerns. Pollution of the air, water, and soil has gotten so bad that it has already caused major health issues, adverse

environmental effects, and unavoidably hampered long-term economic growth possibilities. To address these issues, awareness is crucial. The current effort was undertaken to investigate high school students' environmental awareness in relation to environmental education in this direction.

RESEARCH METHODOLOGY

The research employed a sound methodology with a representative sample of secondary school teachers and students. With the employment of standard instruments and control variables, the study sought to reveal the interrelation between family background, demographic characteristics, and environmental awareness. The process of systematic data collection and statistical analysis had a well-delineated framework for assessing how diverse factors shape environmental beliefs among the target population.

Sample Selection

The research aimed at measuring environmental awareness of secondary school students and teachers in Darbhanga District, Bihar. A simple random sampling method was used to identify a homogeneous group from ten different high schools (Raj High School, M.A.R.M. High School, Mukundi Choudhary High School, etc.). For controlling confounding variables like socioeconomic status, gender, and age, inclusion was limited to students of 9th and 10th grade only, i.e., age group 12–14 years. In the same manner, teachers were also chosen on the basis of availability. Because of time limitations as well as financial limitations, 20 teachers and 40 students from each school were selected, giving a cumulative sample of 400 students and 200 teachers.

Independent Variables

1. The research used a 3x1 variable design. The independent variables were:
2. Rural-urban background
3. Gender (boys and girls)
4. Family background (parents' education and occupation, socioeconomic status)

The dependent variable

1. Environmental awareness

The design allowed the research to test the impact of demographic and socioeconomic variables on environmental awareness.

Instruments and Tests Used

A number of standardized tools were used to collect data:

Personal Data Sheet (PDS)

Obtained basic demographic data such as age, gender, caste, religion, type of family, and education, occupation, and income of parents.

Socio-Economic Status (SES) Scale

This scale assessed parents' education, occupation, and income, with scores adjusted to represent current income levels.

Environmental Awareness Test (Developed by Seema Dhawan)

An 80-item questionnaire with a combination of positive and negative statements. Each item was rated "1" for a correct answer and "0" for an incorrect answer, resulting in a total score indicating the participant's environmental awareness.

Environmental Awareness Ability Measure (EAAM by Praveen Kumar Jha)

This scale, comprising 51 items, measured awareness on issues including causes of pollution, conservation of resources (soil, forest and air), energy conservation, and wildlife conservation. It was standardized on a high school to college student sample.

Administration of Tests

Data gathering was done in a simulated classroom environment. Teachers and students from each school met in a shared hall, where the researcher discussed the objective and process of the study. The instruments were given in two phases:

Phase One: Respondents completed the Personal Data Sheet and gave data on their family background.

Phase Two: After a short break, participants completed the environmental awareness questionnaires. The investigator ensured that all questions were answered thoroughly by circulating in the classroom.

This uniform approach across all ten schools ensured consistency in data collection and minimized potential biases.

Statistical Analysis

The data were analysed with descriptive statistics (mean and standard deviation) and inferential statistics (t-tests). The comparison between environmental awareness for different groups (e.g., gender, socioeconomic status, and family structure) was made. Participants were also divided into upper, middle, and lower socioeconomic groups according to their SES scores, making in-depth comparison between different subscales of environmental awareness possible.

MAJOR FINDINGS OF THE STUDY

The findings show that all the students included in the sample show some environmental awareness. It can be concluded that general factors influence environmental awareness. It can be for many reasons, as in the case of male and female students. We are aware that kids are frequently exposed in their families, communities, and schools. There was no discernible difference between rural and urban high school students' levels of environmental awareness. In general, a person's environmental awareness is unaffected by their gender. The following conclusions are reached following a thorough examination of the data collected and an interpretation of the outcome in light of the study's goals and hypotheses:

- Environmental awareness is more uniform among urban students than among rural ones.
- Environmental awareness is more uniform among female students than among male students.
- Teachers, teaching staff, and educators must educate their students about the benefits and drawbacks of environmental pollution.
- Some components of educational programs should be incorporated into the curriculum of a formal educational system that follows all guidelines. This ought to be a required course of study.
- Newspapers, radio, television, film, and other contemporary forms of communication should all be used to promote and popularise the idea of environmental awareness and protection.
- It would be more advantageous and successful to launch specialised programs to raise student awareness. Only via specialised environmental education programs in schools is this achievable.
- Given environmental contamination and environmental consciousness, value-oriented education ought to be offered.
- Cutting energy use and moving to energy sources that don't create greenhouse gases are the traditional ways to reduce the quantity of greenhouse gases emitted into the atmosphere (i.e., greenhouse gas emissions). Increasing the fuel efficiency of automobiles, altering personal lifestyles, and altering corporate procedures are all commonly mentioned energy-saving strategies. Directly reducing greenhouse gas emissions is the goal of technologies like hydrogen fuel cells, solar, tidal, geothermal, and wind power, as well as the usage of carbon sinks, carbon credits, and taxes.

The consequences of global warming and the depletion of wildlife and natural forests are already being felt. Furthermore, the increased prevalence of diseases like cancer that ruin lives as a result of pollution and uncontrolled pesticide use is another preventable tragedy facing humanity. Even drinking well water, which has a lower table level, is impossible due to water pollution. The learning process known as environmental education raises people's understanding of the environment and associated issues, builds the knowledge and abilities needed to address issues, and encourages the attitudes, drive, and dedication needed to make wise decisions and take responsible action. The ecosystem will be permanently maintained and protected thanks to this instructional process.

The results of the current study demonstrated that instructors' and students' environmental awareness was significantly impacted by their residential environment, whether it be urban or rural. Additionally, their parents' educational attainment had a big impact on how environmentally conscious they were. This further suggests that the Darbhanga district's educators and pupils have grown significantly more environmentally conscious. Compared to their urban counterparts, students from rural areas are more conscious of their surroundings. Likewise, compared to students of graduate parents, students of graduate parents have higher levels of self-awareness. Research on learning methods, secondary school students' awareness of the refined environment, and other studies related to environmental education in schools should all be considered when implementing the recommendations made by this study.

CONCLUSIONS BASED ON HYPOTHESES

Based on the data analysis, the following can be concluded.

Table: 1

Environment awareness among Secondary school teachers on the basis of gender

Variable	Gender	N	Mean	SD.	df	't' value	Level of significant
Environment Awareness	Male	300	63.05	6.51	119	0.93	No significant
	Female	300	62.00	7.80			

H.1. Based on the above given table: 1, it is clear that "Among high school teachers, a significant difference in environmental awareness based on gender is not accepted."

Table: 2

Environmental Awareness among the Students on the basis of Gender

Statistics	**Difference Between**	t- value	Significance
Environmental Awareness	Boys and Girls Students of Secondary Schools in Darbhanga District of Bihar.	0.03	Not significant

H.2. Based on the above given table: 2, it is clear that therefore the second hypothesis is maintained and interpreted that there is no significant difference in environmental awareness between high school boys and girls of Darbhanga District, Bihar.

Table: 3

Environmental Awareness among the Students on the basis of Location

Statistics	Difference Between	t- value	Significance
Environmental Awareness	Rural and Urban Students of Secondary Schools in Darbhanga District of Bihar	42.45	Significant at $P < 0.01$

H.3. Based on the above given table: 3, it is clear that the third hypothesis is not accepted that there is a significant difference in environmental awareness between rural and urban high school students of Darbhanga district of Bihar.

Table: 4

Environment awareness between Rural Secondary School and Urban Secondary School teachers

Variable	Area	N	Mean	SD.	Df	't' value	**Level of** significant
Environment Awareness	Rural	300	8.56	4.52	119	0.51	No significant

H.4. Based on the above given table: 4, it is clear that "There is no significant difference in environmental awareness between rural and urban high school teachers.

Table: 5

Environment Awareness of Secondary School teachers and students of Rural and Urban Areas.

Particulars	Group	N	Mean	SD	t-ratio
Environment Awareness	Rural	150	54.20	6.50	4.80*
	Urban	150	55.70	5.40	

H.5. Based the above given table: 5, it is clear that there is a significant difference between rural and urban teachers and students in relation to the environmental awareness.

Based on the analysis and interpretation of the data, it can be concluded that the environmental awareness scores of rural high school teachers and urban high school teachers are more or less the same, and the difference between their environmental awareness is random. As we know, high school students are supposed to be the future leaders and decision makers of our society. Therefore, it is necessary for students to develop a relationship with their environment, taking into account their gender and location.

We witnessed the significance of environmental consciousness for our planet and for us as individuals. It is our duty to fulfil this obligation by doing everything within our power to guarantee a secure and clean world for coming generations. Through event planning, curricular integration, and other means, educators can raise awareness of environmental issues in schools. Environmental education is crucial to preventing natural disasters and improving the planet's quality of life for next generations.

A simple lifestyle has the power to transform people. These include minimising plastic waste, conserving water, selecting eco-friendly products, shutting off lights when not in use, and, whenever feasible, choosing to walk or ride a bicycle rather than drive. What makes environmental awareness crucial, then? It will be challenging for us to take action if we do not comprehend the issues that our environment is facing. It's likely that we won't make any life adjustments that could benefit the environment if we don't care about it.

This study finds that although high school students know the environmental concept and issues. Consequently, if the content that students interact with is not regularly updated, there is a possibility that students will not interact with the environmental issues of interest. Given that the level of awareness of high school students of Darbhanga district of Bihar about new and contemporary environmental issues and concepts. In order to reflect contemporary and developing environmental concepts and issues, it is advised that knowledge be paramount and that the secondary school curriculum be updated, particularly in topics pertaining to environmental education material. As a result, environmental education is more pertinent to accomplishing its objectives. It is imperative that curriculum developers receive training in line with this guideline. This will assist them in addressing both present and future environmental education issues and determining how well they may be incorporated into already-existing fields. This will improve uniformity in the learning process and prevent environmental education content from becoming fragmented.

IMPLICATIONS **OF THE STUDY**

This research study would certainly culminate in presenting implications that will be of great importance, usefulness and relevance to school education, state authorities and educational planners.

Providing environmental education to students is of great importance and must be considered as a top priority because environmental education not only helps develop awareness among students but also helps them develop responsible behaviour towards the entire environment.

SUGGESTIONS FOR FURTHER RESEARCH

(i) A similar study can also be conducted on university students.

(ii) The study can be extended to more samples including different levels of education.

iii) A comparative study involving different locations of Bihar can be done.

(iv) This study can be extended to a large sample with several additional variables.

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