



## A STUDY OF ENVIRONMENTAL ATTITUDE, ENVIRONMENTAL BEHAVIOUR AMONG B.Ed. TRAINEES

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### ABSTRACT

According to **Oxford Dictionary (1955)**, "The environment is the surrounding object, circumstances of life of persons (or) society" environment consists of land, atmosphere and the water. Environment is interwoven in day-to-day life of human beings and as such man plays a great role in preserving and improving the environment for the sake of development for a better future. However, lopsided developmental activities are accelerating the pace of environmental degradation. This accounts for scarcities of natural resources, which subsequently threaten the sustained productivity of the economy, economic production and consumption activities. Everything that surrounds us may collectively be termed as environment. The air, which we breathe, the soil on which we stand, water living and non-living things around constitutes the environment. Environment has influenced and shaped our lives since time immemorial. It gives food to eat, water to drink, air to breathe, and all necessities of day-to-day life.

**KEYWORDS:** Environmental Attitude, Environmental Behaviour.

### INTRODUCTION

According to the **United States Environmental Education Act (1970)**, environmental education is defined as an integrated process, which deals with man's relationship of population growth, pollution, resource allocation and deletion, conservation, technology and urban and rural planning to the total human environment. Environmental education is intended to promote among citizens, the awareness and understanding of the total environment and the concern the responsible action necessary to assure their survival and to improve the quality of life.

The teachers should be motivated and committed to the cause of realizing the goals of environment education and should take initiatives in designing the program of environment education. It is essential that teachers should be properly trained themselves on environment concepts and skills to impart training to learners. Since environment education cuts across all disciplines and levels of study, it is time that education planners and policy framers incorporate the elements of environment education as a compulsory component at all levels. The teacher training curricula could be redesigned to inculcate the environment education as main component in the theory and practical courses apart from the core courses. The student

teachers are the feature teachers play important role in imparting expected environmental awareness, attitude and behaviour among the students' community to safeguard and retain the green earth. In this way, the environmental attitude, behaviour and awareness gets so much importance and it should be given to the student teachers at B.Ed level.



### NEED AND IMPORTANCE OF THE STUDY

Tamil Nadu state government also incorporated environmental education as part of their curriculum and makes mandatory for all the

students irrespective of their curriculum at the all level of education. Therefore, it is important to know the knowledge of environmental awareness among the future generation and their present practice towards environmental protection which leads to sustainable development. Therefore awareness about environment, environmental attitude and environmental behaviour is essential, and to meet the future needs. In order to have insightful knowledge on B.Ed college students' environmental attitude, environmental awareness and environmental behaviour, this study was undertaken. Therefore the investigator feels that there is a need for the present study and hence an attempt has been made in this line.

### STATEMENT OF THE PROBLEM

The statement of the problem taken for this study can be stated as **“A study on Environmental Attitude, and Environmental Behaviour among B.Ed., Trainees.**

### OPERATIONAL DEFINITION OF THE TERMS

**Environmental Attitude:** Environmental Attitude is more or less permanent enduring state of readiness, or mental organization, which predisposed an individual to react in a characteristics way to any subject or situation with which it is related. A disposition to respond favorably or unfavorably towards a person, thing, event, place, idea or situation.

**Environmental Behaviour:** Environmental behaviour is the range of human actions or activities, all shaped by the intention to protect the environment or reducing its deterioration, besides the impact on the environment itself.

### B.Ed Trainees:

It refers to the students who are studying the course of Bachelor of Education (B.Ed).

### OBJECTIVES OF THE STUDY

**The following are the objectives formulated for the present study.**

1. To find out the level of environmental attitude of B.Ed. student teachers.
2. To find out the level of environmental behaviour of B.Ed. student teachers.
3. To find out whether there is any significant difference between the Environment Attitude of B.Ed. student teachers based on the background variables; namely
  - a. Gender (Male/Female),
  - b. Location of College (Rural/Urban),
  - c. Nature of Residence (Hostel /Day Scholar),
  - d. Major Subject (Arts/Science),
  - e. Educational qualification (Under Graduate/Post Graduate),
  - f. Type of management (Government/Aided/Private),
  - g. Type of family (Nuclear/Joint),
  - h. Fathers' educational qualification (illiterate/School Education/ College Education),
  - i. Mothers' educational qualification (illiterate/ School Education/ College Education),
  - j. Community (OC/OBC/SC& ST),
  - k. Fathers' occupation (Daily Wage/Agriculture/Government Job/ Private Job),
  - l. Mothers' occupation (Daily Wage/Agriculture/Government Job/ Private Job), and
  - m. Parental Monthly Income (Below Rs.10, 000/ Rs.10,001 to Rs.20,000/ Rs.20,001 to Rs.30,000/ Above Rs.30,0001)
4. To find out whether there is any significant difference between the Environmental Behaviour of B.Ed. student teachers based on the background variables.
5. To find out whether there is any significant correlation between the Environmental Attitude and the Environmental Behaviour of B.Ed. student teachers.

6. To find out whether there is any significant correlation between the Environmental Attitude and the Environmental Awareness of B.Ed. student teachers.
7. To find out whether there is any significant correlation between the Environmental Behaviour and the Environmental Awareness of B.Ed. student teachers.
8. To identify the background variables which are contributing to the Environmental attitude of B.Ed. student teachers.
9. To identify the background variables which are contributing to the Environmental behaviour of B.Ed. student teachers.

### HYPOTHESES OF THE STUDY

The followings are the hypotheses formulated for the present study.

1. The level of environmental attitude of B.Ed. student teachers is unfavourable.
2. The level of environmental behaviour of B.Ed. student teachers is negative.
3. There is no significant difference between the environmental attitude of B.Ed. student teachers based on the background variables;
4. There is no significant difference between the environmental behaviour of B.Ed. student teachers based on the background variables;
5. There is no significant correlation between the environmental attitude and environmental behaviour of B.Ed. student teachers.
6. There is no significant correlation between the environmental attitude and the environmental awareness of B.Ed. student teachers.
7. There is no significant correlation between the environmental behaviour and the environmental awareness of B.Ed. student teachers.
8. The background variables do not contribute to the environmental attitude of B.Ed. student teachers.
9. The background variables do not contribute to the environmental awareness of B.Ed. student teachers. Based on the above objectives, suitable null hypotheses have been formulated.
10. The background variables do not contribute to the environmental behaviour of B.Ed. student teachers.

### METHOD OF THE STUDY

This study has been conducted using Normative Survey method.

### VARIABLES USED IN THE PRESENT STUDY

The following variables have been selected for the present study.

**Main variables** 1. Environmental Attitude 2. Environmental Behaviour.

**Demographic variables:** Gender (Male/Female), Location of College (Rural/Urban), Nature of Residence (Hostel/Day scholar), Major Subject (Arts/Science), Educational Qualification (Under Graduate/Post Graduate), Type of Management (Government/ Aided/ Private), Type of Family (Nuclear/Joint), Fathers' Educational Qualification (Illiterate/School Education /College Education), Mothers' Educational Qualification (Illiterate/School Education/College Education), Community (OC/ OBC/ SC & ST), Fathers' Occupation (Daily wage/ Agriculture/ Government Job/Private Job), Mother's Occupation (Daily wage/Agriculture/ Government Job/Private Job), and Parental Monthly Income (Below Rs.10,000/Rs.10,001 to Rs.20,000/Rs.20,001 to Rs.30,000/Above Rs.30,001)

### SAMPLE AND SAMPLING TECHNIQUE OF THE STUDY

For the present study, the investigator selected 24 B.Ed colleges based on the Tamilnadu and random sampling technique has been adopted for the selection of B.Ed colleges. A sample of 970 B.Ed student Teachers was selected by using stratified random sampling technique.

### TOOLS USED IN THE STUDY

The following Three tools have been used for the present investigation.

1. Environmental Attitude Scale constructed and standardized by **Haseen Taj (2001)**.
2. Environmental Behaviour Scale constructed and validated by the **Investigator (2012)**.

### DELIMITATIONS OF THE STUDY

1. The study was confined only to the B.Ed. Colleges, Situated in Tamil Nadu, India.
2. A total of 970 B.Ed. student teachers were selected as samples.
3. The background variables were confined only to Gender, Location of College, Nature of Residence, Major Subject, Educational Qualification, Type of Management, Type of Family, Fathers' Educational Qualification, Mothers' Educational Qualification, Community, Fathers' Occupation, Mother's Occupation, and Parental Monthly Income.
4. The present study is confined only to the three variables namely, Environmental Attitude, Environmental Behaviour, and Environmental Awareness in B.Ed. student teachers.

### STATISTICAL TECHNIQUES USED

The collected data were analyzed by using appropriate statistical techniques such as

1. Descriptive analysis
2. Differential Analysis
3. Correlation analysis and
4. Regression Analysis

### DESCRIPTIVE ANALYSIS

- The level of the environmental attitude of B.Ed., student teachers is favourable.
- The level of the environmental behaviour of B.Ed student teachers is average.

### DIFERENTIAL ANALYSIS

#### Environmental Attitude

- Male and female B.Ed student teachers differ significantly in their environmental attitude.
- Urban and rural college B.Ed student teachers do not differ significantly in their environmental attitude.
- Hosteller and day scholar B.Ed student teachers differ significantly in their environmental attitude.
- UG and PG B.Ed student teachers do not differ significantly in their environmental attitude.
- Nuclear and joint family B.Ed student teachers do not differ significantly in their environmental attitude.
- Science and arts major subject B.Ed student teachers differ significantly in their environmental attitude.
- B.Ed student teachers belonging to different colleges differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different fathers' educational qualification do not differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different mothers' educational qualification differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different community differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different fathers' occupation differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different mothers' occupation differ significantly among themselves in respect of their environmental attitude.
- B.Ed student teachers belonging to different parental monthly income differ significantly among themselves in respect of their environmental attitude.

#### Environmental Behaviour

- Male and female B.Ed student teachers do not differ significantly in their environmental behaviour.

- Urban and rural college B.Ed student teachers differ significantly in their environmental behaviour.
- Hosteller and day scholar B.Ed student teachers do not differ significantly in their environmental behaviour.
- UG and PG B.Ed student teachers differ significantly in their environmental behaviour.
- Nuclear and joint family B.Ed student teachers differ significantly in their environmental behaviour.
- Science and arts major subject B.Ed student teachers differ significantly in their environmental behaviour.
- B.Ed student teachers belonging to different colleges differ significantly among themselves in respect of their environmental behaviour. Therefore the null hypothesis is rejected.
- B.Ed student teachers belonging to different fathers' educational qualification do not differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different mothers' educational qualification differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different community do not differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different fathers' occupation differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different mothers' occupation differ significantly among themselves in respect of their environmental behaviour.
- B.Ed student teachers belonging to different parental monthly income differ significantly among themselves in respect of their environmental behaviour.

### CORRELATIONAL ANALYSIS

- There is significant relationship exists between environmental attitude and environmental behaviour of B.Ed student teachers.
- There is significant relationship exists between environmental attitude and environmental awareness of B.Ed student teachers.
- There is significant relationship exists between environmental behaviour and environmental awareness of B.Ed student teachers.

### REGRESSION ANALYSIS

There is a significant contribution of parental monthly income, fathers' educational qualification, gender, major subject, type of management, educational qualification, fathers' occupation and mothers' occupation on environmental attitude of B.Ed student teachers.

There is no significant contribution of location of college, nature of residence, family type, mothers' educational qualification and community on environmental attitude of B.Ed student teachers.

There is a significant contribution of type of management, fathers' occupation, location of college, fathers' educational qualification, parental monthly income, mothers' occupation, gender, and major subject on environmental behaviour of B.Ed student teachers.

There is no significant contribution of nature of residence, educational qualification, family type, mothers' educational qualification and community on environmental behaviour of B.Ed student teachers.

There is a significant contribution of type of management, nature of residence, fathers' occupation, parental monthly income, major subject, fathers' educational qualification, family type, mothers' occupation, mothers' educational qualification and gender on environmental awareness of B.Ed student teachers.

There is no significant contribution of location of college, educational qualification, and community on environmental awareness of B.Ed student teachers.

### EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the study show that most of the students have favourable attitude towards Environment, average level of Environmental Behavior and Environmental Awareness. Awareness is an important determinant of attitude and behaviour. Responsible environmental behaviour is mainly determined by environmental education. Hence the need of the hour is to emphasise the importance of environmental education at the B.Ed., level.

So State and Central Government must insist that environmental education starting from school, college and university levels to implement the environmental education curriculum as a mandatory programme. Even though the higher education system at the level of PG and UG preparatory courses and professional degree courses offered by university and college including environmental education as elective subject, it is only at the level of curriculum and textbook level like paper and pencil work rather than good practices in daily life. The government must concentrate in the existing environmental policies in creating awareness to be strengthened through formal and non formal education system and need to switch over to new policies than and there based on the requirements based on survey results. In addition to the efforts of the Government a large number of voluntary organizations should be involved in promoting Environmental Education in both formal institutions and non-formal settings.

### RECOMMENDATIONS OF THE STUDY

Based on the findings the following recommendations are suggested to develop appropriate strategies, modules and outreach programme with outcome actions starting from the school education level to university level like higher education system level to improve environmental awareness, attitude and behavior of B.Ed., student teachers.

- It is the responsibility of teacher training institution to develop sensitivity towards environmental Attitude and awareness among the trainees for this purpose environmental education should be made compulsory in pre-service teacher education programme (B.Ed.) and master of education (M.Ed.).
- The statutory body like NCTE must implement and incorporate environmental education as a mandatory or compulsory subject in the B.Ed. core curriculum rather than optional or elective subject so that future teachers can get more information regarding environmental aspects and its impacts on human society. This will help them to instill in their students environmental sensibilities.
- Teachers are potential change agents and are capable of generating a workforce of enlightened, skilled and motivated learners. They can empower the citizens with the ability attitude and values to protect the environment using formal and non formal channels of education. It is essential that teachers themselves need to be trained and equipped with the requisite knowledge skills and values to effect such a change. It must be ensured at their pre-service training programmes.

### SUGGESTIONS

The study suggests the following for further research:

- i. A similar study may be conducted using the graduate, post graduate prospective teachers and school teachers.
- ii. A comparative study may be conducted using the graduate students from professional and non-professional colleges in Tamilnadu.
- iii. A similar investigation may be undertaken using the students of environmental and non – environmental graduate students.
- iv. A comparative study of school, college and university students may be undertaken.
- v. This research may extend with socio economic status of graduate students in corporation and metropolitan cities at india.

## CONCLUSION

The findings of the present study revealed that the B.Ed., students have favourable attitude towards Environment, average level of Environmental Behaviour. The main reason may be that the B.Ed. students have less exposure to environmental knowledge when compared to other subject. They are also not getting the opportunity to participate in the environmental activities and environmental awareness programme. The purpose of environmental education is to provide the individual and social groups sufficient scope so that they should acquire knowledge, develop attitudes, skills, and abilities and participate in solving real-life environmental problems. So higher education institutions must provide students with the maximum practicable flexibility to action oriented outreach course programs to suit the multidisciplinary requirements of a thorough environmental knowledge with latest trends and developments.

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