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**“A COMPARATIVE STUDY OF THE ENVIRONMENT AWARENESS
AMONG PRIMARY SCHOOL TEACHERS IN RELATION TO
THEIR SCHOOL TYPE IN NAINITAL DISTRICT”**



Ranjana Tiwari

M.Ed student, Department of Education, SRM University, NCR Campus,
Modinagar.

Co-Author Details :

Neeta Sharma

Assistant Professor, Department of Education, SRM University, NCR Campus, Modinagar.



ABSTRACT:

This research paper explores the level of environmental awareness among primary school teachers. The teacher is the bone of society and he plays a very important role in the development of student's personality. So if a teacher will aware about environmental problems, he can play an important role in developing environmental awareness among students. Awareness to environment is horizon sweeping ward and presents the totally of social, biological and psychochemical factors individually or collectively that comprise the natural and manmade surroundings. The term "environment" therefore can cover the whole spectrum of science and humanities. Therefore

environmental awareness is inter relations and interactions between the living system and life. The environment and the experiences of the children outside the school, vary from place consequently the activities provided then in the school by teachers would also vary so that knowledge, attitudes, skills and commitment can be build on the solid foundation of experiences the child draws from the environment.

KEYWORDS

Environmental Awareness, Primary School Teachers, School type.

INTRODUCTION:-

The environmental education is the lifetime process for the benefit of mankind and the development of the public. It develops the awareness, skills and solves the problem to improve the quality of environment. The area of teacher Education is different from social science because they are restricted to awareness only.

Teachers can keep students in hands-on, active learning that increase their knowledge and awareness about the environment. They will understand the need of a strong environment for themselves and for others. They will be awake of the activates by which they could protect their natural resources and will keep clean air, water and places .Because environmental education encourages query and investigation, teachers can develop among the students serious thinking, problem solving, and effective decision-making skills. Environmentally aware students become citizens who are able to consider various sides of an environmental issue and make responsible decisions as individuals and as members of their community. This environmental education enables children to discover and protect the environment naturally reaching understanding in their own approach. The most important purpose of environmental education in schools is to explain and sensitize the young minds to the environmental problems and concerns. Teachers are to pound in students healthy personal and social attitude and behavior towards environment. Thus, teachers must have awareness about environment and the problems connected with it so that they can play their function very effectively. Hence, it is necessary to know how far the primary school teachers are aware about environment and environmental problems. Environment is a global concept today. Environmental education is an approach to learning and not a subject of study. It endeavors to create a way of thinking requiring people to overcome prejudices. Environment education helps in programming learning experiences ranging from the simple to the complex. The principle of environmental education is that it makes the child's education problem-based for understanding the environment and the hazards of pollution. The environmental education curriculum is socially relevant as it how unchecked and unplanned development pollutes air, water, and soil, thereby threatening our subsistence and existence.

OPERATIONAL DEFINITIONS OF KEY TERMS:

Environment Awareness

Environment Awareness may be defined as to help the social group and individual to gain a variety of experiences in and acquire a basic understanding of environment and its associated problems.

Primary school teachers

Primary school teachers also known as national school teachers are involved in the social, intellectual physical and moral development of pupils in their class. A teacher works with one single class for an entire academic year and is responsible for teaching a wide range of subjects on the National Curriculum. Depending on school size, teachers may have responsibility for more than one curriculum class group and as such will have to divide their time, presenting different material different subjects to students at different levels within a single classroom.

OBJECTIVE OF THE STUDY:-

- To find out and compare between the environment awareness in Government and Private Primary school teachers.

HYPOTHESES OF STUDY:-

- 1-There is no significant difference in mean scores of environment awareness between government and private primary school teachers.
- 2-There is no significant difference in mean scores of forest including trees awareness between government and private primary school teachers.
- 3-There is no significant difference in mean scores of pollution awareness between government and private primary school teachers.
- 4-There is no significant difference in mean scores of energy conservation between government and private primary school teachers.
- 5-There is no significant difference in mean scores of wildlife and animals awareness between government and private primary school teachers.
- 6-There is no significant difference in mean scores of environment and related problems of environment awareness between government and private primary school teachers.
- 7-There is no significant difference in mean scores of population awareness between government and private primary school teachers.
- 8-There is no significant difference in mean scores of teaching skills of EE between government and private primary school teachers.

METHODOLOGY:-

Keeping in view the research evidence, objects and hypothesis, the research scholar found it suitable to go through descriptive survey method.

Population:-

The scope of the study will be Primary school Teachers only.

Sample :-

The research scholar will be collect to 120 samples for the study and during the collect data.

Tools:-

ENVIRONMENTAL AWARENESS TEST OF TEACHERS (EATT)

Environmental Awareness Test of Teachers developed by Dr. SEEMA DHAWAN will be used to collect information about Primary school teachers.

Statistical Technique:-

The research scholar will use mean, median, standard deviation, t-test for analysis of the data of the study.

ANALYSIS AND INTERPRETATION:-

Ho1:- There is no significant difference in mean scores of environment awareness between government and private primary school teachers.

Table .1

Variable	Gender	N	Mean	S.D.	Df	't' value	Level of significant
Environment Awareness	Government	60	57.06	5.52	118	0.92	Not significant
	Private	60	56	6.97			

It is evident from Table.1 that the mean score for environmental awareness of government primary school teachers (M= 57.06) is higher than private primary school teachers (M=56).

The computed 't' value is 0.92 which is not significant at acceptable level of environment awareness hence, our hypothesis that "There is no significant difference in mean scores of environment awareness between government and private primary school teachers." is accepted.

Ho.2:- There is no significant difference in mean scores of forest including trees awareness between government and private primary school teachers.

Table .2

Variable	Gender	N	Mean	S.D.	Df	't' value	Level of significant
Environment Awareness	Government	60	7.62	3.72	118	0.50	Not significant
	Private	60	7.36	1.35			

It is clear from Table.2 that the mean score for environmental awareness of government primary school teachers (M= 7.62) is higher than private primary school teachers (M=7.36).

The computed 't' value 0.50 which is not significant at acceptable level of confidence hence, our hypothesis that " There is no significant difference in mean scores of forest including trees awareness between government and private primary school teachers" is accepted.

Ho.3:- There is no significant difference in mean scores of forest pollution awareness between government and private primary school teachers.

Table .3

Variable	Gender	N	Mean	S.D.	Df	't' value	Level of Significant
Environment Awareness	Government	60	18.02	2.76	118	0.19	Not Significant
	Private	60	17.93	2.64			

It is evident from Table.3 that the mean score for environmental awareness of government primary school teachers (M= 18.02) is higher than private teachers (M=17.93).

The computed 't' value is 0.19 which is not significant at accepted level of environment awareness hence, our hypothesis that "There is no significant difference in mean scores of pollution awareness between government and private primary school teachers." is accepted.

Ho.4 : There is no significant difference in mean scores of energy conservation between government and private primary school teachers.

Table.4

Variable	Gender	N	Mean	S.D.	Df	't' value	Level of Significant
Environment Awareness	Government	60	4.75	1.27	118	1.45	Not Significant
	Private	60	4.46	1.29			

It is evident from Table 4 that the mean score for environmental awareness of government primary school teachers (M= 4.75) is less than private teachers (M=4.46).

The computed 't' value is 1.45 which is not significant at accepted level of environment awareness hence, our hypothesis that "There is no significant difference in mean scores of energy conservation between government and private primary school teachers." is accepted.

Ho 5: There is no significant difference in mean scores of wildlife and animals awareness between government and private primary school teachers.

Table.5

Variable	Gender	N	Mean	S.D.	Df	't' value	Level of Significant
Environment Awareness	Government	60	4.5	1.12	118	21.3	Significant
	Private	60	3.86	1.02			

It is evident from Table.5 that the mean score for environmental awareness of government

primary school teachers (M= 4.5) is higher than private teachers (M=3.86).

The computed 't' value is 21.3 which is significant at rejected level of environment awareness hence, our hypothesis that "There is no significant difference in mean scores of wildlife and animals awareness between government and private primary school teachers." is rejected.

Ho 6: There is no significant difference in mean scores of environment and related problems of environment awareness between government and private primary school teachers.

Table.6

Variable	Gender	N	Mean	S.D.	Df	't' value	Level of Significant
Environment Awareness	Government	60	17.12	4.45	118	0.65	Not Significant
	Private	60	16.66	3.12			

It is evident from Table 6 that the mean score for environmental awareness of government primary school teachers (M= 17.12) is lower than private teachers (M=17.66).

The computed 't' value is 0.65 which is not significant at accepted level of environment awareness hence, our hypothesis that "There is no significant difference in mean scores of environment and related problems of environment awareness between government and private primary school teachers." is accepted.

Ho 7: There is no significant difference in mean scores of population awareness between government and private primary school teachers.

Table.7

Variable	Gender	N	Mean	S.D.	Df	't' value	Level of Significant
Environment Awareness	Government	60	5.02	1.08	118	0.92	Not Significant
	Private	60	5.15	1.04			

It is evident from Table.7 that the mean score for environmental awareness of government primary school teachers (M= 5.02) is lower than private teachers (M=5.15).

The computed 't' value is 0.92 which is not significant at accepted level of environment awareness hence, our hypothesis that "There is no significant difference in mean scores of population awareness between government and private primary school teachers." is accepted.

Ho.8 There is no significant difference in mean scores of teaching skills of EE between government and private primary school teachers.

Table.8

Variable	Gender	N	Mean	S.D.	Df	't' value	Level of Significant
Environment Awareness	Government	60	0.66	0.27	118	1.2	Significant
	Private	60	0.6	0.36			

It is evident from Table 8 that the mean score for environmental awareness of government primary school teachers (M= 0.66) is higher than private teachers (M=0.6).

The computed 't' value is 1.2 which is not significant at accepted level of environment awareness hence, our hypothesis that "There is no significant difference in mean scores of teaching skills of EE between government and private primary school teachers." is accepted.

FINDINGS

On the basis of analysis of data the following may be drawn.

- 1-There is no significant difference in mean scores of environment awareness between government and private primary school teachers.
- 2-There is no significant difference in mean scores of forest including trees awareness between government and private primary school teachers.
- 3-There is no significant difference in mean scores of pollution awareness between government and private primary school teachers.
- 4-There is no significant difference in mean scores of energy conservation between government and private primary school teachers.
- 5- There is significant difference in mean scores of wildlife and animals awareness between government and private primary school teachers.
- 6-There is no significant difference in mean scores of environment and related problems of environment awareness between government and private primary school teachers.
- 7-There is no significant difference in mean scores of population awareness between government and private primary school teachers.
- 8- There is no significant difference in mean scores of teaching skills of EE between government and private primary school teachers.

CONCLUSION

On the basis of the analysis and interpretation of data it may be concluded that environmental awareness scores of government and private male and female teachers of primary schools are more or less same and the difference among their environmental awareness is by chance.

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