



## ENVIRONMENTAL ATTITUDE OF B.Ed. and D.Ed. TEACHER TRAINEES

**Dr. Pakala Naga Suresh Kumar<sup>1</sup> and Dr. T. Swaruapa Rani<sup>2</sup>**

<sup>1</sup>Post Doctoral Fellow (UGC), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar, Guntur, Andhra Pradesh

<sup>2</sup>Dean, Faculty of Education, Acharya Nagarjuna University, Nagarjuna Nagar, Guntur, Andhra Pradesh

### ABSTRACT :

The present study was explored to find out the environmental attitude of B.Ed. and D.Ed. teacher trainees. Survey method was conducted on a sample of 600 teacher trainees from Andhra Pradesh. Data was analyzed by t-test. Result found that there is significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees. Findings also indicated that there is significant difference between the environmental attitude of B.Ed. and D.Ed. male teacher trainees, there is no significant difference between the environmental attitude of B.Ed. and D.Ed. female teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. government college teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. private college teacher trainees, there is no significant difference between the environmental attitude of B.Ed. and D.Ed. rural area teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. urban area teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees of literate parents and there is no significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees of illiterate parents.



**KEYWORDS :** Environmental Attitude, B.Ed. and D.Ed. Teacher Trainees.

### INTRODUCTION

The effectiveness of environmental education depends upon accessibility of environmentally trained teachers. As stated by Yogamurthy "the teacher should be competent in applying the knowledge of ecological foundations to environmental issues and identify key principles involved. The teacher should develop same attitude and competencies in learners to take individuals or group decisions and actions". Teachers can act a significant role in preserving the knowledge, attitudes and values about the environment among students so they must have proper knowledge, awareness, attitude and behavior to save the environment. Teachers are the key tools to teach values and attitudes to the students. As the students intentionally or unintentionally follow the habits and attitudes of teachers, the teacher should have proper environmental awareness and positive environmental attitude; these should to be included among trainee teachers at the time of their training as a candle can never light a lamp, unless it continues to burn its own flame. Teacher trainees are the imminent teachers of the society. Teacher trainees are the key elements in any system of teacher education. If teacher trainees do not possess proper awareness, attitude towards environmental problems and its associated issues they could not

train the students effectively. The teacher trainees should be aware of the environmental misconducts and environmental education perspectives, then only they could make the students aware of the environmental problems and their solutions. In the current context of environmental problems and concerns, there is a need for the present study *“Environmental Attitude of B.Ed. and D.Ed. Teacher Trainees.”*

### REVIEW OF RELATED LITERATURE

Bhuvaneswara Lakshmi (2007) found that sex of prospective secondary school teachers makes no difference in their attitude towards environment.

Shivakumara and Savitri B. Marigoudar (2011) found no significant difference in the level of attitude towards environmental pollution between rural and urban postgraduate students in relation to environmental education.

Kaur (2012) found more favourable attitude towards environment after studying the subject of environmental education.

Mathivanam and Pazhanivelu (2013) found that male and female higher secondary students did not differ significantly with respect to their environmental attitude.

### OBJECTIVES OF THE STUDY

- To find out the difference in the environmental attitude of B.Ed. and D.Ed. teacher trainees with reference to whole sample.
- To find out the difference in the environmental attitude of B.Ed. and D.Ed. teacher trainees with reference to gender, management, locality and parental education.

### Hypotheses

1. There is no significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees.
2. There is no significant difference between the environmental attitude of B.Ed. and D.Ed. male teacher trainees.
3. There is no significant difference between the environmental attitude of B.Ed. and D.Ed. female teacher trainees.
4. There is no significant difference between the environmental attitude of government college B.Ed. and D.Ed. teacher trainees.
5. There is no significant difference between the environmental attitude of private college B.Ed. and D.Ed. teacher trainees.
6. There is no significant difference between the environmental attitude of rural area B.Ed. and D.Ed. teacher trainees.
7. There is no significant difference between the environmental attitude of urban area B.Ed. and D.Ed. teacher trainees.
8. There is no significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees of literate parents.
9. There is no significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees of illiterate parents.

### Methodology

Survey method had been used for the study. The sample consisted of 600 teacher trainees out of 300 B.Ed. teacher trainees and 300 D.Ed. teacher trainees from Andhra Pradesh. The sample has been collected by using stratified random sampling technique. The 'Environmental Attitude Scale' constructed and validated by the investigator. The scale consists of 52 statements. Each item provides five responses. The responses were expressed on 5-point scale, strongly agree, agree, undecided, disagree, strongly disagree and weights of 5, 4, 3, 2, 1 are favorable statements and the reverse in unfavorable statements. The reliability of the environmental attitude scale was calculated as 0.86. The

statistical techniques such as Mean, SD and t-test were calculated to find the significant differences and comparison between the groups of B.Ed. and D.Ed. teacher trainees.

### Analysis of Data

**Table 1: Environmental Attitude of B.Ed. and D.Ed. Teacher Trainees**

Sample	N	Mean	SD	t-value
B.Ed.	300	203.80	17.08	2.62**
D.Ed.	300	200.10	17.48	

\*\*Significant at 0.01 level.

Table-1 reveals that the calculated t-value (2.62) is significant at 0.01 level. Hence the hypothesis-1 is rejected. Thus there is significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees. It is observed that the mean value of B.Ed. teacher trainees have favorable environmental attitude than the D.Ed. teacher trainees.

**Table 2: Environmental Attitude of B.Ed. and D.Ed. Male Teacher Trainees**

Variable	Sample	N	Mean	SD	t-value
Male	B.Ed.	150	207.30	17.03	3.62**
	D.Ed.	150	200.30	16.45	

\*\*Significant at 0.01 level.

Table-2 shows that the calculated t-value (3.62) is significant at 0.01 level. Hence the hypothesis-2 is rejected. Thus there is significant difference between the environmental attitude of B.Ed. and D.Ed. male teacher trainees. It is observed that the mean value of B.Ed. male teacher trainees have favorable environmental attitude than the D.Ed. male teacher trainees.

**Table 3: Environmental Attitude of B.Ed. and D.Ed. Female Teacher Trainees**

Variable	Sample	N	Mean	SD	t-value
Female	B.Ed.	150	204.23	17.19	0.43@
	D.Ed.	150	203.37	17.01	

@Not Significant.

From Table-3, the calculated t-value (0.43) is not significant at 0.05 level. Hence the hypothesis-3 is accepted. Thus there is no significant difference between the environmental attitude of B.Ed. and D.Ed. female teacher trainees.

**Table 4: Environmental Attitude of B.Ed. and D.Ed. Government College Teacher Trainees**

Variable	Sample	N	Mean	SD	t-value
Government	B.Ed.	108	208.72	19.17	3.82**
	D.Ed.	192	201.03	15.14	

\*\*Significant at 0.01 level.

Table-4 depicts that the calculated t-value (3.82) is significant at 0.01 level. Hence the hypothesis-4 is rejected. Thus there is significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees with reference to government college. It is observed that the mean value of B.Ed. government college teacher trainees have favorable environmental attitude than the D.Ed. government college teacher trainees.

**Table 5: Environmental Attitude of B.Ed. and D.Ed. Private College Teacher Trainees**

Variable	Sample	N	Mean	SD	t-value
Private	B.Ed.	123	206.22	16.83	5.27**
	D.Ed.	177	195.84	16.69	

\*\*Significant at 0.01 level.

From Table-5, the calculated t-value (5.27) is significant at 0.01 level. Hence the hypothesis-5 is rejected. Thus there is significant difference between the environmental attitude of B.Ed. and D.Ed. private college teacher trainees. It is observed that the mean value of B.Ed. private college teacher trainees have favorable environmental attitude than the D.Ed. private college teacher trainees.

**Table 6: Environmental Attitude of B.Ed. and D.Ed. Rural Teacher Trainees**

Variable	Sample	N	Mean	SD	t-value
Rural	B.Ed.	156	205.62	17.215	1.92@
	D.Ed.	144	201.83	16.775	

@ Not Significant.

Table-6 shows that the calculated t-value (1.92) is not significant at 0.05 level. Hence the hypothesis-6 is accepted. Thus there is no significant difference between the environmental attitude of B.Ed. and D.Ed. rural area teacher trainees.

**Table 7: Environmental Attitude of B.Ed. and D.Ed. Urban Teacher Trainees**

Variable	Sample	N	Mean	SD	t-value
Urban	B.Ed.	135	205.80	14.80	5.44**
	D.Ed.	165	195.43	18.16	

\*\*Significant at 0.01 level.

From Table-7, the calculated t-value (5.44) is significant at 0.01 level. Hence the hypothesis-7 is rejected. Thus there is significant difference between the environmental attitude of B.Ed. and D.Ed. urban area teacher trainees. It is observed that the mean value of B.Ed. urban area teacher trainees have favorable environmental attitude than the D.Ed. urban area teacher trainees.

**Table 8: Environmental Attitude of B.Ed. and D.Ed. Teacher Trainees of Literate parents**

Variable	Sample	N	Mean	SD	t-value
Literate Parents	B.Ed.	140	207.41	17.56	3.49**
	D.Ed.	160	200.64	16.04	

\*\*Significant at 0.01 level.

Table-8 reveals that the calculated t-value (3.49) is significant at 0.01 level. Hence the hypothesis-8 is rejected. Thus there is significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees of literate parents. It is observed that the mean value of B.Ed. literate parents teacher trainees have favorable environmental attitude than the D.Ed. literate parents teacher trainees.

**Table 9: Environmental Attitude of B.Ed. and D.Ed. Teacher Trainees of Illiterate parents**

Variable	Sample	N	Mean	SD	t-value
Illiterate Parents	B.Ed.	198	204.11	17.459	0.44@
	D.Ed.	102	203.20	16.382	

@ Not Significant.

From Table-9, the calculated t-value (0.44) is not significant at 0.05 level. Hence the hypothesis-9 is accepted. Thus there is no significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees of illiterate parents.

### SUGGESTIONS FOR FURTHER RESEARCH

The present study brings to light a good number of new areas to be studied by future researchers. The areas and variables that are not covered by this study may be put to test to enlighten the other associated factors. So, the researchers may think of the following areas of study in detail

- This study can be extended to students of all Intermediate, graduation and post-graduation at district and state levels.
- An investigation on different environmental dimensions can be carried out at different district levels.
- A study on environmental attitude of teachers and students can be done.
- A comparative study of environmental attitude primary and secondary school teachers can be done.

### REFERENCES

1. Aggarwal, J.C. (2005). Education for Values, Environment and Human Rights. New Delhi: Shipra Publications.
2. Bhaskara Rao, Digumarti; Venkata, Siva Laxmi & Subbaiah, G. (2004). Methods of Teaching Environmental Science. New Delhi: Discovery Publishing House.
3. Bhaskara Rao, Digumarti; & Suneetha, G. (2007). Environmental Awareness of School Students. New Delhi: Sonali Publications.
4. Chitrabhanu, T.K. (2007). Environmental Education. Authors Press, New Delhi.
5. Prabhakar, V.K. (2001). Encyclopedia of Environmental Pollution and Awareness in 21<sup>st</sup> Century Series, Environmental Education. New Delhi: Anmol Publications Pvt. Ltd.
6. Pradeep Kumar, T. (2009). Environmental Education. New Delhi: APH Publication Corporation.
7. Singh, M.S. (2007). Environmental Education. New Delhi: Adhyayan Publishers and Distributors.
8. Bhuvaneswara Lakshmi, G. (2007). Teachers with Positive Environmental Attitude can only do Justice to Environmental Education. University News, 45 (44), 87-88.
9. Shivakumara, K. & Savitri B. Marigoudar (2011). Locus of Control and Environmental Attitude in Relation to Education and Domicile. Edutracks, 11 (2), 30-35.
10. Parminder Kaur & Jaswinder Kaur. (2012). Self-Learning Modules and Environmental Achievement in Relation to Intelligence. New Frontiers in Education, 44 (4), 390-393.
11. Mathivanam, K. & Pazhanivelu, G. (2013). A Study of Involvement in Environmental Movements and Environmental Awareness among Higher Secondary Students. Journal of Community Guidance and Research, 30 (3), 425-434.