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Environmental behaviour of B.Ed. and D.Ed. Teacher trainees

Dr. Pakala Naga Suresh Kumar¹ and Dr. T. Swaruapa Rani²

¹Post Doctoral Fellow (UGC), Dept. of Education, Acharya Nagarjuna University, Nagarjuna Nagar
– 522510. Guntur, Andhra Pradesh - India

²Dean, Faculty of Education, Acharya Nagarjuna University, Nagarjuna Nagar – 522510
Guntur, Andhra Pradesh - India.

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Abstract

The present study aimed at to study and compare the environmental behaviour of B.Ed. and D.Ed. teacher trainees. The sample consisted of 600 teacher trainees out of 300 B.Ed. teacher trainees and 300 D.Ed. teacher trainees from Andhra Pradesh State, the sample has been collected by using stratified random sampling technique. The normative survey method had been used for the study. Environmental behaviour scale was constructed by the researcher. The results revealed that there is a significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees. The findings also indicated that there is a significant difference between the environmental behaviour of B.Ed. and D.Ed. male teacher trainees. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. female teacher trainees. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. government college teacher trainees. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. private college teacher trainees. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. rural area teacher trainees. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. urban area teacher trainees. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees of literate parents. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees of illiterate parents.

Key Words: Environmental Education, Environmental Behaviour, B.Ed. Teacher Trainees, D.Ed. Teacher Trainees.

Introduction

Today, the world faces various environmental problems like, greenhouse effect, global warming acid rains, deforestation, depletion of natural resources and pollution. In this situation environmental education hold a significant role to save the earth, it aims at the modification of human behaviour. The environmental education provides information related to environmental aspects, preservation and protection. It reaches a close connection between changing concern about the environment and its associate problems. Environmental education attempts to develop knowledge and skills attitudes, and enable them to act individually and collectively in solving the problems of environmental issues. The main objects of teaching environmental education is to prepare the students as responsible citizens. The task of environmental education is to change the behaviour by making human being more



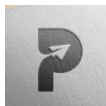
knowledgeable about the environment and its associated issues, and in turn they will become more aware of environment and its problems, and thus motivated to act in more responsible ways. Just passing information related to environmental education components are not the question or introducing the environmental education components in schools text books are not useful unless the learnt subject matter put it into practice. The main focus of environmental education is to change the undesirable behaviour and enhance the desirable environmental behaviour. It is the increased knowledge about environment aspects leads to favorable attitudinal change as well as behaviour change. An environmental behaviour is “a behaviour adopted by an individual consciously attempting to minimize his or her negative impacts on natural and constructed environments” (Kollmuss and Agyeman, 2002). Environmental Behaviour is a measure of how far a person is prepared to take an active part in protecting the environment. It is connected with environmental sensitivity, knowledge of environmental problems and its solutions. Teacher plays a key role in environmental education, he should impart environmental knowledge among school students it increases environmental awareness and positive attitudes among the students. It can help the students in formation of positive attitudes and values which are important for responsible environmental behaviour. The students follow their teacher as their role model, they consciously unconsciously imitate the teacher’s attitudes values and behaviour trainees so they should have positive environmental behaviour. The teacher should assist the students to acquire environmental problem-solving skills. He should promote a sense of responsibility among students regarding environmental issues to facilitate proper action to solve these problems. The teacher acquired environmental knowledge, values, skills and competencies at the time of their training thus the teacher trainees possessed responsible environmental behaviour. An effective environmental training is essential for prospective teacher to teach environmental education successfully in schools. In the current context of environmental problems and concerns, there is a need of the hour for present study “*Environmental Behaviour of B.Ed. and D.Ed. teacher trainees*”

Objectives of the Study

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

Hypotheses of the Study

1. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees.
2. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. male teacher trainees.
3. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. female teacher trainees.
4. There is no significant difference between the environmental behaviour of government college B.Ed. and D.Ed. teacher trainees.
5. There is no significant difference between the environmental behaviour of private college B.Ed. and D.Ed. teacher trainees.
6. There is no significant difference between the environmental behaviour of rural area B.Ed. and D.Ed. teacher trainees.



7. There is no significant difference between the environmental behaviour of urban area B.Ed. and D.Ed. teacher trainees.
8. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees of literate parents.
9. There is no significant difference between the environmental behaviour 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 behaviour Scale' was constructed and validated by the investigator. The scale consists of 56 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 0.80. 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 and interpretation of Data

In the present investigation the data was tabulated of the demographic variables viz., Gender, Management, Locality, Parental Education of B.Ed. and D.Ed. teacher trainees on environmental behaviour.

Hypothesis-1: There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees.

Table 1: Comparison of Environmental Behaviour of B.Ed. and D.Ed. Teacher Trainees

Group	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
whole sample	B.Ed.	300	364.60	93.07	2.97**
	D.Ed.	300	201.41	98.33	

** Significant at 0.01 level

From table 1, it is observed that the calculated t-value (2.97) is significant at 0.01 level, it is clear that there is a significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees. B.Ed. teacher trainees had better environmental behaviour than the D.Ed. teacher trainees. Hence it can be said that the hypothesis is rejected.

Hypothesis-2: There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. male teacher trainees.



Table 2: Comparison of Environmental Behaviour of B.Ed. and D.Ed. Male Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Male	B.Ed.	150	376.05	82.17	2.14*
	D.Ed.	150	353.14	101.82	

* Significant at 0.05 level

From table 2, it is evident that the calculated t-value (2.14) is significant at 0.01 level, it is clear that there is a significant difference between the environmental behaviour of B.Ed. and D.Ed. male teacher trainees. B.Ed. male teacher trainees had better environmental behaviour than the D.Ed. male teacher trainees. Hence it can be said the formulated hypothesis can be rejected.

Hypothesis-3: There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. female teacher trainees.

Table 3: Comparison of Environmental Behaviour of B.Ed. and D.Ed. Female Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Female	B.Ed.	150	348.41	93.34	3.05**
	D.Ed.	150	380.79	90.23	

**Significant at 0.01 level

From table 3, it is evident that the calculated t-value (3.05) is significant at 0.01 level, it is clear that there is a significant difference between the environmental behaviour of B.Ed. and D.Ed. female teacher trainees. D.Ed. female teacher trainees had better environmental behaviour than the B.Ed. teacher trainees. Hence the hypothesis can be rejected.

Hypothesis-4: There is no significant difference between the environmental behaviour of government college B.Ed. and D.Ed. teacher trainees.

Table 4: Comparison of Environmental Behaviour of B.Ed. and D.Ed. Government College Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Government	B.Ed.	108	351.41	94.11	1.84@
	D.Ed.	192	372.02	91.90	

@ Not Significant at 0.05 level

From table 4, it is clear that the calculated t-value (1.84) is not significant at 0.05 level, it is clear that there is no significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees with reference to Government College. Hence the hypothesis accepted.



Hypothesis - 5: There is no significant difference between the environmental behaviour of private college B.Ed. and D.Ed. teacher trainees.

Table 5: Comparison of Environmental Behaviour of B.Ed. and D.Ed. Private College Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Private	B.Ed.	123	203.94	19.15	2.00*
	D.Ed.	177	199.65	17.57	

*** Significant at 0.01 level**

From table 5, it reveals that the calculated t-value (2.00) is significant at 0.01 level, it is clear that there is a significant difference between the environmental behaviour of B.Ed. and D.Ed. private college teacher trainees. B.Ed. private college teacher trainees had better environmental behaviour than the D.Ed. private college teacher trainees. Hence the hypothesis can be rejected.

Hypothesis-6: There is no significant difference between the environmental behaviour of rural area B.Ed. and D.Ed. teacher trainees.

Table 6: Comparison of Environmental Behaviour of B.Ed. and D.Ed. Rural Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Rural	B.Ed.	156	203.69	19.36	2.27*
	D.Ed.	144	198.94	16.87	

***Significant at 0.01 level**

From table 6, it reveals that the calculated t-value (2.27) is significant at 0.01 level, it is clear that there is a significant difference between the environmental behaviour of B.Ed. and D.Ed. rural area teacher trainees. B.Ed. rural area teacher trainees had better environmental behaviour than D.Ed. rural area teacher trainees. Hence the hypothesis is rejected.

Hypothesis - 7: There is no significant difference between the environmental behaviour of urban area B.Ed. and D.Ed. teacher trainees.

Table 7: Comparison of Environmental Behaviour of B.Ed. and D.Ed. Urban Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Urban	B.Ed.	135	371.41	98.43	1.14@
	D.Ed.	165	359.02	88.36	

@ Not Significant at 0.05 level

From table 7, it shows that the calculated t-value (1.14) is not significant at 0.05 level, it is clear that there is no significant difference between the environmental behaviour of B.Ed. and D.Ed. urban area teacher trainees. Hence the hypothesis can be accepted.



Hypothesis - 8: There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees of literate parents.

Table 8: Comparison of Environmental Behaviour of B.Ed. and D.Ed. Teacher Trainees of Literate parents

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Literate parents	B.Ed.	140	203.79	18.37	2.11*
	D.Ed.	160	199.33	18.09	

*Significant at 0.05 level

From table 8, it reveals that the calculated t-value (2.11) is significant at 0.01 level, it is clear that there is a significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees of literate parents. B.Ed. teacher trainees of literate parents had better environmental behaviour than the D.Ed. teacher trainees of literate parents. Hence the hypothesis can be rejected.

Hypothesis - 9: There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees of illiterate parents.

Table 9: Comparison of Environmental Behaviour of B.Ed. and D.Ed. Teacher Trainees of Illiterate parents

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Illiterate Parents	B.Ed.	198	361.25	92.07	0.88@
	D.Ed.	102	371.19	91.18	

@ Not Significant at 0.05 level

From table 9, it is clear that the calculated t-value (0.88) is not significant at 0.05 level, it is clear there is no significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees of illiterate parents. Hence the hypothesis can be accepted.

Major Findings

1. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees.
2. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. male teacher trainees.
3. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. female teacher trainees.
4. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. government college teacher trainees.
5. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. private college teacher trainees.



6. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. rural area teacher trainees.
7. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. urban area teacher trainees.
8. There is a significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees of literate parents.
9. There is no significant difference between the environmental behaviour of B.Ed. and D.Ed. teacher trainees of illiterate parents.

Suggestions for further research:

The present study, A Study on "Environmental Behaviour of B.Ed. and D.Ed. teacher trainees" 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.

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

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