



A STUDY ON ENVIRONMENTAL BEHAVIOUR OF B.Ed., STUDENT TEACHERS

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ABSTRACT

According to **UNESCO (1976)**, "Environmental education is a way of implementing goal of environmental protection through education". It is not a separate branch of science (or) field of study. It should be carried out according to the principles of lifelong education". Environmental education includes three broad aspects; Education for the environment; Education through environment; and Education about the environment.

KEYWORDS: Environmental Behaviour Scale.

INTRODUCTION

Environment has been defined as the sum total of all conditions and influences that affect the development and life of organisms. 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.

NEED AND IMPORTANCE OF ENVIRONMENTAL EDUCATION

The earth can be thought of as a spaceship with limited resources. The living things including human beings are interdependent on one another and their environment. There is a delicate balance of nature a condition of natural ecosystem. There exists a dynamic equilibrium involving various cycles. Interference of people with these cycles over periods of time could lead to catastrophic changes in the environment. The globe which has been hospitable to its occupants through its life supporting system now endangered by the lack of understanding of the consequence of environmental crisis and the total absence of personal and individualized global ethics.

STATEMENT OF THE PROBLEM

The statement of the problem taken for this study can be stated as "**A study on Environmental Behaviour of B.Ed., Student Teachers.**"

OPERATIONAL DEFINITION OF THE TERMS

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.

OBJECTIVES OF THE STUDY

1. To find out the level of Environmental Behaviour of B.Ed. student teachers.
2. To find out whether there is any significant difference between the Environmental Behaviour 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).
3. To identify the background variables which are contributing to the Environmental behaviour of B.Ed. student teachers.

HYPOTHESES OF THE STUDY

1. The level of environmental behaviour of B.Ed. student teachers is negative.
2. There is no significant difference between the environmental behaviour of B.Ed. student teachers based on the background variables; namely based on objectives
3. The background variables do not contribute to the environmental behaviour of B.Ed. student teachers.

TOOLS USED IN THE STUDY

Three tools have been used in the present investigation. They are:

Environmental Behavior Scale constructed and validated by the **Investigator (2012)**,

SAMPLE AND SAMPLING TECHNIQUE OF THE STUDY

970 B.Ed. student teachers were selected as the sample for the study. Random sampling technique has been used for the selection of the sample.

STATISTICAL TECHNIQUES USED FOR PRESENT STUDY

Descriptive analysis involves calculation of the measure of central tendencies and the measures of variability. The computed values of the mean and the standard deviation are used to describe the properties of the particular sample. Descriptive statistics is used to reduce the bulk of data into manageable size.

The dependent variable of the present study is environmental behaviour. The mean and standard deviation values of environmental behaviour scores were calculated for the entire sample. On the basis of mean and standard deviation, the B.Ed student teachers were divided into different groups' namely more positive, average and negative level of environmental behaviour by using normal probability curve method.

The various levels of environmental behaviour of student teachers were categorized by using $M \pm 1\sigma$. The score range and interpretations are given below.

Norms	Score Range Limit	Category	Level of Behaviour
$M+1\sigma$	Greater than $34+4$	39 to 45	Positive Behaviour
Between $M\pm 1\sigma$	Between $34-4$ to $34+4$	30 to 38	Average Behaviour
$M-1\sigma$	Less than $34-4$	0 to 29	Negative Behaviour

TABLE 4.30

't' VALUE FOR THE ENVIRONMENTAL BEHAVIOUR MEAN SCORES OF MALE AND FEMALE B.Ed STUDENT TEACHERS

Gender	N	Mean	S.D	't' value	Level significance of	Significant/ Not significant
Male	480	34.19	4.870	1.389	0.05	Not Significant
Female	490	34.62	4.790			

It is clear from the Table 4.30 that the obtained 't' value, 1.389 is found to be lesser than the table value of 1.96 at 0.05 level of significance. Therefore the null hypothesis is accepted. Based on this it may be inferred that male and female B.Ed student teachers do not differ significantly in their environmental behaviour scores. In the present study gender is not found to be a determinant factor of environmental behaviour.

4.5.15 Location of College and Environmental behaviour

The environmental behaviour scores of urban and rural college B.Ed student teachers were analyzed and the details are given in Table 4.31. It is evident from the Table 4.31 that urban and rural college B.Ed student teachers have secured the mean values (33.56) and (35.11) respectively. 't' test has been applied to find out the significant difference between the mean scores of urban and rural college B.Ed student teachers in their environmental behaviour

TABLE 4.31

't' VALUE FOR THE ENVIRONMENTAL BEHAVIOUR MEAN SCORES OF URBAN AND RURAL COLLEGE B.Ed STUDENT TEACHERS

Location of College	N	Mean	S.D	't' value	Level significance of	Significant/ Not significant
Urban	438	33.56	4.708	5.020	0.01	Significant
Rural	532	35.11	4.286			

It is clear from the Table 4.31 that the obtained 't' value, 5.020 is found to be greater than the table value of 2.58 at 0.01 level of significance. Therefore the null hypothesis is rejected. Based on this it may be inferred that urban and rural college B.Ed student teachers differ significantly in their environmental behaviour scores. In the present study location of college is found to be a determinant factor of environmental behaviour.

4.5.16 Nature of residence and Environmental behaviour

The environmental behaviour scores of hosteller and day scholar B.Ed student teachers were analyzed and the details are given in Table 4.32. It is evident from the Table 4.32 that hosteller and day scholar B.Ed student teachers have secured the mean values (34.42) and (34.40) respectively. 't' test has been applied to find out the significant difference between the mean scores of hosteller and day scholar B.Ed student teachers in their environmental behaviour.

TABLE 4.32

't' VALUE FOR THE ENVIRONMENTAL BEHAVIOUR MEAN SCORES OF HOSTELLER AND DAY SCHOLAR B.Ed STUDENT TEACHERS

Nature of Residence	N	Mean	S.D	't' value	Level of significance	Significant/ Not significant
Hosteller	428	34.42	4.848	0.050	0.05	Not Significant
Day Scholar	542	34.40	4.824			

It is clear from the Table 4.32 that the obtained 't' value, 0.050 is found to be lesser than the table value of 1.96 at 0.05 level of significance. Based on this it may be inferred that hosteller and day scholar B.Ed student teachers do not differ significantly in their environmental behaviour scores. Therefore the null hypothesis is accepted. In the present study nature of residence is not found to be a determinant factor of environmental behaviour.

4.5.17 Educational Qualification and Environmental behaviour

The environmental behaviour scores of UG and PG B.Ed student teachers were analyzed and the details are given in Table 4.33. It is evident from the Table 4.33 that UG and PG B.Ed student teachers have secured the mean values (34.03) and (34.85) respectively. 't' test has been applied to find out the significant difference between the mean scores of UG and PG B.Ed student teachers in their environmental behaviour.

TABLE 4.33

't' VALUE FOR THE ENVIRONMENTAL BEHAVIOUR MEAN SCORES OF UG AND PG B.Ed STUDENT TEACHERS

Educational Qualification	N	Mean	S.D	't' value	Level of significance	Significant/ Not significant
UG	525	34.03	4.579	2.646	0.01	Significant
PG	445	34.85	5.054			

It is clear from the Table 4.33 that the obtained 't' value, 2.646 is found to be greater than the table value of 2.58 at 0.01 level of significance. Therefore the null hypothesis is rejected. Based on this it may be inferred that UG and PG B.Ed student teachers differ significantly in their environmental behaviour scores. In the present study educational qualification is found to be a determinant factor of environmental behaviour.

4.5.18 Family Type and Environmental behaviour

The environmental behaviour scores of nuclear and joint family B.Ed student teachers were analyzed and the details are given in Table 4.34. It is evident from the Table 4.34 that nuclear and joint family B.Ed student teachers have secured the mean values (33.56) and (35.45) respectively. 't' test has been applied to find out the significant difference between the mean scores of nuclear and joint family B.Ed student teachers in their environmental behaviour.

TABLE 4.34

't' VALUE FOR THE ENVIRONMENTAL BEHAVIOUR MEAN SCORES OF NUCLEAR AND JOINT FAMILY B.Ed STUDENT TEACHERS

Family Type	N	Mean	S.D	't' value	Level of significance	Significant/ Not significant
Nuclear	535	33.56	4.113	6.165	0.01	Significant
Joint	435	35.45	5.418			

It is clear from the Table 4.34 that the obtained 't' value, 6.165 is found to be greater than the table value of 2.58 at 0.01 level of significance. Therefore the null hypothesis is rejected. Based on this it may be

inferred that nuclear and joint family B.Ed student teachers differ significantly in their environmental behaviour scores. In the present study family type is found to be a determinant factor of environmental behaviour.

4.5.19 Major Subject and Environmental behaviour

The environmental behaviour scores of science and arts major subject B.Ed student teachers were analyzed and the details are given in Table 4.35. It is evident from the Table 4.35 that science and arts major subject B.Ed student teachers have secured the mean values (34.97) and (34.02) respectively. 't' test has been applied to find out the significant difference between the mean scores of science and arts major subject B.Ed student teachers in their environmental behaviour.

TABLE 4.35
't' VALUE FOR THE ENVIRONMENTAL BEHAVIOUR MEAN SCORES OF SCIENCE AND ARTS MAJOR SUBJECT B.Ed STUDENT TEACHERS

Major Subject	N	Mean	S.D	't' value	Level of significance	Significant/ Not significant
Science	398	34.97	5.079	3.024	0.01	Significant
Arts	572	34.02	4.617			

It is clear from the Table 4.35 that the obtained 't' value, 3.024 is found to be greater than the table value of 2.58 at 0.01 level of significance. Therefore the null hypothesis is rejected. Based on this it may be inferred that science and arts major subject B.Ed student teachers differ significantly in their environmental behaviour scores. In the present study major subject is found to be a determinant factor of environmental behaviour.

4.5.20 Type of Management and Environmental behaviour

The environmental behaviour scores of government, aided, and private college B.Ed student teachers were analyzed and the details are presented in Table 4.36. The mean values secured by the B.Ed student teachers belonging to government, aided, and private colleges are 32.22, 31.74, and 36.74 respectively. One way analysis of variance was computed to find out whether there are significant differences among the three groups of B.Ed student teachers in respect of their environmental behaviour.

TABLE 4.36
ANALYSIS OF VARIANCE FOR GOVERNMENT, GOVERNMENT AIDED, AND SELF FINANCE COLLEGE STUDENTS ON ENVIRONMENTAL BEHAVIOUR SCORES

Variance	Sum of Squares	Df	Mean Square	F- Value	Level of Significance
Between Groups	5449.411	2	2724.705	153.393	Significant at 0.01 level
Within Groups	17176.739	967	17.763		
Total	22626.149	969			

F-Table Value -3.00 (0.05 Level), 4.63 (0.01Level)

It is evident from the Table 4.36 that the 'F' value obtained is 153.393 and it is found to be greater than the table value of 4.63 at 0.01 level of significance. Therefore the null hypothesis is rejected. It may be inferred that the B.Ed student teachers belonging to different colleges differ significantly among themselves in respect of their environmental behaviour.

As the obtained F- ratio was significant for the sample type of management, the 't' test has been applied to find out whether the difference between the mean values of different groups of sub sample with respect to environmental behaviour is significant or not and presented in Table 4.37.

TABLE 4.37
t-TEST VALUE FOR DIFFERENT GROUPS OF SUB SAMPLE TYPE OF MANAGEMENT ON ENVIRONMENTAL BEHAVIOUR

Variable	Sub-groups	t- value	Level of Significance	Significant/ Not Significant
Type of School Management	Government/Aided	1.422	0.05	Not Significant
	Aided/Private	13.409	0.01	Significant
	Private/Government	13.936	0.01	Significant

't' -Table value – 1.96 (0.05 Level), 2.58 (0.01 Level)

From the table 4.37, it is clear that the t- values for the difference between environmental behaviour mean scores of B.Ed student teachers of aided and private, and private and government colleges groups are significant whereas other one group is not significant. In the present study type of management is found to be a determinant factor of environmental behaviour.

4.5.21 Fathers' Educational Qualification and Environmental behaviour

The environmental behaviour scores of B.Ed student teachers belonging to different fathers' educational qualification were analyzed and the details are presented in Table 4.38. The mean values secured by the B.Ed student teachers whose fathers' educational qualification as illiterate, school education and college education are 34.13, 34.52, and 34.47 respectively. One way analysis of variance was computed to find out whether there are significant differences among the three groups of B.Ed student teachers in respect of their environmental behaviour.

TABLE 4.38
ANALYSIS OF VARIANCE FOR FATHERS' EDUCATIONAL QUALIFICATION OF B.Ed STUDENT TEACHERS BELONG TO ILLITERATE, SCHOOL EDUCATION, COLLEGE EDUCATION ON ENVIRONMENTAL BEHAVIOUR SCORES

Variance	Sum Squares	Df	Mean Square	F- Value	Level of Significance
Between Groups	26.559	2	13.279	0.568	Not Significant at 0.05 level
Within Groups	22599.590	967	23.371		
Total	22626.149	969			

F-Table Value -3.00 (0.05 Level), 4.63 (0.01Level)

It is evident from the Table 4.38 that the 'F' value obtained is 0.568 and it is found to be lesser than the table value of 3.00 at 0.05 level of significance. Therefore the null hypothesis is rejected. It may be inferred that the B.Ed student teachers belonging to different fathers' educational qualification do not differ significantly among themselves in respect of their environmental behaviour. Therefore the null hypothesis is accepted. In the present study fathers' educational qualification is not found to be a determinant factor of environmental behaviour.

4.5.22 Mothers' Educational Qualification and Environmental behaviour

The environmental behaviour scores of B.Ed student teachers belonging to different mothers' educational qualification were analyzed and the details are presented in Table 4.39. The mean values secured by the B.Ed student teachers whose mothers' educational qualification as illiterate, school education and college education are 35.60, 34.34, and 33.47 respectively. One way analysis of variance was computed to find out whether there are significant differences among the three groups of B.Ed student teachers in respect of their environmental behaviour.

TABLE 4.39
ANALYSIS OF VARIANCE FOR MOTHERS' EDUCATIONAL QUALIFICATION OF B.Ed STUDENT TEACHERS BELONG TO ILLITERATE, SCHOOL EDUCATION, COLLEGE EDUCATION ON ENVIRONMENTAL BEHAVIOUR SCORES

Variance	Sum Squares	Df	Mean Square	F- Value	Level of Significance
Between Groups	403.581	2	201.791	8.781	Significant at 0.01 level
Within Groups	22222.568	967	22.981		
Total	22626.149	969			

F-Table Value -3.00 (0.05 Level), 4.63 (0.01Level)

It is evident from the Table 4.39 that the 'F' value obtained is 8.781 and it is found to be greater than the table value of 4.63 at 0.01 level of significance. Therefore the null hypothesis is rejected. It may be inferred that the B.Ed student teachers belonging to different mothers' educational qualification differ significantly among themselves in respect of their environmental behaviour.

As the obtained F- ratio were significant for the sample mothers' educational qualification, the 't' test has been applied to find out whether the difference between the mean values of different groups of sub sample with respect to environmental behaviour is significant or not and presented in Table 4.40.

TABLE 4.40
t-TEST VALUE FOR DIFFERENT GROUPS OF SUB SAMPLE MOTHERS' EDUCATIONAL QUALIFICATION ON ENVIRONMENTAL BEHAVIOUR

Variable	Sub-groups	t- value	Level of Significance	Significant/ Not Significant
Mothers' Educational Qualification	Illiterate/School Education	2.984	0.05	Significant
	School /College Education	2.126	0.05	Significant
	College Education/Illiterate	4.190	0.01	Significant

't' -Table value – 1.96 (0.05Level), 2.58 (0.01Level)

From the table 4.40, it is clear that the t- values for the difference between environmental behaviour mean scores of B.Ed student teachers whose mothers' educational qualification as illiterate and school education, school education and college education, and college education and illiterate groups are significant. In the present study mothers' educational qualification is found to be a determinant factor of environmental behaviour.

4.5.23 Community and Environmental behaviour

The environmental behaviour scores of OC, OBC, SC & ST B.Ed student teachers were analyzed and the details are presented in Table 4.41. The mean values secured by the B.Ed student teachers of OC, OBC, SC & ST are 34.67, 34.41, and 34.27 respectively. One way analysis of variance was computed to find out whether there are significant differences among the different groups of B.Ed student teachers in respect of their environmental behaviour.

TABLE 4.41
ANALYSIS OF VARIANCE FOR OC, OBC, AND SC & ST COMMUNITY OF B.Ed STUDENT TEACHERS ON ENVIRONMENTAL BEHAVIOUR SCORES

Variance	Sum Squares	Df	Mean Square	F- Value	Level of Significance
Between Groups	13.755	2	6.877	0.294	Not Significant at 0.05 level
Within Groups	22612.395	967	23.384		
Total	22626.149	969			

F-Table Value -3.00 (0.05 Level), 4.63 (0.01Level)

It is evident from the Table 4.41 that the 'F' value obtained is 0.294 and it is found to be lesser than the table value of 3.00 at 0.05 level of significance. Therefore the null hypothesis is accepted. It may be inferred that the B.Ed student teachers belonging to different community do not differ significantly among themselves in respect of their environmental behaviour. In the present study community is not found to be a determinant factor of environmental behaviour.

4.5.24 Fathers' Occupation and Environmental behaviour

The environmental behaviour scores of B.Ed student teachers belonging to different fathers' occupation were analyzed and the details are presented in Table 4.42. The mean values secured by the B.Ed student teachers whose fathers' occupation as daily wage, agriculture, government and private are 34.10, 35.64, 34.53 and 32.21 respectively. One way analysis of variance was computed to find out whether there are significant differences among the four groups of B.Ed student teachers in respect of their environmental behaviour.

TABLE 4.42
ANALYSIS OF VARIANCE FOR FATHERS' OCCUPATION OF B.ED STUDENT TEACHERS BELONG TO DAILY WAGE, AGRICULTURE, GOVERNMENT AND PRIVATE ON ENVIRONMENTAL BEHAVIOUR SCORES

Variance	Sum Squares	Df	Mean Square	F- Value	Level of Significance
Between Groups	1526.944	3	508.981	23.303	Significant at 0.01 level
Within Groups	21099.206	966	21.842		
Total	22626.149	969			

F-Table Value -3.00 (0.05 Level), 4.63 (0.01Level)

It is evident from the Table 4.42 that the 'F' value obtained is 23.303 and it is found to be greater than the table value of 4.63 at 0.01 level of significance. Therefore the null hypothesis is rejected. It may be inferred that the B.Ed student teachers belonging to different fathers' occupation differ significantly among themselves in respect of their environmental behaviour.

As the obtained F- ratio was significant for the sample fathers' occupation, the 't' test has been applied to find out whether the difference between the mean values of different groups of sub sample with respect to environmental behaviour is significant or not and presented in Table 4.43.

TABLE 4.43
t-TEST VALUE FOR DIFFERENT GROUPS OF SUB SAMPLE FATHERS' OCCUPATION ON ENVIRONMENTAL BEHAVIOUR

Variable	Sub-groups	t- value	Level of Significance	Significant/ Not Significant
Fathers' Occupation	Dailywage/Agriculture	3.083	0.01	Significant
	Agriculture/Government	3.010	0.01	Significant
	Government/Private	5.866	0.01	Significant
	Private/Dailywage	3.553	0.01	Significant

't' -Table value – 1.96 (0.05Level), 2.58 (0.01Level)

From the table 4.43, it is clear that the t- values for the difference between environmental behaviour mean scores of B.Ed student teachers whose fathers' occupation as daily wage and agriculture, agriculture and government, government and private, and private and dailywage groups are significant. In the present study fathers' occupation is found to be a determinant factor of environmental behaviour.

4.5.25 Mothers' Occupation and Environmental behaviour

The environmental behaviour scores of B.Ed student teachers belonging to different mothers' occupation were analyzed and the details are presented in Table 4.44. The mean values secured by the B.Ed student teachers whose fathers' occupation as daily wage, agriculture, government and private are 32.51, 36.55, 36.26 and 34.78 respectively. One way analysis of variance was computed to find out whether there are significant differences among the four groups of B.Ed student teachers in respect of their environmental behaviour.

TABLE 4.44
ANALYSIS OF VARIANCE FOR MOTHERS' OCCUPATION OF B.Ed STUDENT TEACHERS BELONG TO DAILY WAGE, AGRICULTURE, GOVERNMENT AND PRIVATE ON ENVIRONMENTAL BEHAVIOUR SCORES

Variance	Sum of Squares	Df	Mean Square	F- Value	Level of Significance
Between Groups	3376.592	3	1125.531	56.482	Significant at 0.01 level
Within Groups	19249.557	966	19.927		
Total	22626.149	969			

F-Table Value -3.00 (0.05 Level), 4.63 (0.01Level)

It is evident from the Table 4.44 that the 'F' value obtained is 56.482 and it is found to be greater than the table value of 4.63 at 0.01 level of significance. Therefore the null hypothesis is rejected. It may be inferred that the B.Ed student teachers belonging to different mothers' occupation differ significantly among themselves in respect of their environmental behaviour.

As the obtained F- ratio was significant for the sample mothers' occupation, the 't' test has been applied to find out whether the difference between the mean values of different groups of sub sample with respect to environmental behaviour is significant or not and presented in Table 4.45.

TABLE 4.45
t-TEST VALUE FOR DIFFERENT GROUPS OF SUB SAMPLE MOTHERS' OCCUPATION ON ENVIRONMENTAL BEHAVIOUR

Variable	Sub-groups	t- value	Level of Significance	Significant/ Not Significant
Fathers' Occupation	Dailywage/Agriculture	11.939	0.01	Significant
	Agriculture/Government	0.550	0.05	Not Significant
	Government/Private	2.421	0.05	Significant
	Private/Dailywage	5.186	0.01	Significant

't' -Table value – 1.96 (0.05Level), 2.58 (0.01Level)

From the table 4.45, it is clear that the t- values for the difference between environmental behaviour mean scores of B.Ed student teachers whose mothers' occupation as daily wage and agriculture, government and private, and private and dailywage groups are significant whereas other agriculture and government group is not significant. In the present study mothers' occupation is found to be a determinant factor of environmental behaviour.

4.5.26 Parental Monthly Income and Environmental behaviour

The environmental behaviour scores of B.Ed student teachers belonging to different parental monthly income were analyzed and the details are presented in Table 4.46. The mean values secured by the B.Ed student teachers whose parental monthly income as below Rs.10,000, Rs.10,001 to Rs.20,000, Rs.20,001 to Rs.30,000 and above Rs.30,001 are 31.95, 32.82, 36.26 and 33.69 respectively. One way analysis of variance was computed to find out whether there are significant differences among the four groups of B.Ed student teachers in respect of their environmental behaviour.

TABLE 4.46
ANALYSIS OF VARIANCE FOR PARENTAL MONTHLY INCOME OF B.Ed STUDENT TEACHERS BELONG TO
BELOW Rs.10,000, Rs.10,001 TO Rs.20,000, Rs.20,001 TO Rs.30,000 AND ABOVE Rs.30,001 ON
ENVIRONMENTAL BEHAVIOUR SCORES

Variance	Sum of Squares	Df	Mean Square	F- Value	Level of Significance
Between Groups	2596.993	3	865.664	41.751	Significant at 0.01 level
Within Groups	20029.157	966	20.734		
Total	22626.149	969			

F-Table Value -3.00 (0.05 Level), 4.63 (0.01Level)

It is evident from the Table 4.46 that the 'F' value obtained is 41.751 and it is found to be greater than the table value of 4.63 at 0.01 level of significance. Therefore the null hypothesis is rejected. It may be inferred that the B.Ed student teachers belonging to different parental monthly income differ significantly among themselves in respect of their environmental behaviour.

As the obtained F- ratio was significant for the sample parental monthly income, the 't' test has been applied to find out whether the difference between the mean values of different groups of sub sample with respect to environmental behaviour is significant or not and presented in Table 4.47.

t-TEST VALUE FOR DIFFERENT GROUPS OF SUB SAMPLE PARENTAL MONTHLY INCOME ON
ENVIRONMENTAL BEHAVIOUR

Variable	Sub-groups	t- value	Level of Significance	Significant/ Not Significant
Parental Monthly Income	Below Rs.10,000 /Rs.10,001 to Rs.20,000	1.596	0.05	Not Significant
	Rs.10,001 to Rs.20,000/ Rs.20,001 to Rs.30,000	9.241	0.01	Significant
	Rs.20,001 to Rs.30,000/ Above Rs.30,001	6.818	0.01	Significant
	Above Rs.30,001/ BelowRs.10,000	2.970	0.01	Significant

't' -Table value – 1.96 (0.05Level), 2.58 (0.01Level)

From the table 4.47, it is clear that the t- values for the difference between environmental behaviour mean scores of B.Ed student teachers whose parental monthly income as below Rs.10,000 and Rs.10, 001 to Rs.20,000 group is not significant whereas other three groups are significant. In the present study mothers' occupation is found to be a determinant factor of environmental behaviour.

MAJOR FINDINGS OF THE STUDY

ENVIRONMENTAL BEHAVIOUR

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.

CONCLUSIONS

The findings of the present study revealed that the students have 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.

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