

STUDY OF ENVIRONMENTAL CONCERNS AMONG TEACHERS TRAINEES

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Abstract

Environment is the concern of mankind. We all to have a clean environment but very few of us are aware and much less feel genuinely concerns about it. The main aim of the present study was to study of Environmental Concerns among teachers trainees. The studies reveled that teacher trainees are concerned about environment. They do not differ significantly across variables – sex, locality, qualification and academic stream.

Introduction

Environment the source of life has badly been ignored by modern world of present days. Basically we divide environment is too natural (physical) and social environment. But deterioration of one badly affects the other. The present trend of luxurious life style in the west has put more demands on natural resources (environment), resulted in deteriorating of quality of environment. On the other hand in Asian countries poverty has caused the similar damage to environment, as people depend on it for their survival. In both societies this deterioration has lead to decline in morality and ethical standards. Many studies has been conducted on subjects like environmental awareness, environmental education both subjects methodology environmental impact and attitude towards environmental. Although usually positive attitude towards environment has been reported. It means people are concerned about it. But what are those concerns, at what priority people place these concerns, does this concerns preference vary across attribute variables was chosen subject of present study.

Statement of the Problem

“Study of environmental concerns among teachers trainees”

Here perception of teacher trainees is independent variable whereas environmental concerns are dependent variable.

Operational definition

Environment concerns are measured is terms of five concerned areas viz-survival, quality of life, next generation, possible devastating effect and deteriorating morals and ethics.

Teacher trainees – are students doing B. Ed In session 2004-05.

Emergence of the Problem

As the investigator decided the area of environment as the subject of study and was going through the related literature, he observed that enough research work has done on –

- (i) Attitude towards environment;
- (ii) Environment awareness;
- (iii) Environment education;
- (iv) Ways and means for teaching about environment;
- (v) Environmental concerns with respect to various variables.

But no research work has been reported on identifying what are the major areas of concerns regarding environment. What are the worries, which compel them to think about environment and to have positive attitude towards environment specially it has never been a subject of study on teacher trainees.

Objectives of the study

The study was conducted the following objectives in view –

1. To construct and standardize questionnaire aiming to reveal the environmental concerns among teacher trainees.
2. To identify the relative emphasis of environmental concerns covered in questionnaire among teacher trainees.
3. To compare the environmental concerns among teacher trainees with respect to sex, locality, qualification and educational stream i.e. science or humanity.

Hypothesis

Following hypothesis were tested through present study. The hypothesis was of null type.

$H_1 =$ There exists no significant in environmental concerns of teacher trainee with respect to sex.

$H_2 =$ There exists no significant in environmental concerns of teacher trainee with respect to locality.

$H_3 =$ There exists no significant in environmental concerns of teacher trainee with respect to Qualification.

$H_4 =$ There exists no significant in environmental concerns of teacher trainee with respect to educational stream.

Sample

A disproportionate stratified sample of hundred B. Ed. students of DAV College Abohar was collected with respect to variables of study.

Tools Used

Self constructed and standardised questionnaire was used to collect the data regarding environmental concern.

Data Collection

Data was collected using self constructed and standardized “environmental concern” questionnaire. The modus operandi of data collection was small groups and subjects convenience.

Statistical Techniques used

The service of following statistical techniques were called for attaching meaning to the raw scores –

- (i) K-S test (Kolmogrove – Smirnov) test was used to ascertain normality of sample as a pre-condition for use of t-test.
- (ii) Students t-test was used to study the difference across attribute variables with respect to environmental concerns.

Delimitation's

In view of limited time and resources study was conducted within following delimitation's

- (i) Only self-constructed questionnaire was used to assess the environmental concerns.
- (ii) A sample of only 100 teacher trainees was used.
- (iii) Only percentages and t-ratio were used as statistical tools. K-S test used to establish normally of the sample.
- (iv) Only limited variables i.e. – sex, locality, qualification and academic streams were taken for study.

Results from Table No I & II

Table – I

Percentage analysis with respect to concern areas

Scores	Areas in order of & magnitude					Total
	C	B	A	D	E	Max. Score=150
% Score	96.37	94.20	93.70	92.80	92.30	94.04

Stability of % at 0.01 level	87.43 to 99.97	88.17 to 100	87.43 to 99.97	86.13 to 99.47	85.42 to 99.18	87.96 to 100
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Table – II

Percentage calculation for area priority with respect to variables.

Variable		Preference order of areas					Total %	C. R.	Sig. Level
Sex	Male	C	B	A	D	E	93.49	0.23	Not. Sig.
	Female	C	B	A	D	E	94.59		
Locality	Urban	C	A	D	B	E	93.45	0.33	Not. Sig.
	Rural	A	B	C	D	E	95.05		
Qualification	Graduate	C	A	B	E	D	93.68	0.24	Not. Sig.
	P. Graduate	C	A	E	B	D	94.83		
Academic Stream	Science	C	A	D	B	E	94.64	0.28	Not. Sig.
	Humanities	C	B	A	D	E	93.31		

Percentage Analysis – Percentage analyzing data revealed.

1. Concerns are very high in all areas taken.
2. The order of areas of concern has been found as C (next generation) B (quality of life) > A (survival) > D (possible devastating effects) > E (deteriorating morals and ethics) But this order is not reliable as C. R. for difference of % between C and D is only 1.24 which is not significant.
3. Preference across none of the variable differs significantly. i.e. male and female; urban and rural; graduates and post graduates and science and humanities group teacher group teacher trainees have similar priorities of areas of concern for environmental concerns.

Hypothesis Testing

Table – III
Summary of Calculations (t-ratio) for variable Sex

SrNo	Group	N	t-ratio for areas					Total
			A	B	C	D	E	
1	Male	50	-0.59	-1.62	-1.70	0.25	0.11	-1.31
2	Female	50						

I. Hypothesis – H₁

“There exists no significant difference in environmental concern of teacher trainees with respect to sex”. The t-values were calculated for each area as well as total questionnaire which are A (0.59); B (1.62); C (1.70); D (0.25); E (0.11) and total (1.31). None of the value was found to be significant at 98 degrees of freedom. Hence hypothesis H₁ (null hypothesis) could not be rejected. In other words both male and female teacher trainees have been found to possess similar environment concerns.

Table – IV
Summary of Calculations (t-ratio) for Locality

Sr No	Group	N	t-ratio for areas					Total
			A	B	C	D	E	
1	Rural	50	-0.69	0.39	Zero	-1.49	-1.54	-1.41
2	Urban	50						

II. Hypothesis – H₂

“There exists no significant difference in environmental concern of teacher trainees with respect to locality.” The t-values were calculated for each areas as well as total questionnaire which are A (0.69); B (0.39); C (Zero); D (1.49); E (1.54) and total 1.141. None of the value was found to be significant at 98 degrees of freedom. Hence hypothesis H₂ (null hypothesis) could not be rejected. In other words both rural and urban teacher trainees have been found to possess similar environmental concerns.

Table – IV
Summary of Calculations (t-ratio) for variable Qualification

Sr. No.	Group	N	t-ratio for areas					Total
			A	B	C	D	E	
1	Graduate	68	-0.47	-0.77	-0.36	-1.22	-1.34	-1.10
2	P. Graduate	32						

Hypothesis – H₃

“There exists no significant difference in environmental concern of teacher trainees with respect to qualification.” The t-values were calculated for each area as well as total questionnaire which is A (0.47); B (0.77); C (0.36); D (1.22); E (1.34) and total (1.10). None of the value was found to be significant at 98 degrees of freedom. Hence hypothesis H₃ (null hypothesis) could not be rejected. In other words both graduates and post graduates teacher trainees have been found to possess similar environmental concerns.

Table – V
Summary of Calculations (t-ratio) for variable Academic Stream

Sr N	Group	N	t-ratio for areas					Total
			A	B	C	D	E	
1	Science	50	1.95	Zero	0.82	1.88	0.534	1.19
2	Humanities	50						

Hypothesis – H₄

“There exists no significant difference in environmental concern of teacher trainees with respect to academic stream.” The t-values were calculated for each area as well as total questionnaire which are A (1.95); B (Zero); C (0.82); D (1.88); E (0.534) and total (1.19). None of the value was found to be significant at 98 degrees of freedom. Hence hypothesis H₄ (null hypothesis) could not be rejected. In other words both science and humanities teacher trainees have been found to possess similar environmental concerns.

Conclusions –

- (i) Teacher trainees are concerned about environment.
- (ii) Perception of teachers does not differ significantly across variables – sex, locality, qualification and academic stream.
- (iii) Both male and female teachers' trainees do not differ significantly in their concerns about environment
- (iv) Both urban and rural teacher trainees do not differ significantly in their concerns about environments.
- (v) Both graduates and post graduates teacher do not differ significantly in their concerns about environments.
- (vi) Both science and humanities stream teacher trainees do not differ significantly in their concerns about environments.

Educational Significance of the Study

Although study was conducted on a small sample but revealed the fact that at least future teacher generation is concerned about environment. Thus the aim of environmental awareness envisaged through various campaigns and introduction in curriculum in showing the effect. This is a very good sign for future. It is assumed that these future teachers will transmit across variables is negligible, thus can relieve the planners from stress of removing the differences across attribute variables. Thus in a way study have practical implications.

Suggestions for Further Study

The study if replicated on a bigger sample and more variables can really help in practical planning for awareness and educational campaigns. More areas of concerns can be added to make questionnaire comprehensive. More comprehensive tools like scales and more comprehensive statistical tools like ANOVA etc. could be applied to get closer to reality. A Q-study of perceptions can be an interesting subject to undertake. Perceptions of other classes like leaders, social workers, administrators, planners and the like will be of significance.

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