

A COMPARATIVE STUDY ABOUT ENVIRONMENTAL ATTITUDE OF D.ED., B.ED. AND M.ED. STUDENT TEACHERS

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Abstract :

In formal system of education, teaching of environmental education depends not only on curriculum and other facilities provided to the students, but also the quality of teachers in terms of knowledge, awareness, attitude and skills relating to environmental education. Teacher plays a very significant role in developing desirable attitude towards awareness about environment among students. Today the global concern is to struggle against environment pollution and maintain the standard of human environment. In addition to the industrial revolution, unprecedented scientific and technological revolution has resulted in disastrous changes in the environment leading to environmental degradation / crisis.

A Comparative Study about Environmental Attitude of D.Ed., B.Ed. and M.Ed. College Students has been done. In this research 435 students are considered as population of Navapur town. Mean, median, mode, standard deviation, skewness, kurtosis, t-value technique and diagrams are used in this research work. On the basis of analysis, the following things are found :-

- *There is no difference found in the Environmental Attitude between D.Ed student teachers and B.Ed student teachers.*

- *Difference is found in the Environmental Attitude between B.Ed student teachers and M.Ed student teachers.*
- *It is found that the Environment Attitude of M.Ed student teachers is more than B.Ed student teachers.*
- *Difference is found in the Environmental Attitude between M.Ed student teachers and D.Ed student teachers.*
- *It is found that the Environment Attitude of M.Ed student teachers is more than D.Ed student teachers.*

Key Words : Comparative Study, Environmental Attitude

Introduction :

It is observed that degradation of environment mostly occurs due to destruction of natural environs. Now there is a cry all over for protection and preservation of such natural resources. This can only be possible if we have a right type of attitude towards such issues and if we have proper awareness in the related matters. It is widely accepted that the development of such awareness and attitude can be possible through environmental education. Education is an important social instrument and means, which act as a catalyst in improvement of different aspects of life. Knowledge, awareness, skills, values and attitudes acquired through education help one to lead a desired quality of life. In order to protect and conserve the environment enabling people to lead quality life, emphasis has been given to environmental education in both formal and non-formal system of education. The speed and nature of environmental change (particularly man-induced change) in recent years have brought about a series of environmental problems of global magnitude – including population explosion, energy resources and utilization, the provision of food supplies, exploitation of raw materials and environmental problem (Yashodhara, 2003). This environmental degradation or crisis has become a serious issue as it threatens not only the tranquility of people's existence, but their health and lives as well. As such, the environmental protection and preservation has been an urgent need of the hour.

A survey of literature on environmental attitude yielded very less promising results. Study by Mercy and Arjunan (2005), on school children revealed that boys had better attitude than girls, as well as urban children had better attitude than rural children etc. Jinarajan (1999) in a study on environmental attitude towards environmental education of student teachers found that gender, media of instruction; socioeconomic status had impact on environmental attitude. Contradictorily, Shaila (2003) in her study on secondary school teachers found no difference among gender, types of school management, arts and science teachers, domicile on environmental attitude. Most of the studies done earlier focused on environmental awareness. Cross-cultural studies have been not at all traced on environmental attitude among teachers. Also, minimum efforts have been directed at finding out the level of attitude on environmental issues and environmental education among the school teachers and learners of the program. The present study is taken up to assess the level of environmental attitude among D.Ed, B.Ed and M.Ed student teachers.

Objectives : The main objectives of the study are as follows

- To find out the Environmental Attitude among D.Ed, B.Ed and M.Ed student teachers.
- To find out whether D.Ed student teachers and B.Ed student teachers are differ in Environmental Attitude.
- To find out whether B.Ed student teachers and M.Ed student teachers are differ in Environmental Attitude.
- To find out whether M.Ed student teachers and D.Ed student teachers are differ in Environmental Attitude.

Assumptions :

- D.Ed student teachers completed their higher secondary education.
- B.Ed student teachers are graduate in different subjects.
- M.Ed student teachers are post graduate in different subjects.

Hypothesis :

- There will be no significant mean difference in Environmental Attitude with respect to D.Ed student teachers and B.Ed student teachers.
- There will be no significant mean difference in Environmental Attitude with respect to B.Ed student teachers and M.Ed student teachers.
- There will be no significant mean difference in Environmental Attitude with respect to M.Ed student teachers and D.Ed student teachers.

Operational definitions :

D.Ed student teachers :- These are admitted in D.Ed. college.

B.Ed student teachers :- These are admitted in B.Ed. college.

M.Ed student teachers :- These are admitted in M.Ed. college.

Environment Attitude :- Means teachers who obtained Environment Attitude marks in the test written by Dr. Haseen Taj.

Research Methodology :- The research has three main methods.

- Historical method.
- Descriptive method.
- Experimental method.

This research has done on the basis of descriptive method. The descriptive method has also many methods. This research was done through survey method.

Population :

In this research work the population of 435 persons is fixed. This population consists of 200 students teachers from D.Ed. college, 200 students teachers from B.Ed. college, 35 students teachers from M.Ed. college from Navapur town. In this research work 90 student teachers were randomly selected from Navapur Taluka.

Sample :

In this research sample has been selected 'probability sample method'. The sample has selected by lottery method. 90 student's teachers were selected out of 435 population as

sample -

90 student's Teachers

30 student's teachers of M.Ed.

30 student's teachers of D.Ed. teachers of Art faculty

30 student's teachers of B.Ed.

Research Tool :-

The Taj Environmental Attitude Scale (TEAS) was developed by Dr. Haseen Taj in 2001. Following the Likert's method of summated rating procedure, TEAS was developed with 61 items consisting six areas. The six areas dealt with the scale are attitude towards (1) Health and Hygiene, (2) Wild life, (3) Forests, (4) Polluters, (5) Population Explosion, (6) Environmental Concern. Each item alternative is assigned a weightage ranging from 4 (strongly agree) to 1 (strongly disagree) for favourable items. In case of unfavourable items the scoring is reversed, i.e., from 1 (Strongly agree) to 4 (strongly disagree). The attitude score of an individual is the sum total of item scores on all the six areas. The range of scores is from 61 to 244 with the higher score indicating the more favourable attitude towards environment and vice versa. Reliability of the scale as estimated by split half is 0.82, which is highly significant. The Taj Environmental Attitude Scale developed originally in English, was translated by the Investigator into Marathi language for Navapur student teachers.

Numerical Technique :-

Mean, Median, Mode, std. deviation, skewness, kurtosis and t-value numerical technique are used to do this research work.

Analysis :-

Whatever the information is collected on the basis of test. It has analyzed. Mean, median, mode, std. deviation, range, skewness, kurtosis, t-value technique and diagrams have used to know the meaning of above information. Following are the inferences ascertained.

Graph No. 1 : Environmental Attitude of D.Ed student teachers.

Table No. 1 :The six areas present in Environmental Attitude of D.Ed student teachers.

Environmental attitude of D.Ed student teacher

	N	Mean	Std. Deviation
Population explosion	30	12.7000	2.0869
Health and hygiene	30	12.9667	2.2047
Polluters	30	10.3333	2.0734
Wild life	30	70.9333	4.4639
Forests	30	12.4000	1.8495
Environmental concerns	30	42.0667	3.0843

			Statistic	Std. Error
Environmental attitude of D.Ed student teacher	Mean		161.4000	1.5467
	95% Confidence Interval for Mean	Lower Bound	158.2367	
		Upper Bound	164.5633	
	5% Trimmed Mean		161.5370	
	Median		161.0000	
	Variance		71.766	
	Std. Deviation		8.4715	
	Minimum		141.00	
	Maximum		179.00	
	Range		38.00	
	Interquartile Range		10.5000	
	Skewness		-.224	.427
	Kurtosis		.324	.833

Graph No. 2 : Environmental Attitude of B.Ed student teachers.

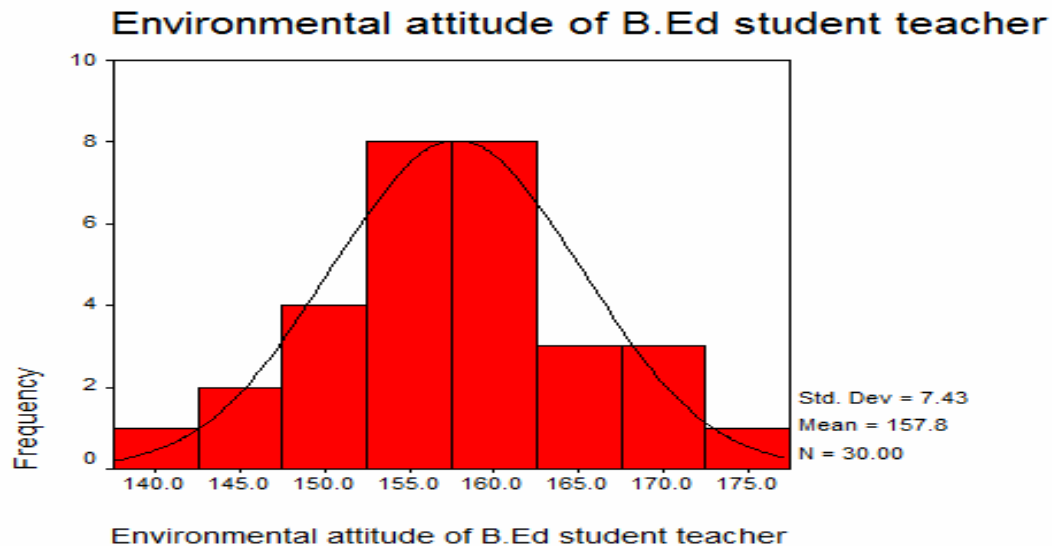


Table No. 2 : The six areas present in Environmental Attitude of B.Ed student teachers.

Environmental attitude of B.Ed student teacher

	N	Mean	Std. Deviation
Population explosion	30	11.8000	1.2972
Health and hygiene	30	13.0333	1.8659
Polluters	30	9.9000	1.6263
Wild life	30	69.3667	4.1397
Forests	30	12.0000	1.6815
Environmental concerns	30	41.6667	2.3829

			Statistic	Std. Error
Environmental attitude of B.Ed student teacher	Mean		157.7667	1.3567
	95% Confidence Interval for Mean	Lower Bound	154.9919	
		Upper Bound	160.5414	
	5% Trimmed Mean		157.8148	
	Median		157.5000	
	Variance		55.220	
	Std. Deviation		7.4310	
	Minimum		142.00	
	Maximum		173.00	
	Range		31.00	
	Interquartile Range		9.7500	
	Skewness		-.032	.427
	Kurtosis		-.091	.833

Graph No. 3 : Environmental Attitude of M.Ed student teachers.

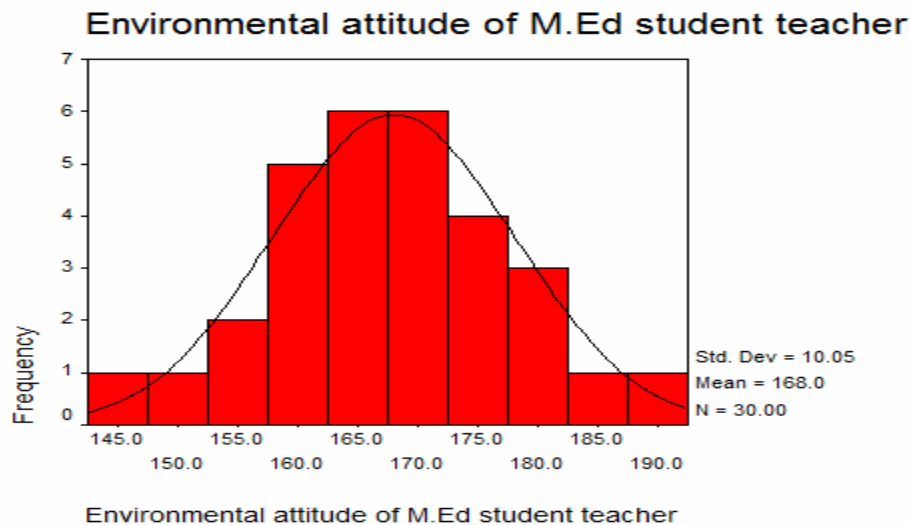


Table No. 3 :The six areas present in Environmental Attitude of M.Ed student teachers.

Environmental attitude of M.Ed student teacher

	N	Mean	Std. Deviation
Population explosion	30	13.5667	2.3879
Health and hygiene	30	12.6000	1.8495
Polluters	30	13.8667	1.8705
Wild life	30	71.8667	4.8262
Forests	30	13.8000	1.8270
Environmental concerns	30	42.3000	3.2921

			Statistic	Std. Error
Environmental attitude of M.Ed student teacher	Mean		168.0000	1.8352
	95% Confidence Interval for Mean	Lower Bound	164.2467	
		Upper Bound	171.7533	
	5% Trimmed Mean		168.0556	
	Median		167.5000	
	Variance		101.034	
	Std. Deviation		10.0516	
	Minimum		145.00	
	Maximum		189.00	
	Range		44.00	
	Interquartile Range		14.7500	
	Skewness		-.055	.427
	Kurtosis		.030	.833

Table No. 4 : Comparison between the Environmental Attitude of D.Ed student teachers and B.Ed student teachers.

Teachers	Mean	Std. deviation	t-value
D.Ed student teachers	161.40	8.47	1.77
B.Ed student teachers	157.76	7.43	

According to table no.4 t-value is 1.77 and sample t-value for df-58 on 0.05 level is 2.00. Received t-value is less than sample t-value. Therefore t-value is not acceptable. Due to this reason zero hypothesis has been accepted.

Table No. 5 : Comparison between the Environmental Attitude of B.Ed student teachers and M.Ed student teachers.

Teachers	Mean	Std. deviation	t-value
B.Ed student teachers	157.76	7.43	4.49
M.Ed student teachers	168.00	10.05	

According to table no.5 t-value is 4.49 and sample t-value for df-58 on 0.05 level is 2.00. Received t-value is more than sample t-value. Therefore t-value is acceptable. Due to this reason zero hypotheses has not been accepted.

Table No. 6: Comparison between the Environmental Attitude of M.Ed student teachers and D.Ed student teachers.

Teachers	Mean	Std. deviation	t-value
M.Ed student teachers	168.00	10.05	2.76
D.Ed student teachers	161.40	8.47	

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