

ISSN 2072-3334

Development Compilation

Vol. 08. No. 01. February 2013

AN ASSESSMENT OF ENVIRONMENTAL AWARENESS AMONG JUNIOR SECONDARY LEVEL STUDENTS IN BANGLADESH: A COMPARATIVE STUDY OF BENGALI AND ENGLISH MEDIUM SCHOOL

Al Amin Rabby^{*}
Md. Humayun Kabir^{***}
Nur Mohammad Hossaini^{****}
Marriya Sultana

Abstract: In Bangladesh there are increasing concerns about environmental issues and causes of climate change, the policy options for environmental education and awareness remains less important in the research arena. The present study reviles the environmental awareness among students of junior level and compares the awareness score between Bengali and English medium students. Mixed methodology (Q²) was used to collect primary regarding students' environmental knowledge, attitude and practices. A Self administered ordinal level of environmental awareness score index was developed to measure awareness level from highly aware (25-30) to highly un-ware (0-5) from 86 students of Annanda niketon and Bluebird school. Students of Bangla and English medium are highly aware regarding environmental cognition and the overall score (25.72) of junior secondary students also match with the same level, which mean that junior secondary students are highly aware to our environment. We also saw a gradual development of awareness among the students as we go up classes from VI to VII (the scores of class VI, VII & VIII students' are, respectively, 23.19, 25.9 & 28.88).

Key words: Environmental awareness, Education, attitudes, Climate change,

Introduction

Giving pupils adequate environmental education should be the prime concern for the policy makers in both developed and developing countries, who are willing to make them aware and sensitive to the global environment. Education is the way to make the students conscious about the problems and practices that caused by the human activities, and also the pedagogy to be accustomed with, the new environmental risk. This risk causes cyclone, sea level rise, deforestation, desertification, global warming and ecological imbalance. From the report of IPCC (2007) is it clear that, climate change is a reality and a man induced phenomenon. Although, in Bangladesh, there are increasing concerns about the environmental issues and impacts of climate change, the policy options for environmental education and awareness remains very less important in the research arena.

Statement and Background of the Study

Environmental problems have been persisting at local, regional and international levels. Consequently, the worsening of the quality of environment has become the subject of discussion and intensive research in both developed and developing nations. Halting ecological degradation and reversing it, have been identified a major priority in a growing volume of national and international studies and reports.

If the current waste of basic land and waste resources continues, climate perturbation will throw society into a state of total emergency. Policy makers thus have a double reason to implement community based development strategies which are responsive to the ecological and human needs of each locality. Only by addressing the structural social, economic and institutional problems that generate so much of today's impoverishment and environmental degradation can tomorrow's challenge of adaptation to meet.

Since the 1980s, sociology of environment has been emerged as an identifiable specialism within the discipline (Gordon: 1998:196). Environmental awareness has been used in environmental sociology and education since 1970s (DoE: 2009). The concept has been used in a narrow meaning in empirical studies (meaning about the same as environmental attitudes), but in more theoretical purposes it has been defined more widely, as the totality of cognitions, attitudes and actions. The awareness of the environment and human ability to cause its damage began in the developed countries since the fifties of the last century (Rahman *et al*: 1994:71). The widespread realization of the adverse environmental impacts on human society came to being at Stockholm in 1972, where Head of states from all over the world joined (Sanwal: 2004). A particular characteristics of the concern for environmental issues during the sixties, seventies and well into the eighties was that it was very largely confined to the developed countries of the North, while the developing countries of the South were much more

^{*} Assistant Professor, Department of Sociology, Shahajalal University of Science and Technology, Sylhet, Bangladesh.

^{***} Monitoring and Evaluation Officer, Policy Research Unit, FIVDB, Sylhet, Bangladesh.

^{****} Assistant Director, IMED, Ministry of Planning, Dhaka, Bangladesh.

^{*****} Graduate Student, Department of Sociology, Shahajalal University of Science and Technology, Sylhet, Bangladesh.

concerned with their own development needs and perhaps felt that the environmental problems were associated with highly industrialized countries only. This type of thinking began to change during the eighties as governments and people in developing countries began to realize that environmental problems are not confined to the industrialized societies alone. Today, Bangladesh, as a developing country, has become very much concerned with environmental issues. It has been suffering from environmental disasters or catastrophes (floods and cyclone etc) each year. The success of environmental awareness program will largely depend upon the communities understanding of the functioning of the environment, the problems it represents, and their expected contribution to its protection and improvement (Tilbury:1999).

The concept of environment is clearly not one dimensional, which makes talking about the rise and fall of the awareness problematic and also the measurement of the awareness quite complicated. It is, in my opinion, reasonable to assume that environmental awareness may have many different forms which cannot be ranked without problems. Thus it is very interesting to find out whether the forms of environmental awareness are different in social groups, and if so, then how they do differ. The essential part of this research is to know the environmental awareness of a segment that in Junior Secondary School Students.

Objective of the Study

The objective of this research is to measure the environmental awareness among the students at Junior Secondary level; and to compare the environmental awareness between Bangla and English medium students.

Methodology of the Study

In this research, descriptive design has been followed. To describe the environmental awareness developed among the school students of junior secondary level regarding environmental knowledge included in the text books of this level, mixed methodology (Q^2) was used in this research to achieve the objectives of the study. The secondary data has been collected through studying the text books. Sample survey and focus group discussion (FGD) was used to collect primary data regarding students' environmental knowledge, attitude and practices. Finally, collected data has been presented and analyzed in both quantitative and qualitative ways.

Study Area

Firstly, 'Sylhet City' was selected for convenience as the study area of this research. Later, two schools- Blue Bird school from Bengala and Annanda Niketon from English medium was selected for convenience as the field of study.

Population and Sample Size

All the school students (1264) of Junior Secondary level of the Sylhet city have been included in the population of this research. Stratified random

sampling technique is used for this study. Total 86 students were selected from the two schools; from Blue Bird School the number of students was 57 (for class VI, n =22, for class VII, n = 19, for class VIII, n = 16) and from Annanda Niketon school the selected students were 29 (For class VI, n =10, for class VII, n = 11, for class VIII, n = 8).

Instruments and Techniques of Data Analysis

The collected data was analyzed in both qualitative and quantitative ways. The quantitative (survey data) data was analyzed by SPSS. Here uni-variate and bivariate analysis have been used to analyze the data. A check list of 30 items (which are two dimensional, 0 & 1) was used to construct the Index ranging from 0 to -30.

Table-1: Ordinal Level Rating Index for Measuring Level of Environmental Awareness

Cognition and Attitude Score	Awareness Level
25-30	Highly Aware
20-25	Aware
15-20	Somewhat Aware
10-15	Somewhat Unaware
5-10	Unaware
0-5	Highly Unaware

Source: Constructed by authors

Comparative Environmental Awareness Between Bangla and English Medium Students

To evaluate the comparative environmental awareness between Bangla and English medium students of junior secondary level, the analysis of survey data and focus group discussions (FGDs) provides the result that, Bangla medium students are more aware than English medium students on an average. This difference in the degree of awareness of the students of two different medium of study is very little in some aspects of environmental cognition, attitude and practices, not in all aspects. English medium students also have better cognition and well attitude in some other environmental aspects.

The analysis of survey data provides the results that Bangla medium students' have better cognition and well attitude than English medium students on the knowledge of how wastage and litter can be reused and recycled (Table:1). In response to the statement 'the natural hazards are the results of combined effect of human extraction on environment', 93.1percent of English medium and 93.5percent of Bangal medium students agreed with it (Table 2).

In answering the query about 'the amount of carbon-di-oxide in big towns due to dense populations and large number of transports and factories',

93.1 percent of English medium and 93 percent of Bangla medium students strongly agreed. 55.2 percent of English-and 54.4 percent of Bangla- medium students agreed that "the existence of life without ozone layer is impossible" (Table 3). A total of 62.1 percent of English-and 59.6 percent Bangla medium students identified cyclone and tidal wave are the main reasons for the losses of life in coastal region (Table-4) and students of both medium replied same (93%) that we should reduce deforestation and increase a forestation to protect flood, drought and river erosion (Table-5).

Bangla medium students (75.4 percent) have better cognition and well attitude on the aspects in contrast to 65.5 percent of English medium students, that adequate area of forest for a country should be 25 percent of its total land (Table-6). Only 50.9 percent of Bangla and 48.3 percent of English students agrees that deposit of mineral resources will be exhausted due to the continuous use (Table-7).

In reply to the statement "modern advanced technology causes adverse impact on environment" 68.4 percent of Bangla and 65.5 percent of English medium students positively agreed (Table-8). But in response to "Bangladesh's afforestation plan is comprehensive to maintain a healthy environment" 47.4 percent of Bangla-and 44.8 percent of English medium student disagreed (Table-9). Students from medium of Bangla-73.7 percent and English-72.4 percent thinks that it is possible to keep the damage to a minimum by taking appropriate measures prior to the disaster (Table-10). 86 percent of Bangla and 79.3 percent of English medium students disagrees that farmers should use excess chemical fertilizer and insecticides (Table-11) and 56.1 percent of Bangla and 55.2 percent of English medium students disagrees about that we should kill snakes, frogs, insects etc for harming or disturbing us (Table-12).

In regard of environmental practices, Bangla medium students performed better than English medium students. The survey provides the result that 29.8 percent of Bangla medium students maintain garden at home or school, whereas, 27.6 percent of English medium students do that (Table-13) and Bangla medium students plant 3 trees whereas English medium students plant 2 trees in a year on an average (Table-14). The FGDs also provide the same result that Bangla medium students are more practical than the English medium students in environmental aspects; such as using energy efficient or pollution free transports to go to school and playing and passing time with energy free toys etc.

Finally, environmental cognition and attitude score of the respondents has been calculated which contains 30 items regarding environmental aspects. As calculated in the Table-15 the score of Bangla medium students (25.79) is higher than that of English medium students (25.59), but the difference is very much little. Both score fall in the top level of ordinal level rating Index (table-15) that is highly aware (25-30). So, we can say that both the junior

secondary students of Bangla and English medium are highly aware regarding environmental cognition and the overall score (25.72) of junior secondary students also match with the same level, which mean that junior secondary students are highly aware to our environment. We also see a gradual development of awareness among the students as we go up classes from VI to VII (the scores of class VI, VII & VIII students' are, respectively, 23.19, 25.9 & 28.88).

Findings

The study reveals that, environmental awareness gradually develops in the junior secondary level. It demonstrates that the students (both Bangla and English medium) are environmentally highly aware with respect to cognition and attitude, but their environmental friendly practices are not satisfactory. This finding indicate that schools are performing well to teach their students only the text book lessons, and the students are also doing their best to absorb their text book knowledge and to answer in the examinations. Schools are not serious about students' practices to save the environment. The schools initiatives to develop practical environmental awareness among the junior secondary students are very poor. No significant initiative by the schools was found in this study. English medium schools are very careless in this regard. According to the respondents, tree plantation program has been arranged by the *Annanda Niketon* School recent years. Both Bangla and English medium schools are academic result-oriented and the students are also following this orientation. As a result, they have lack of practical awareness. Environmental awareness in Junior Secondary Education should get more importance in the context of present environmental crisis and future challenges. The students should also be taught in more practical ways so that they become aware of the harmful effects of human activities on environment. As we need an educated, conscious citizens group who will convince others that we need a radical change in our attitude.

Limitations of the Study

As with the case in research, this study encountered some problems in conducting the research program:

- While data collection, the important problem was the students always responded with their schools' good performance. They all answered everything positively and one followed others to agree or disagree with a matter.
- School authorities considered the data collection and discussion with the students as disturbing in their regular academic schedule.

Conclusion and Recommendation

As a developing country, Bangladesh is facing the challenges of climate change (UNEP: 2001). Policy makers have to revitalize policies to be climate

smart and create long lasting incentives for behavioral change. As to face the brutal consequences of climate change future generations must get the appropriate knowledge, that can make them to be more sensitive and environment friendly. In the long run environmental insightful pupils will get the opportunity to be an active agent to curve the development policies into an eco- friendly one. So the sagacious academicians have to reconsider the pedagogies that are given to the pupils of junior classes in Bangladesh and suggest the proper way out for the education board and the government as well. We need action from all individuals, governments and international community. So, it can be recommended in the following manner:

- Text books should include more practical environmental lessons which would be relevant to the changing condition and risky environment and should imperative to insist the teachers and students on environmental friendly practices as their performance evaluation.
- Government/school authority should provide more instruments such as posters, pamphlets or technical books containing scenes or descriptions of environmental degradation.
- Teachers should give realistic examples by field tours and using multimedia to teach students their environmental lessons with insistence on our surroundings and practices.
- Schools should initiate at least a tree plantation campaign as they are not observing tree plantation program in a year involving their students to encourage them to maintain green environment and arrange field trip once or twice in a year to a certain hazardous place to observe environmental degradation directly.
- School should introduce reuse and recycle activities to promote students' waste management practices in line with observing world Environment Day (June, 5) with the students showing the impacts of climate change each year.
- Schools can encourage students and their family to minimize energy consumption by introducing energy efficient system at school.

Notes & References

- DoE (2009). *The Social and Cultural Conditions of Environmental Awareness*. Department of Education, Russia: The University of Oulu.
- IPCC: Working Group II (2007), *Climate Change 2007: Impacts, Adaptation and Vulnerability*, <http://www.ipcc.ch/ipccreports/ar4-wg2.htm> access date:10/12/2010
- Marshall, Gordon (ed.) (1998). *Dictionary of Sociology*. New York: Oxford University Press.
- Rahman, A. Atiq; Haider, Raana; Huq, Saleemul & Jansen, Eirik G. (ed.) (1994). *Environment and Development in Bangladesh*. Dhaka: The University Press Limited, Vol.-1.

- Sanwal, Mukul (2004): Trends in Global Environmental Governance: The Emergence of a Mutual Supportiveness Approach to Achieve Sustainable Development; *Global Environmental Politics* 4:4, November 2004
- Tilbury, Daniella (1999). Sustainable Curriculum Policy and Development in Environmental Education: A European Action Research Project. *European Environment*, Vol.-9, Issue-1.
- UNEP (2001): *Bangladesh: State of the environment*. Geneva: United Nations Environment Program (UNEP). Oxford University Press.
- WCED (World Commission on Environment and Development) (1987); *Our Common Future*.
- York, Richard; Rosa, A. Eugene & Dietz, Thomas (2003). Footprints on the Earth: Environmental Consequences of Modernity. *American Sociological Review*, Vol.-68, No.-2. (Apr., 2003), pp. 279-300. Available at: <http://ireswb.cc.ku.edu/~crgc/NSFWorkshop/Readings/Environmental%20consequences%20of%20modernity.pdf> access date 2th Feb, 2011.

Appendix:

Table-1 Medium of study by attitude about wastage and litter should be reuse and recycle

			wastage and litter can be reused and recycled		Total
			no	Yes	
Medium of study	Bangla	Count	37	20	57
		percent within Medium of study	64.9%	35.1%	100.0%
	English	Count	18	11	29
		percent within Medium of study	62.1%	37.9%	100.0%
Total		Count	55	31	86
		% within Medium of study	64.0%	36.0%	100.0%

Source: Field Data, Collected from Sylhet City

Table 2 Medium of study by the attitude to the statement "Natural hazards are the results of human extraction on environment"

			Natural hazards are the results of human extraction on environment		Total
			disagree	Agree	
Medium of study	Bangla	Count	4	53	57
		% within Medium of study	7.0%	93.0%	100.0%
	English	Count	2	27	29
		% within Medium of study	6.9%	93.1%	100.0%
Total		Count	6	80	86
		% within Medium of study	7.0%	93.0%	100.0%

Source: Field Data, Collected from Sylhet City

Table 3 Medium of study by the possibility about the Existence of life without ozone layer

		Existence of life without ozone layer		Total	
		possible	impossible		
Medium of study	Bangla	Count	26	31	57
		% within Medium of study	45.6%	54.4%	100.0%

	English	Count	13	16	29
		% within Medium of study	44.8%	55.2%	100.0%
Total		Count	39	47	86
		% within Medium of study	45.3%	54.7%	100.0%

Source: Field Data, Collected from Sylhet City

Table 4 Medium of study by the attitude to the statement “Cyclone and tidal waves are the main reason for the losses of life in coastal area”

			Cyclone and tidal waves are the main reason for the losses of life in coastal area		Total
			disagree	agree	
Medium of study	Bangla	Count	23	34	57
		% within Medium of study	40.4%	59.6%	100.0%
	English	Count	11	18	29
		% within Medium of study	37.9%	62.1%	100.0%
Total		Count	34	52	86
		% within Medium of study	39.5%	60.5%	100.0%

Source: Field Data, Collected from Sylhet City

Table 5 Medium of study by the attitude to reducing deforestation and increasing afforestation to protect flood, drought and river erosion

			We should reduce deforestation and increase afforestation to protect flood, drought and river erosion		Total
			disagree	Agree	
Medium of study	Bangla	Count	4	53	57
		% within Medium of study	7.0%	93.0%	100.0%
	English	Count	2	27	29
		% within Medium of study	6.9%	93.1%	100.0%
Total		Count	6	80	86
		% within Medium of studv	7.0%	93.0%	100.0%

Source: Field Data, Collected from Sylhet City

Table 6 Medium of study by knowledge about the Adequate area of forest for a country

			Adequate area of forest for a country		Total
			<25% 25%>	or 25%	
Medium of study	Bangla	Count	14	43	57
		% within Medium of study	24.6%	75.4%	100.0%
	English	Count	10	19	29
		% within Medium of study	34.5%	65.5%	100.0%
Total		Count	24	62	86
		% within Medium of study	27.9%	72.1%	100.0%

Source: Field Data, Collected from Sylhet City

Table 7 Medium of study by the attitude to “Deposit of natural resources will be exhausted due to continuous use”

			Deposit of natural resources will be exhausted due to continuous use	Total	
			disagree	Agree	
Medium of study	Bangla	Count	28	29	57
		% within Medium of study	49.1%	50.9%	100.0%
	English	Count	15	14	29
		% within Medium of study	51.7%	48.3%	100.0%
Total		Count	43	43	86
		% within Medium of study	50.0%	50.0%	100.0%

Source: Field Data, Collected from Sylhet City

Table 8 Medium of study by the attitude to “Modern advance technology cause adverse impact on environment”

			Modern advance technology cause adverse impact on environment		Total
			disagree	Agree	
Medium of study	Bangla	Count	18	39	57
		% within Medium of study	31.6%	68.4%	100.0%
	English	Count	10	19	29
		% within Medium of study	34.5%	65.5%	100.0%
Total		Count	28	58	86
		% within Medium of study	32.6%	67.4%	100.0%

Source: Field Data, Collected from Sylhet City

Table 9 Medium of study by the attitude towards Bangladesh's afforestation plan

			Bangladesh's afforestation plan is comprehensive to maintain a healthy environment		Total
			agree	Disagree	
Medium of study	Bangla	Count	30	27	57
		% within Medium of study	52.6%	47.4%	100.0%
	English	Count	16	13	29
		% within Medium of study	55.2%	44.8%	100.0%
Total		Count	46	40	86
		% within Medium of study	53.5%	46.5%	100.0%

Source: Field Data, Collected from Sylhet City

Table 10 Medium of study by the possibility of keeping the damage to a minimum by taking appropriate measures prior to the disaster

			To keep the damage to a minimum by taking appropriate measures prior to the disaster		Total
			impossible	Possible	
Medium of study	bengali	Count	15	42	57
		% within Medium	26.3%	73.7%	100.0%

		of study			
	english	Count	8	21	29
		% within Medium of study	27.6%	72.4%	100.0%
Total		Count	23	63	86
		% within Medium of study	26.7%	73.3%	100.0%

Table 11 Medium of study by the attitude to æFarmers should use excess chemical fertilizer and insecticides”

			Farmers should use excess chemical fertilizer and insecticides		Total
			agree	Disagree	
Medium of study	Bangla	Count	8	49	57
		% within Medium of study	14.0%	86.0%	100.0%
	English	Count	6	23	29
		% within Medium of study	20.7%	79.3%	100.0%
Total		Count	14	72	86
		% within Medium of study	16.3%	83.7%	100.0%

Source: Field Data, Collected from Sylhet City

Table 12 Medium of study by the attitude to æWe should kill snacks, frogs, insects etc which can harm or disturb us”

			We should kill snacks, frogs, insects etc which can harm or disturb us		Total
			agree	Disagree	
Medium of study	Bangla	Count	25	32	57
		% within Medium of study	43.9%	56.1%	100.0%
	English	Count	13	16	29
		% within Medium of study	44.8%	55.2%	100.0%
Total		Count	38		86
		% within Medium of study	44.2%	55.8%	100.0%

Source: Field Data, Collected from Sylhet City

Table 13 Medium of study by the students Maintaining garden at school or home

			Maintaining garden at school or home		Total
			no	Yes	
Medium of study	Bangla	Count	40	17	57
		% within Medium of study	70.2%	29.8%	100.0%
	English	Count	21	8	29
		% within Medium of study	72.4%	27.6%	100.0%
Total		Count	61	25	86
		% within Medium of study	70.9%	29.1%	100.0%

Source: Field Data, Collected from Sylhet City

Mean Table 14 No. of trees plant in a year

Medium of study	Mean	N	Std. Deviation
Bangla	2.7368	57	2.62900
English	1.6897	29	2.30067
Total	2.3837	86	2.55835

Source: Field Data, Collected from Sylhet City

Table-15: Environmental Awareness Index Showing all the items and score for every grade and Medium of Study

	Item level (with level score)	Score				
		Class			Medium	
		VI(N=32)	VII(N=30)	VIII(N=24)	Bengali (N=57)	English (N=29)
1	Wastage and litter can be reused and recycled [Yes=1, No=0]	6	11	14	20	11
2	Adequate area of forest for a country [25%=1, <25% or 25%>=0]	18	22	22	43	19
3	Animal world mostly depend on plants for food [Agree=1, Disagree=0]	26	30	24	53	27
4	Natural hazards are result of human extraction on environment [Agree=1, Disagree=0]	26	30	24	53	27
5	Amount of carbon-di-oxide in big towns [More=1, Less=0]	26	30	24	53	27
6	Deposit of mineral resources will be exhausted due to continuous use [Agree=1, Disagree=0]	10	14	19	29	14
7	Existence of life without ozone layer [Possible=0, Impossible=1]	9	17	21	31	16
8	Modern advanced technology cause adverse impact on environment [Agree=1, Disagree=0]	15	21	22	39	19
9	Bangladesh Placed comprehensive aforestation plan to maintain healthy environment [Agree=0, Disagree=1]	8	12	20	27	13
10	Cyclone and tidal waves are main reasons for the losses of life in coastal area [Agree=1, Disagree=0]	9	19	24	34	18
11	Amount of oxygen in places having more trees [Less=0, More=1]	32	30	24	57	29
12	Air polluted by industries and motor vehicles through emitting smoke [Agree=1, Disagree=0]	32	30	24	57	29
13	Water polluted by industrial wastage[Agree=1, Disagree=0]	32	30	24	57	29
14	Rapid population growth cause adverse impact on environment[Agree=1, Disagree=0]	32	30	24	57	29
15	Open air defecation pollute environment [Agree=1, Disagree=0]	32	30	24	57	29
16	Existence of life without water, carbon and oxygen [Possible =1,	32	30	24	57	29

	Impossible=0]					
17	Natural disasters cause many diseases [Agree=1, Disagree=0]	32	30	24	57	29
18	Importance of forest is boundless to maintain environmental balance[Agree=1, Disagree=0]	32	30	24	57	29
19	To accommodate the increasing population, we should reduce our forest area[Agree=1, Disagree=0]	32	30	24	57	29
20	We should conserve natural resources[Agree=1, Disagree=0]	32	30	24	57	29
21	We should plant more trees for a healthy environment [Agree=1, Disagree=0]	32	30	24	57	29
22	Government should undertake social afforestation program to encourage people [Agree=1, Disagree=0]	32	30	24	57	29
23	People should have sympathy to the victims of disaster [Agree=1, Disagree=0]	32	30	24	57	29
24	We should carefully close the water tap to avoid wastage of water [Agree=1, Disagree=0]	32	30	24	57	29
25	We should not keep the switches of electric fan and bulb on unnecessarily[Agree=1, Disagree=0]	32	30	24	57	29
26	We should keep gas running stoves off after use[Agree=1, Disagree=0]	32	30	24	57	29
27	We should reduce deforestation and increase afforestation to protect flood, drought and river erosion [Agree=1, Disagree=0]	26	30	24	57	27
28	To keep the damage to a minimum by taking appropriate measures prior to disaster [Possible =1, Impossible=0]	17	22	24	42	21
29	Farmers should use excess chemical fertilizer and insecticides [Agree=0, Disagree=1]	23	25	24	49	23
30	We should kill snakes, frogs, insects etc which can harm or disturb us [Agree=0, Disagree=1]	11	14	23	32	16
	Total	742	777	693	1470	742
	Mean Score	742/32 =23.19	777/30 =25.9	693/24 =28.88	1470/57 =25.79	742/29 =25.59
	Overall mean score	25.72				