



A Study on Environmental Behavior in relation to Environmental Ethics of Elementary School Teachers of Mysore District

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Abstract:

The study examines the level of elementary school teachers of Environmental Behavior and Environmental Ethics. Environmental behavior as a type that consciously seeks to minimize the adverse effects of human activities on the environment. Environmental ethics has an important role to play in changing mind-set of people. It aims to change the values of the people regarding the environment and to build a healthy relationship between man and his environment. The study was intended to evaluate the environmental behavior in relation to Environmental ethics of elementary school teachers of Mysore district. The investigators employed the stream, gender and locality of elementary school teachers. The study is based on descriptive survey method and differential analysis was used to analyse the data. The tool used for measure the environmental behavior and environmental ethics scale by Dr.Hassen Taj. The findings of the revealed that there exists significant difference in the environmental behavior of elementary school teachers belonging to stream, gender and do not significant in gender. There is no significant difference belonging to stream, gender and locality towards environmental ethics of elementary school teachers.

Key words: Environmental behaviour, Environmental Ethics and Elementary school teachers.

Introduction: Environmental behavior can be defined as all possible actions aimed at avoiding harm to or safeguarding the environment. Environmental behaviour therefore is, in narrow sense, such a behaviour which has a significant impact on the environment. Environmental ethics believes in the ethical relationship between human beings and natural environment. Environmental ethics says that one should base their behavior on a set of ethical values that guide our approach toward other living beings in nature.

2. Review of Related Literature:

Pruneau, Doyon, Langis, Vasseur, Martin, Outlet and Boundreau (2006): In the study teachers confined that their adoption of environmental behaviors was motivated by the construction and reception of information on climate change, the solo moment in nature, a reflective activity on values, and the discussion they had during sessions. Students and they acted for the environment because of a great preoccupation for the future of the planet, and to save animals and plants. The facilitating factors for the adoption of new environmental behavior were the presence of support group, where the teachers and students confided regularly discussing their attempts at environmental behavior and finding solutions to these problems together. The factor that limited environmental actions was lack of awareness about environmental issues in their family, forgetfulness, fatigue and time.

Maria (2017): Studied environmental ethics among higher secondary students. The investigator used Environmental Ethics scale developed by Dr.Hassen Taj (2001) for data collection. The findings of the study revealed that the students had average environmental ethics and no significant gender difference was noted in environmental ethics.

3. Objectives of the Study:

The framed objectives of the study are as follows

Objective 1: To assess the level of environmental behavior of arts and science elementary school teachers of Mysuru district.

Objective 2: To assess the level of Environmental behavior of male and female Elementary school teachers of Mysuru district.

Objective 3: To study the Environmental behavior of rural and urban Elementary school teachers of Mysuru district.

Objective 4: To assess the level of Environmental ethics of arts and science Elementary school teachers of Mysuru district.

Objective 5: To study the Environmental ethics of male and female elementary school teachers of Mysuru district.

Objective 6: To study the Environmental ethics of rural and urban Elementary school teachers of Mysuru district.

4. Hypotheses of the study:

Hypotheses 1: There is no significant difference between arts and science Elementary school teachers of Mysuru district with respect to their Environmental behavior.

Hypotheses 2: There is no significant difference between male and female Elementary school teachers Mysuru district with respect to their Environmental behavior.

Hypotheses 3: There is no significant difference between rural and urban Elementary school teachers of Mysuru district with respect to their Environmental behavior.

Hypotheses 4: There is no significant difference between arts and science Elementary school teachers of Mysuru with respect to their Environmental ethics.

Hypotheses 5: There is no significant difference between male and female Elementary school teachers of Mysuru district with respect to their Environmental ethics.

Hypotheses 6: There is no significant difference between rural and urban Elementary school teachers of Mysuru with respect to their Environmental ethics.

5. Methodology: In this study descriptive survey method was used.

6. Tools used: (i) Environmental behavior Scale by Dr.Haseen Taj and

(ii) Environmental ethics Scale by Dr.Haseen Taj

7. Analysis of the data: In this study testing of the following hypotheses.

Hypotheses 1: There is no significant difference between arts and science Elementary school teachers with respect to their environmental behavior.

Table 1: Showing mean, SD, numbers and t value with respect to environmental behavior of arts and science Elementary school teachers of Mysore district.

	Stream	N	SD	Mean	t value	df	Level of significant
Environmental Behavior	Arts	40	93.42	5.15	3.136	98	Significant
	Science	60	95.36	6.13			

Table 1 shows that the obtained t value of 3.136 is greater than the tabled t value of 1.98 at 0.05 level of significance for df of 98. Therefore the null hypothesis is rejected and alternate hypothesis is accepted. It is concluded that there is a significance difference between arts and science Elementary school teachers of Mysore district with respect to their Environmental behavior.

Hypotheses 2: There is no significant different between male and female Elementary school teachers with respect to Environmental behavior.

Table 2 : Showing mean, SD, numbers, t value with respect to Environmental behavior of male and female Elementary school teachers.

Table 2

	Gender	N	Mean	SD	t Value	df	Level of significant
Environmental Behavior	Male	65	98.53	7.28	2.052	98	Not Significant
	Female	35	151.18	5.72			

Table 2 shows that the obtained t value of 2.052 is greater than the tabled t value of 1.98 at 0.05 level of significance for degrees of freedom of 98. Therefore the null hypotheses is rejected and alternate hypothesis is accepted. It is concluded that there is a significant difference between male and female elementary school teachers of Mysore district with respect to Environmental behavior.

Hypotheses 3: There is no significant difference between rural and urban Elementary school teachers of Mysore district with respect to Environmental behavior.

Table 3: Showing mean, SD, numbers, t value with respect to Environmental behavior of rural and urban Elementary school teachers of Mysore district.

Table 3

	Locality	N	Mean	SD	t value	df	Level of sign
Environmental Behavior	Rural	62	96.30	7.42	1.324	98	Significant
	Urban	38	92.76	5.93			

Table 3 Shows that the obtained t value of 1.324 is less than the tabled 't' value of 1.98 at 0.05 level of significance for df of 98. Therefore null hypothesis is accepted and alternate hypothesis is rejected. It is concluded that there is no significant difference between rural and urban Elementary school teachers of Mysore district with respect to environmental behavior.

Hypotheses 4: There is no significant difference between arts and science elementary school teachers of Mysore district with respect to Environmental ethics.

Table 4: Showing mean, standard deviation (SD), numbers, and 't' value with respect to Environmental ethics of arts and science Elementary school teachers of Mysore district.

Table 4

	Stream	N	Mean	SD	t value	df	Level of sign
Environmental Ethics	Arts	36	91.16	5.76	0.153	98	Not Significant
	Science	64	94.57	6.34			

Table 4: Table 4 shows that the obtained 't' value of 0.153 is less than the tabled 't' value of 1.98 at 0.05 level of significance for df of 98. Therefore the null hypotheses is accepted and alternate hypothesis is rejected. It is concluded that there is no significant difference between arts and science Elementary school teachers of Mysore district with respect to Environmental ethics.

Hypotheses 5: There is no significant difference between male and female Elementary school teachers of Mysore district with respect to Environmental ethics.

Table 5 Showing mean, numbers, 't' value with respect to Environmental ethics of male and female Elementary school teachers.

Table 5

	Gender	N	Mean	SD	t value	df	Level of sign
Environmental Ethics	Male	67	96.36	6.68	1.642	98	Not Significant
	Female	33	91.37	5.43			

Table 5: Showing that obtained 't' value of 1.642 is less than the tabled 't' value of 1.98 at 0.05 level of significant for df of 98. Therefore null hypotheses accepted and alternate hypothesis is rejected. It is concluded that there is no significant difference between male and female Elementary school teachers of Mysore district with respect to Environmental ethics.

Hypotheses 6: There is no significant difference between rural and urban Elementary school teachers of Mysore district with respect to Environmental Ethics.

Table 6 Showing mean, numbers, 't' value with respect to Environmental ethics of rural and urban Elementary school teachers of Mysore district.

Table 6

	Locality	N	Mean	SD	t value	df	Level of sign
Environmental Ethics	Rural	64	92.72	5.66	0.863	98	Significant
	Urban	36	91.37	6.43			

Table 6: Showing that obtained 't' value of 0.863 is less than the tabled 't' value of 1.98 at 0.05 level of significant for df of 98. Therefore null hypotheses accepted and alternate hypothesis is rejected it is concluded that there is no significant difference between rural and urban Elementary school teachers of Mysore district with respect to Environmental ethics.

Table 7: showing variables, r value

Variables	r value
Environmental behavior and Environmental ethics	0.396

From the above table it was found that there is a positive low correlation between Environmental behavior and Environmental ethics.

8. Major finding of the study:

- A Majority 60% of Elementary school teachers was found to possess favorable environmental behavior and 14% of Elementary school teachers possess less favorable environmental behavior. Only 26 % of Elementary school teachers possess highly favorable environmental behavior.
- A Majority 87% of Elementary school teachers were found to possess a less favorable Environmental ethics. And 13% Elementary school teachers were found to possess highly favorable Environmental ethics.

9. Discussion

- There is a significant difference was found between Arts and science Elementary school teachers about Environmental behavior.
- There is a significant difference was found between Male and Female Elementary school teachers about Environmental behavior.
- There is no significant difference was found between Rural and Urban Elementary school teachers about Environmental behavior.
- There is no significant difference was found between Arts and science Elementary school teachers about Environmental ethics
- There is no significant difference was found between Male and Female Elementary school teachers about Environmental ethics.
- There is no significant difference was found between Rural and Urban Elementary school teachers about Environmental ethics.
- There is a low positive correlation between Environmental behavior and Environmental ethics.

10. Educational Implications:

- Elementary school teachers should develop environmental friendly behavior among elementary school students like cleaning surroundings, conserving water, energy conservation (turning of lights when not in use) and using public transport etc.
- Because of interdisciplinary in nature, environmental education is well suited for elementary school.
- Environmental studies (EVS) at the primary stage envisages exposing children to the real situations in their surroundings, to help them connect; be aware of, appreciate and be sensitized towards the prevailing environmental issues.
- The primary focus of elementary stage environmental education should be global issues such as global climate change, rainforest destruction and endangered species.
- Elementary school teachers should encourage elementary school students for activities like protecting environment, recycling and planting trees etc.
- Elementary school teachers should develop environment responsible behavior and ethics among elementary school students, elder men of the society, administrator, policy makers, business people, industry, working personnel etc. on for with sensitized people.
- Teachers and community have an important role to play in nurturing and sensitizing adding value based issues so that students start respecting the environment in each and every step of their life.
- Environmental ethics education is needed for making human communities and ecosystems better, protecting important resources for the present and future.
- Elementary school teachers promote behavior directed towards environmental protection and lead to transformation that overcomes that reality, both in its natural and social aspects. They develop learners the skills and aptitudes necessary to understand ecological issues and take necessary actions.

10. Conclusion:

The human-nature relationship has arrived at the verge of collapse and if serious steps are not taken immediately, the future remains unclear and uncertain. Consequently, the educational institutions have to take a lead role in developing right type of society member is socially as and are competent for Environmental behavior. This is further demands incorporation of the values and ethics in the overall framework of Environmental education at all level well as responsible. The teachers need to develop appropriate 'pedagogical content knowledge' with respect to result can be achieved through further deliberations and substantiation of the various dimensions of Environmental behavior.

Based on the analyses and findings the study concluded that there is a significance difference between Arts and Science elementary school teachers with respect to their Environmental behavior.

There is no significant difference between Arts and Science elementary school teachers with respect to their Environmental ethics. It was found that there is a positive low correlation between Environmental behavior and Environmental ethics of arts and science elementary school teachers.

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