

Environmental Awareness And Attitude Of Intentional Ecological Behaviour Among B.Ed Trainee Teachers

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Abstract

As a human being, the environment – the Earth – is our home. We live, breathe, eat and raise our children etc. in the surroundings of environment. Undoubtedly, it is very crucial issue to protect the environment having a negative impact on human values such as good health or 'clean and safe' environment. As a result, we need to know the issues that have negative impact on environment and the policies to be taken to address the issues to control.

The study was conducted on 320 B.Ed trainee teachers to study their environmental awareness and attitude of Intentional Ecological Behavior with respect to sex, location of the college and stream. The questionnaire was used to collect the data which was treated with statistical techniques. Results revealed no significant variation in the Environmental Awareness and Attitude of Intentional Ecological Behavior with their Gender, location of the college and stream.

Introduction

India is a unique country with great cultural diversity, associated with all kinds of climates and rich flora and fauna. Living in harmony with nature has always been emphasized with the philosophy to take from nature only what we actually need and not more. We must conserve resources for our future generations. The sum of physical, chemical and biological factors to which we are exposed to, constitute our environment.

Today, Environmental Education is an important segment within the educational system. It includes all educational activities consciously confronting and attempting to overcome the environmental crisis. The objective of Environmental Education is to acquire awareness and knowledge, develop attitudes, skills and abilities to participate in solving real life environmental problems.

Environmental Awareness

Environmental Awareness may be defined as to help the social groups and individuals to gain a variety of experiences in and acquire a basic understanding of environment and its associated problems. World educators and environmental specialists have repeatedly pointed out that any solution to the environmental crisis will require environmental awareness and understanding to be deeply rooted in the educational system at all levels.

Environmental Attitudes

Promoting positive attitudes towards the environment is essential if pupils/ students are to value it and understand their role in safeguarding it for the future. Encouraging the development of attitudes in personal qualities listed below will contribute to the process.

- Tolerance to face others views.
- Respect for others opinion.
- Independent thought on environmental issues.
- Respect for rational argument and evidence.
- Appreciations of care concern for environment.

Need Of The Study

Human beings have always exploited the resources available in their natural surroundings for their benefit. Air, water, land, the atmosphere, living organisms – each of these elements is of importance in some form or other to human beings. However technological advancement has made human beings rapacious in their exploitation of natural resource.

Education is the most effective tool for modifying the behavior of individuals and community to create a new environmental citizenship in which man will come to understand his role and responsibility as a custodian of life on his spaceship earth.

People should utilize the resources of the earth in such a way that they can be transmitted to generation yet to the born as a heritage which is not only preserved but also enriched. This serve of responsibility to future generations is a vital part of the awareness and attitude of environmental problems and to a large extent; it remains to be created.

Statement Of The Problem

This investigation is entitled ‘A study on environmental Awareness and Attitude of Intentional Ecological Behavior Among B.Ed Trainee-Teachers’

Objectives Of The Study

1. To find out the Environmental Awareness and Attitude of Intentional Ecological Behavior with respect to sex of B.Ed trainee teachers.
2. To find out the Environmental Awareness and Attitude of Intentional Ecological Behavior with respect to locality of the school of B.Ed trainee teachers.
3. To find out the Environmental Awareness and Attitude of Intentional Ecological Behavior with respect to their stream of B.Ed trainee teachers.

Hypotheses Of The Study

1. There will be no difference in the Environmental Awareness and Attitude of Intentional Ecological Behavior Among Boys and Girls.
2. There will be no difference in the Environmental Awareness and Attitude of Intentional Ecological Behavior Among Rural and Urban.
3. There will be no difference in the Environmental Awareness and Attitude of Intentional Ecological Behavior Among Arts and Science.

Research Methodology

This research was done on the basis of Descriptive Method. The descriptive method has many methods. This research was done by Survey Method.

Sample

The study was carried out on a simple random sample of 320 B.Ed trainee teachers from B.Ed colleges. While selecting the sample due

consideration was given to factors such as sex, location of school and streams offered in the B.Ed colleges.

Tools

- Environmental Awareness scale develops by Dr. Praveen Kumar Jha, Prof P.G. Delt of Psychology, T.P. collrgr, Madhipur (B.N. Mandal University, Madhipur, Bihar)
- Taj Environmental Attitude Scale (TEAS) was developed by Dr. Haseen Taj in 2001.

Statistical Techniques

The following statistical techniques was used in the study

- Mean
- Standard Deviation
- ‘T’ Test to determine the significance of difference between two sub- groups variables.

Table-1: comparison between Env. Awareness and Attitude of Intentional Ecological Behavior among boys and girls B.Ed trainee teachers.

Student	N	Mean	SD	T value	Remarks
Boys	170	9.3	3.023	10.71	Significant
Girls	150	13.06	3.252		

Table – 1 shows the computed value of t = 10.71 which is more than the critical value at 0.05 level and hence it is significant. Consequently the null hypothesis is rejected. It can be said that there is significant difference between the Environmental Awareness and Attitude of Intentional Ecological Behavior of boys and girls B.Ed trainee teachers.

Table – 2: comparison between Env. Awareness and Attitude of Intentional Ecological Behavior among location of the school

Locality of school	N	Mean	SD	T values	Remarks
Rural	180	11.12	1.7	0.193	NS
Urban	140	11.32	1.72		

Table -2 shows the computed value of t = 0.193 which is less than the critical value at 0.05 level and hence it is not significant. Consequently the null hypothesis is accepted. It can be said that there is no significant difference between the Environmental Awareness and Attitude of Intentional Ecological Behavior among locality of school.

Table – 3: comparison between Env. Awareness and Attitude of Intentional Ecological Behavior among their streams of B.Ed trainee teachers.

Stream	N	Mean	SD	T value	Remarks
Arts	175	11.04	1.73	1.46	NS
Science	145	11.32	1.7		

Table -3 shows the computed value of $t = 1.46$ which is less than the critical value at 0.05 level and hence it is not significant. Consequently the null hypothesis is accepted. It can be said that there is no significant difference between the Environmental Awareness and Attitude of Intentional Ecological Behavior among their streams.

Findings

1. There is significant difference between in the Environmental Awareness and Attitude of Intentional Ecological Behavior among the boys and girls of B.Ed trainee teachers.
2. There is no significant difference between in the Environmental Awareness and Attitude of Intentional Ecological Behavior among the locality of school of B.Ed trainee teachers.
3. There is no significant difference between in the Environmental Awareness and Attitude of Intentional Ecological Behavior among their streams of B.Ed trainee teachers.

Conclusions

‘Environment’ is assuming great importance in daily life. One should remember that the earth has everything to satisfying our needs but not our greed and every one of us should be aware that there is every need to protect and improve the natural environment. It would be more effective if this awareness is brought about in our children, students and teachers to start with. Since a teacher can teach, motivate and inspire the students community, special attention must be paid to train the non-science teacher with suitable curriculum, so that they can initiate the field level studies to know, assess and adopt suitable measures for safeguarding the quality of environment. Teachers have a greater responsibility of raising the awareness not only among students but also among public, institutions

and understanding of environmental issues with a view to promote the conservation and wise use of environmental resources and services. They must become active agents of development being equipped with a high level of awareness, attitude and skills.

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