



ATTITUDE OF FEMALE PROSPECTIVE TEACHERS TOWARDS ENVIRONMENT

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Abstract

An old Indian saying presents our fundamental and compulsory principle: The earth is not a heritage given to us by our ancestors, but loaned to preserve it for our offspring. Every individual should contribute to preserve and protect environment. But fourth assessment (AR4 2007) of the relevant scientific literature, the intergovernmental panel on climate change (IPCC) reported that scientists were more than 90% certain that most of global warming was being caused by increasing concentrations of greenhouse gases produced by human activities. So through this paper, the investigator tried to study the incidence of attitude of would be female teachers towards environment. Convenient sampling technique was used. A total of 60 female prospective teachers from different colleges of Muktsar district comprised the sample of the study. Taj Environmental Attitude Scale (TEAS) by Haseen Taj (2001) and demographic sheet was used for data collection. Results revealed that female prospective teachers have positive attitude towards environment. There exists no significant difference between rural and urban female prospective teachers. It reveals that location do not affect the attitude of female prospective teachers towards environment.

INTRODUCTION

Sustainable development is development that meets the needs of the present without compromising generations to meet their own needs (World Commission on Environment and Development, 1987, p43). Sustainable development is generally thought to have three components: environment, society and economy.

Now a days, many national international reports, conferences, campaigns, organizations and even apps had frequently come up for protecting the environment through awareness and banning activities that endanger environment. These include UN conference on the human environment, Stockholm Report 1972, Belgrade Charter 1975, Tbilisi Report 1977, Brundtland Commission 1983, and Agenda 21 of Rio Declaration 1992, etc. to name a few. However these are only superficial and external measure that do not get to the root of the problem (Nagra, 2014).

Attitude

Attitude is a broad term covering almost all the important fields of human knowledge and is especially prominent in the field of education. An attitude is a predisposition to experience, to be motivated by and to act towards a class of likes and dislikes. They are the summary judgments of an object or event which aid individuals in structuring their complex and social environments. Attitude is the affect for or against a psychological object. It is a mental or neutral state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related.

Good (1945) in the Dictionary of Education called attitude a state of mental and emotional readiness to react to situations, persons or thought in a manner in harmony with a habitual pattern of response previously conditioned to or associated with these stimuli.

Cronbach (1954) viewed that an attitude consists of the meanings that one associates with a certain object and that influences his acceptance of it.

Thus, attitude is operationally defined as more or less stable set or disposition of feelings, opinions, preconceived notions, ideas, fears involving certain kind of experience and readiness with an appropriate response. Attitudes are considered as behavioral disposition, they direct and determine the action of individual in a particular manner towards certain objects, persons or ideas. Additionally, attitudes are relatively enduring evaluations stored in long term memory rather than transitory psychological states.

Environment

The word Environment has been derived from a French word 'environner' which means 'to surround'. It is the totality of circumstances surrounding an organism especially: The combination of external physical conditions that affect and influence the growth, development and survival of organisms.

The complex social and cultural conditions affecting the nature of an individual or community are his environment. Environment (Protection) Act (1986) stated that Environment is the sum total of water, air and land interrelationships among themselves and also with the human beings, other living organisms and property.

Prospective-teachers are those who are getting training or studying in B.Ed. course to become teachers and they are known by different names like 'would be teachers', 'pupil-teachers', 'student-teachers' and 'future-teachers'. The present study intended to study the attitude of female prospective teachers towards environment.

REVIEW OF LITERATURE

In an extensive review of literature, Gautam and Sarkar (2023) examined the attitudes of prospective teachers towards environmental issues with respect to gender, locale and nature of education. It was found that prospective instructors exhibit negative attitudes towards the environmental issues. The prospective teachers' environmental issues attitude scores were not significantly different by gender, native place, but there was significant difference by nature of education.

Rahi (2015) described in his study under the topic Information attitude, Responsibility and behavior of Prospective teachers towards environment that the score of teachers indicates only 6% higher information attitude, Responsibility and behavior of Prospective teachers towards environment than average behavior and it was also concluded that the behavior was not environmentally perfect or mature.

Sadik and Sari (2010) investigated primary school student teachers environmental knowledge and found that as for taking the environment course or not, the differences among scores were found to be meaningful in favour of student teachers who took the course at the Environment behavior sub scale.

Demirkaya et al. (2020) did an investigation of Prospective teachers' attitudes towards national parks and views on ecology based environmental education and revealed that the practice of *Ecology based Environmental Education in a National Park* positively affected the prospective teachers' attitudes towards national parks and contributed positively to their views on ecology-based environmental education.

Keles (2017) did a study of Pre-service science teachers' attitudes towards sustainable environmental education and found that the sustainable environmental education attitudes frequency of pre service teachers was at the medium level. It was also revealed that sustainable environmental education attitudes of the pre- service teachers do not vary significantly by gender, yet they were found to be significantly depending on the grade level variable.

Sujatha (2017) studied attitude of prospective teachers towards environmental education and found high level of attitude of prospective teachers towards environmental education.

OBJECTIVES OF THE STUDY

1. To study the incidence of attitude of female prospective teachers towards environment.
2. To compare the attitude of female prospective teachers towards different dimensions of environment with regard to location.

HYPOTHESIS

1. There is no significant difference between attitude of urban and rural female prospective teachers towards environment.

LIMITATIONS

1. The study was delimited to female prospective teachers of Muktsar district only.

METHOD

The study was conducted through descriptive method of research. The descriptive method has undoubtedly been the most popular and most widely used research method in education.

SAMPLE

For the present study, Convenient Sampling method was used. A total 100 female prospective teachers from different colleges of education of Muktsar district comprised the sample of the study.

TOOL

Researcher used the standardised tool “Environment Attitude scale” constructed by Dr. Haseen Taj (2001).

Description of the Tool

The tool consists of 61 items in the form of statements. There are favourable and unfavourable items and the items are classified on the basis of Health and Hygiene (5 items), Wild life (6 items), Forests (5 items), Polluters (26 items), Population explosion (5 items), Environmental concerns (14 items). Four options are given such as strongly agree, agree, strongly disagree and disagree. Items are scored as 4(strongly agree) to 1(strongly disagree) for favourable items. In case of unfavorable items, the scoring is reversed, from 1(strongly agree) to 4(strongly disagree)

Taj Environmental Attitude Scale (TEAS) was developed by Haseen Taj in 2001, following the Likert method of summated rating procedure. TEAS consisted of 61 items spread over six areas – attitude towards (1) Health and Hygiene (2) Wild life (3) Forests (4) Polluters (5) Population Explosion (6) Environment Concern

RESULTS AND INTERPRETATIONS**Table 1****Attitude of Female Prospective Teachers towards Environment**

Dimensions of Attitude towards Environment	Mean	Median	SD
Health & Hygiene	16.32	16	1.79
Wild Life	17.96	18	2.79
Forests	13.54	14	1.69
Polluters	73.10	74	5.84
Population Explosion	16.76	17	2.01
Environment Concern	43.47	43	4.01
Total	181.38	182	11.19

Table 1 indicated that the incidence of female prospective teachers towards different dimension of environment. On the dimension health and hygiene mean is 16.32 with SD1.79 revealed that female prospective teachers have positive attitude towards health and hygiene. The mean score of wild life dimension is 17.96 with SD 2.79 showed that female prospective teachers have positive attitude on this dimension. The mean of third dimension i.e. forests is 13.54 with SD 1.69 indicated that female prospective teachers have average attitude towards forests. On the dimension polluters, the mean score is 73.10 with SD 5.84 presented that female prospective teachers have average attitude towards polluters. On the dimension population explosion, the mean value is 16.76 with SD 2.01 showed that female prospective teachers have average attitude towards population explosion. On the dimension environmental concern the mean score is 43.47 with SD 4.01 showed that female prospective teachers have average attitude towards environmental concerns. the mean score in totality is 181 with SD 11.19 showed that female prospective teachers have average attitude towards environment. The reason may be in teacher training programme, environment subject is optional and most of students did not consider this option. This should be compulsory so that would be teachers can get knowledge regarding this.

Table 2

Attitude of Female Prospective Teachers towards Environment in relation to Location

Attitude towards Environment	Location	N	Mean	SD	t-ratio
Health & Hygiene	Urban	45	15.98	1.66	1.74
	Rural	55	16.60	1.87	
Wild Life	Urban	45	18.73	2.56	2.57*
	Rural	55	17.33	2.85	
Forests	Urban	45	13.40	1.89	0.74
	Rural	55	13.65	1.53	
Polluters	Urban	45	73.82	5.54	1.12
	Rural	55	72.51	6.13	
Population Explosion	Urban	45	17.36	1.28	2.76**
	Rural	55	16.27	2.36	
Environment Concern	Urban	45	43.47	3.47	0.01
	Rural	55	43.46	4.44	
Total	Urban	45	183.42	9.64	1.66
	Rural	55	179.71	12.16	

Table 2 indicates the comparison of rural and urban female prospective teacher's attitude towards environment. Attitude towards environment scale have six dimensions i.e. health and hygiene, wild life, forests, polluters, population explosion and environmental concern. The mean score of urban female prospective teachers on health and hygiene dimension is 15.98 with Sd 1.66 and mean score of rural female prospective teachers is 16.60 with SD 1.87 and calculated t-value is 1.74 which is not significant even at .05 level. So urban and rural female prospective teachers do not differ significantly on health and hygiene area. It reveals that location have no effect on attitude towards health and hygiene of female prospective teachers.

On the second area i.e. wild life the mean score of urban female prospective teachers is 18.73 with SD 2.56 and the mean score of rural female prospective teachers is 17.33 with SD 2.85 and t-ratio came to be 2.57, which is significant at .05 level. It shows that urban and rural female prospective teachers differ significantly on wild life dimension. Urban female prospective teachers have more favorable attitude towards wild life than their counterparts rural female prospective teachers.

On the dimension forest, the mean score of urban female prospective teachers is 13.40 with SD 1.89 and rural female prospective teachers mean score is 13.65 with SD1.53, and calculated t-value is 0.74, which is

not significant even at .05 level of significance. It shows that location of female prospective teachers have no effect on attitude towards forests.

On the fourth area i.e. polluters, the mean score of urban female prospective teachers is 73.82 with SD 5.54 and rural female prospective teachers got mean score 72.51 with SD 6.13 and t-ratio came to be 1.12, which reveals that no significant differences are found between urban and rural female prospective teachers on the area polluters.

On the area pollution explosion, urban female prospective teachers got the mean score 17.36 with SD 1.28 and rural female prospective teachers 16.27 with SD 2.36 and calculated t-value is 2.76, which is significant at .01 level of significance. It reveals that urban and rural female prospective teachers differ significantly on pollution explosion. Urban female prospective teachers have more favorable attitude towards pollution explosion than their counterparts rural female prospective teachers.

On the sixth area i.e. environmental concern,, the mean score of urban female prospective teachers is 43.47 with SD 3.47 and rural female prospective teachers got mean score 43.46 with SD 4.44 and t-ratio came to be 0.01, which reveals that no significant differences are found between urban and rural female prospective teachers on the area environmental concern. .

In totality no significant differences are found between urban and rural female prospective teachers. It shows that location of female prospective teachers have no effect on attitude towards environment.

MAJOR FINDINGS OF THE STUDY

1. Female prospective teachers have positive attitude towards health and hygiene. They have positive attitude towards wild life. Female prospective teachers have average attitude towards forests and have average attitude towards polluters. Female prospective teachers have average attitude towards population explosion. Female prospective teachers have average attitude towards environmental concerns. In totality, female prospective teachers have average attitude towards environment.
2. Urban and rural female prospective teachers do not differ significantly on health and hygiene area.
3. Urban and rural female prospective teachers differ significantly on wild life dimension. Urban female prospective teachers have more favorable attitude towards wild life than their counterparts rural female prospective teachers.
4. Location of female prospective teachers have no effect on attitude towards forests.
5. No significant differences are found between urban and rural female prospective teachers on the dimension polluters.
6. Urban and rural female prospective teachers differ significantly on pollution explosion. Urban female prospective teachers have more favorable attitude towards pollution explosion than their counterparts rural female prospective teachers.

7. No significant differences are found between urban and rural female prospective teachers on the area environmental concern. .
8. In totality no significant differences are found between urban and rural female prospective teachers. It shows that location of female prospective teachers have no effect on attitude towards environment.

EDUCATIONAL IMPLICATIONS

The present study is supported to emphasize the need of the environmental attitude among prospective teachers to solve the problems of environmental issues. Thus, the present study presented following educational implications:

- Teachers are prime source for awareness for students. So, they can give deep understanding of consequences of environmental issues. Furthermore, environmental education should be included as compulsory subject rather than an optional subject.
- This study will lead to mass awareness which will directly reduce the harmful consequences of environmental issues.
- This study will bring down the number of patients suffering from respiratory and cardiovascular diseases.
- This study will diminish the degradation of air quality day by day.

SUGGESTIONS FOR FURTHER STUDY

- This study can be conducted for students and even adults from the age of 13 to 16 and above.
- The present study could be conducted for teacher of school, colleges and university also. This study can be conducted for students of other districts or states. • This study can be conducted with other variables like environmental awareness

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