

## A Study on Environmental Attitude of Teacher Trainees

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### ABSTRACT

The present paper was an attempt to study the environmental attitude of B.Ed. teacher trainees. The sample of the study constituted of 600 B.Ed. teacher trainees of Guntur and Chittoor district of Andhra Pradesh. The normative survey method has been used for the study. Environmental attitude scale was constructed by the researcher. The findings of the study revealed that out of 600 teacher trainees 178 (29.67%) possessed low level of environmental attitude, 230 (38.33%) teacher trainees possessed moderate level of environmental attitude and remaining 192 (32.00%) teacher trainees possessed high level of environmental attitude. There is a significant difference in the environmental attitude of male and female teacher trainees. There is a significant difference in the environmental attitude of rural and urban area teacher trainees. There is a significant difference in the environmental attitude of government and private college teacher trainees. There is no significant difference in the environmental attitude of arts and science subject teacher trainees. There is no significant difference in the environmental attitude of graduate and post graduate teacher trainees. There is a significant difference in the environmental attitude of teacher trainees of literate and illiterate parents.

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### Introduction

Human struggle for survival and maintaining healthy living is directly related to environment and its related ecosystems. The biggest threat to environment in developing countries like India is over population, pollution and poverty. Other than these factors, scientific and technical revolution and industrial pollution are the leading causes of environmental degradation. This crisis is alarming to the world because it is bringing along with it serious health as well as environmental concerns like climate change, deforestation, global warming, loss of biodiversity, ozone layer depletion and so on. Environmental protection is the need of the hour for survival and sustenance of the human beings. An unfavorable attitude and irresponsible behavior towards the environment is causing hazards to the environment which adversely affect the living and survival. The attitude and values of a person towards decision making make a significant impact on research in the field of environmental education. Research in environmental education will benefit mankind and provide viable solutions to the problem of depleting environment which is a result of careless human actions. Promotion of environmental attitude is vital for the survival of generations to come. Environmental attitude refers to a set of values and feelings of concern for the environment and the motivation of active participation in environmental improvement and protection. Environmental attitude of the younger generations can preserve the future and find ways of coping with the environmental crises. Education can act as an effective tool in restructuring the behavior and attitude of individuals to take up the responsibility of preserving the environment. Man is an inseparable part of the environment and because of his careless behavior he is disturbing the equilibrium of the ecosystems. The nature has lost its balance because of the erratic attitude of humans leading to losses which are irreparable. Since ages environmental education has

shaped the attitude of individuals in its ways of interaction with the environment and in developing an appropriate attitude towards the same. It has fulfilled its objective in developing knowledge based education that bring an awareness and cultivate a responsible attitude in citizens. But this knowledge of environmental education has no value, if it is not able to cultivate the right attitude towards the environment and foster values which lead to responsible actions thus leading towards environmental friendly behavior.

### Need of the study

Environmental degradation is a worldwide concern now. According to researches the main cause for this destruction is the irresponsible attitude and behavior of human beings which has resulted in a world wide concern and need for conservation and preservation of natural resources. To fulfill this mission, humans need awareness towards environmental protection and the right attitude on matters related to the environment. Environmental education serves the purpose of creating an awareness for the environment as well as developing the right attitude among the younger generation. Awareness is incomplete without an individual having the right attitude, because attitude plays an important role in shaping the behavior of an individual. To foster sensible approach and responsible action, a positive attitude becomes an essential pre-requisite. For this matter, education plays an important role, acting as a social instrument and a catalyst to give a boost to this movement of developing the right attitude towards the environment. Education enables a person to acquire the knowledge, skill and awareness required for an individual to lead a meaningful life. Environmental education as a part of our education system, should emphasize on both formal and non-formal methods to inculcate the right attitude and skills important for a person to be environmentally aware.

Government of Andhra Pradesh and NCERT have mandated environmental education as a part of school curriculum. The school teachers play a very important role in instilling favorable environmental attitude and values in children through right teaching methods and approaches. In order to inculcate these attitudes, the teacher trainees need to be trained and equipped with the necessary skills required to do this important task of developing the favorable environmental attitude in children. Hence there is a need of the present study "A Study on Environmental Attitude of Teacher Trainees"

**Review of related literature**

Muyen Maqbool Mir (2013) explored a study of environmental attitude of secondary school students of Hyderabad city. Results found that there was no significant difference in environmental attitude of senior secondary school students based on gender, locality and type of school.

Asha Latha (2014) assessed environmental awareness and attitude among secondary school students: a study. Findings indicated that there was a significant difference of secondary school students in environmental attitude based on gender, locality, type of school, mother's occupation, and income of parents and there was no significant difference in environmental attitude of secondary school students in respect of father's educational qualification, mother's educational qualification, and father's occupation.

Mukesh Kumar Panth, Preetam Verma and Mansi Gupta (2015) assessed the role of attitude in environmental awareness of undergraduate students. Results showed that boys had more attitude than girls and girls had more environmental awareness than boys.

**Objectives of the Study**

1. To identify the levels of environmental attitude of teacher trainees.
2. To find out the difference in the environmental attitude of teacher trainees with regard to gender, locality, management, subject, qualification and parental education.

**Hypotheses of the Study**

1. Teacher trainees do not differ in their environmental attitude.
2. There is no significant difference in the environmental attitude of male and female teacher trainees.
3. There is no significant difference in the environmental attitude of rural and urban teacher trainees.
4. There is no significant difference in the environmental attitude of government and private teacher trainees.
5. There is no significant difference in the environmental attitude of arts and science teacher trainees.
6. There is no significant difference in the environmental attitude of graduate and post graduate teacher trainees.
7. There is no significant difference in the environmental attitude of teacher trainees of literate and illiterate parents.

**Methodology of the study**

The normative survey method was used for this study. The students who are studying their B.Ed. course in colleges of education which are located in the state of Andhra Pradesh constituted the population of the study. The sample of the study constituted of 600 B.Ed. teacher trainees of Guntur and Chittoor district of Andhra Pradesh. The researcher has selected a sample by using stratified random sampling technique. The investigator constructed and validated the scale namely "Environmental Attitude Scale". The scale comprises of 52 statements and each item provide five responses. The responses were expressed on a five-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 0.86.

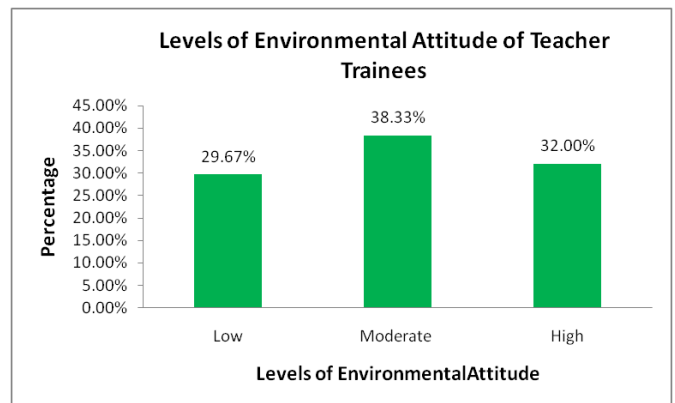
**Statistical Techniques used**

For the analysis of the data Mean, S.D. and the 't' test were used to in this study.

**Analysis and interpretation of Data**

**Table 1: Levels of Environmental Attitude of Teacher Trainees**

S. No	Teacher Trainees		Level of Environmental Attitude
	No. of Students	Percentage %	
1	178	29.67%	Low (Un Favourable )
2	230	38.33%	Moderate ( Favourable)
3	192	32.00%	High (More Favourable)



From the table -1, it was observed that the number and percentage of teacher trainees falling under low, moderate and high level of environmental attitude. It indicated that out of 600 teacher trainees teacher trainees 178 (29.67% ) possessed low level of environmental attitude, 230 (38.33% ) teacher trainees possessed moderate level of environmental attitude and remaining 192 (32.00%) teacher trainees possessed high level of environmental attitude .Thus the teacher trainees have different levels of environmental attitude . From the above it was observed that the more number of teacher trainees possessed moderate level of environmental attitude. Hence the formulated hypothesis-1 was rejected.

**Table 2: Comparison of Environmental Attitude of Male and Female Teacher Trainees**

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Gender	Male	300	200.68	18.50	2.29*
	Female	300	203.98	16.78	

\* Significant at 0.05 level

From the table -2<sub>1</sub> it is obvious that the calculated t – value (2.29) is greater than the table value 1.96 at 0.05 level of significance with regard to gender on environmental attitude of teacher trainees. This indicates that there is a significant difference in the environmental attitude of male and female teacher trainees. Hence the formulated hypothesis was rejected. It was observed that female teacher trainees had high level of environmental attitude than the male teacher trainees.

**Table 3: Comparison of Environmental Attitude of Rural and Urban Teacher Trainees**

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
locality	Rural	300	204.42	16.60	2.91**
	Urban	300	200.23	18.57	

\*\*Significant at 0.01 level

From the table -3, it is obvious that the calculated t – value (2.91) is greater than the table value 2.58 at 0.01 level of significance with regard to locality on environmental attitude of teacher trainees. This indicates that there is a significant difference in the environmental attitude of rural and urban teacher trainees. Hence the formulated hypothesis was rejected. It was observed that rural teacher trainees had high level of environmental attitude than the urban teacher trainees.

**Table 4: Comparison of Environmental Attitude of Government and Private Teacher Trainees**

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Management	Government	300	205.89	17.28	5.02**
	Private	300	198.77	17.48	

\*\*Significant at 0.01 level

From the table -4<sub>1</sub> it is obvious that the calculated t – value (5.02) is greater than the table value 2.58 at 0.01 level of significance with regard to management on environmental attitude of teacher trainees. This indicates that there is a significant difference in the environmental attitude of government and private teacher trainees. Hence the formulated hypothesis was rejected. It was observed that the government teacher trainees had high level of environmental attitude than the private teacher trainees.

**Table 5: Comparison of Environmental Attitude of Science and Arts Teacher Trainees**

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Subject	Science	314	201.88	18.54	0.59@
	Arts	286	202.74	16.97	

@ Not Significant

From the table – 5, it is inferred that the calculated t –value (0.59) is less than the table value 1.96 at 0.05 level of significance with regard to subject on environmental attitude of teacher trainees. This indicates that there is no significant difference in the environmental attitude of science and arts subject teacher trainees. Hence the formulated hypothesis was accepted. The variable subject was not influenced on environmental attitude of teacher trainees.

**Table 6: Comparison of Environmental Attitude of Graduation and Post Graduation Teacher Trainees**

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Qualification	Graduation	340	201.91	17.01	0.66@
	Post graduation	260	202.87	18.63	

@ Not Significant

From the table – 6, it is inferred that the calculated t – value (0.66) is less the table value 1.96 at 0.05 level of significance with regard to qualification on environmental attitude of teacher trainees. This indicates that there is no significant difference in the environmental attitude of graduate and post graduate teacher trainees. Hence the formulated hypothesis was accepted. The variable qualification was not influenced on environmental attitude of teacher trainees.

**Table 7: Comparison of Environmental Attitude of Teacher Trainees of Literate and Illiterate parents**

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Educational status of parents	Literate	364	205.46	17.70	3.52**
	Illiterate	236	200.30	17.47	

\*\*Significant at 0.01 level

From the table – 7, it is inferred that the calculated t – value (3.2) is greater than the table value 2.58 at 0.01 level of significance with regard to the educational status of parents on environmental attitude of teacher trainees. This indicates that there is a significant difference in the environmental attitude of teacher trainees of literate and illiterate parents. Hence the formulated hypothesis was rejected. It was observed that the teacher trainees of literate parents had better environmental attitude than the teacher trainees of illiterate parents.

**Major Findings**

1. Out of 600 teacher trainees teacher trainees 178 (29.67% ) possessed low level of environmental attitude, 230 (38.33% ) teacher trainees possessed moderate level of environmental attitude and remaining 192 (32.00%) teacher trainees possessed high level of environmental attitude .
2. There is a significant difference in the environmental attitude of male and female teacher trainees.
3. There is a significant difference in the environmental attitude of rural and urban area teacher trainees.
4. There is a significant difference in the environmental attitude of government and private college teacher trainees.

5. There is no significant difference in the environmental attitude of arts and science subject teacher trainees.
6. There is no significant difference in the environmental attitude of graduate and post graduate teacher trainees.
7. There is a significant difference in the environmental attitude of teacher trainees of literate and illiterate parents.

illiterate parents. The variables of qualification and subject did not influence environmental attitude of teacher trainees. Hence Environmental education programmes at teacher training colleges should be improved and expanded so that teacher trainees can develop an eco-centric attitude toward the environment. Teacher education requires a curriculum which can develop a positive environmental attitude in teacher trainees through formal as well as informal methods; for this, environmental education concepts should be taught with practically to provide solutions for the local environmental problems. Environmental education must be presented as a voluntary and extra-curricular recreation activity to intrigue the environmental awareness and interest among B.Ed. teacher trainees, rather than over burden syllabi as one of the class subject to be trained to get the academic degrees. The teacher trainees should be aware of the environmental problems and environmental education perspectives, then only they could make the children's conscious on the environmental issues.

## Conclusions

From the above results it was observed that the more number of teacher trainees possessed moderate level of environmental attitude. Female teacher trainees had high level of environmental attitude than the male teacher trainees, rural teacher trainees had high level of environmental attitude than the urban teacher trainees, the government teacher trainees had high level of environmental attitude than the private teacher trainees, the teacher trainees of literate parents had better environmental attitude than the teacher trainees of

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