



ENVIRONMENTAL RESPONSIBILITIES AMONG PROSPECTIVE TEACHERS

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* Mrs. Tamanna Kaushal ** Mrs. Archana Singhal

* - ** Assistant Professor in Education, St. Aloysius College, Jabalpur.

ABSTRACT

This study intended to explore the responsibilities of prospective teachers towards environment in National Capital Region (NCR). The sample comprised of 100 prospective teachers of B. Ed colleges. Environmental Responsibility Assessment Inventory (ERAI) was used to collect the data. The results of the study revealed that female prospective teachers are aware of environmental issues and overall responsibilities compared to male prospective teachers. Urban and rural prospective teachers bear equal environmental responsibilities.

A Development activities are essential for the economic progress but these developmental activities in present scenario creates imbalance in environment. In recent year at the global warming, radiation and species extinction are some of the most urgent environmental problems (Reddy, 2005). In the subsequent period, human developed the capacity to transform the face of the earth (Rangarajan, 2007). Thus it is a demand of the era to develop sense of responsibility towards environment, which inspires human beings to adopt his/her activities to the need of environmental protection and pursue the development in ways which are harmonious with environment.

In this direction the prospective teachers should be at the forefront in pursuing the action an environmental education, weather acting as perspectives in to their classes or collectively fostering environmental education through their educational institutions, professional societies, state, infrastructure on national advocacy groups sustainable development is not possible without the active participation of (Manjunath, 2007) prospective teachers. "The environment has no borders, so we all need to show that we are acting responsibly for the future of the planet," said Michael Bright of international standards expert IMSM. However, awareness of environmental issues is not enough to preserve our world of limited natural resources. Students must also be prepared to recognize their environmental responsibilities and act upon them. This involves behaving in ways that sustain and nurture the natural environment and consider the needs of others. Such a sense of environmental responsibility is a potential outcome of outdoor education under certain conditions (Matthews & Riley, 1995). Bryant and Hungerford (1997) in their investigation "An

Analysis of Strategies for Teaching Environmental Concept and Values Clarification in Kindergarten" conclude that kindergarten children could understand environmental issues and citizenship responsibilities. Similarly, Ramsey and Hungerford (1989) studied the effects of issue investigation and action training on environmental behavior in seventh grade students. The researches revealed that after 18 weeks the experimental group reported significant changes in their environmental behaviour. The corpus of the studies shows that environmental responsibility means to possess a mental image of oneself as an important factor in the prevention and solution of environmental problems.

STATEMENT OF THE PROBLEM

"Environmental Responsibilities Among Prospective Teachers"

OBJECTIVES

The objectives of the study are as follows:

1. To study the level of environmental responsibilities among male and female prospective teachers.
2. To study the level of environmental responsibilities among urban and rural prospective teachers.

HYPOTHESIS

On the basis of the objectives stated earlier the following hypotheses were formulated. 1. There is no significant difference in between environmental responsibilities among male and female prospective teachers. 2. There is no significant difference in between environmental responsibilities among urban and rural prospective teachers.

METHODOLOGY

In the present study stratified random sampling was employed.

SAMPLE

The sample comprised 100 prospective teachers study-

ing in five colleges of education in NCR (National Capital Region) were selected by stratified random sampling method. Among these 67 were male and 33 were female prospective teachers. 38 prospective teachers belonged to urban area and 62 prospective teachers belonged to rural area. Environmental Responsibilities Assessment Inventory (ERAI) developed by Dr. Gihar was used to collect the data. It contains 71 multiple choice items related to Environmental Responsibilities. It was administered in a group setting. 't'-ratio was calculated to analyze the data.

PROCEDURE

The inventory was administered and the responses made by the prospective teachers to assess of environmental responsibilities were scored, tabulated and analyzed using appropriate statistical techniques.

ANALYSIS AND DISCUSSION OF RESULTS

Table -1 Mean, Standard Deviation and 't'- ratio showing difference in Environmental Responsibilities among Male and Female Prospective Teachers.

Group	N	Mean	S.D.	't' ratio
Male	67	61.40	4.41	2.12
Female	33	68.80	27.88	

Deg. of fd. -98 Min. value for sign. at 0.05 level-1.99
Min. value for sign. at 0.01 level-2.63

From the results presented in the above table no - 1 that 't' ratio is 2.12 which is significant at 0.05 level. It means that the null hypothesis "There is

no significant difference in between environmental responsibilities among male and female prospective teachers" was rejected. Hence, it is concluded that the female prospective teacher are aware of environmental issues and overall responsibilities, than the male prospective teachers. It means that female prospective teachers are more closely related to environment in day to day life.

Table -2 Mean, Standard Deviation and 't'- ratio showing difference in environmental responsibilities among Urban and Rural prospective teachers.

Group	N	Mean	S.D.	't' ratio
Urban	38	63.50	14.60	0.16
Rural	62	64.00	17.70	

Deg. of fd. -98 Min. value for sign. at 0.05 level-1.99

Min. value for sign. at 0.01 level-2.63
0.02

From the results presented in the above table no - 2 revels that 't' ratio is 0.16 which is not Significant at 0.05 level. It means that the null hypothesis "There is no significant difference in between environmental responsibilities among urban and rural prospective teachers" was accepted. Hence, there is no significant difference between environmental responsibilities among urban and rural prospective teachers. It means that prospective teachers of urban and rural areas bear equal environment awareness and responsibilities.

REFERENCE

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