

Attitude Of Teacher Educators Towards Sustainable Development In Relation To Their Gender, Experience, Area And Types Of Institutions In Jharkhand.

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Abstract

Ecological imbalance is a Current threat to the mankind. Sustainable development is very essential. To promote this value among the students, teachers should be well- Conscious. Teacher educator's role to develop the knowledge and skills is very important. The present study highlights the attitude of teacher educators towards sustainable development in relation to their gender, experience, area and types of institutions in Jharkhand.

Key words:- Attitude, Teacher Educators, Sustainable Development, Gender, Experience and Types of Institutions

INTRODUCTION:-

Ecological disequilibrium and environmental pollution are the most serious problems of present world. Overstraining the environment world-wide is an obvious fact. The phenomenal growth in human population has resulted fast growing industrialization, urbanization, spread of slum areas and deforestation in last centuries. Finally, we see merciless depletion of natural resource, rise in global temperature, environmental pollution, extinction of some animal species, birds and plants, hole in ozone layer and its thinning, ecological imbalance, frequent flood, famine, earthquake, tsunami etc. worldwide. All these problems are further compounded with hunger, poverty, food crisis, malnutrition, blind folded

consumerism, unemployment, rise in crime rate etc. Which altogether bring strain on essential life support services of earth.

Very true man's life is influenced not only by natural or physical environment but also by cultural or human environmental. Total environment is the interaction of natural environment and human environment. To men, the utmost challenge is to live sustainable and live within the material limits of planet resources which are finite.

It is highly essential that the development process of human society should be aimed to meet the needs of present generation as well as ability of future generation. Constant monitoring, evaluation, periodic updating of knowledge and understanding on environment and resources management by analysis and research are important, at the same time, it is necessary to disseminate the information for the awareness, understanding and motivation of the people in order to change their behavior, practices and life-styles.

Article-26 of universal declaration of human rights state that education is the first and foremost human right. It not only makes a man flexible to change and adjust with the new situations but acts as a key to build up skills and capacities in all domains necessary for ecological-economic development. In the world of tomorrow, education should not only be concerned with simple transmission of knowledge but must foster all forms of behavior, life-styles and values necessary for human survival on a crowded planet (Mayer, 1997). Education deals with knowledge, understanding, skills, attitude, interest, habits, values etc.

The United Nations Conference on environment and development popularly known as earth summit (1992) in its agenda-21 gave importance on education, awareness and training the critical features of public understanding fundamental to any progress to be made. It stressed re-orienting education, critical for

promoting sustainable development and improving the capacity of people to address environmental development issues.

Teachers are agents of social change. They, being the most critical agents of change, are responsible for growth, development and progress of society and community (Manal, 2002). They not only disseminate knowledge but also generate new knowledge. It is assured that enlightened, emancipated and empowered teachers lead communities and nation in their march towards better and higher quality of life. Hence, teacher education in general as well as professional has a special role to play in sustainable development. Teacher's knowledge and understanding on environment issues, development issue and levels of commitment, attitude and devotion determine its present development and future of society.

Teacher education is based on the maxim that teachers are made, not born. Teacher education, so-called teacher's training is teacher preparation program which results quality teachers, skillful, well educated, innovative and able to face challenges of modern society. The level of teacher education determines the level of teacher, level of teachers determine the level of education of students of schools and colleges, level of education of society determine the level of quality of life of people residing in society. Hence a high level teacher education program is essential for changing the existing quality of life of people positively. Teacher education is basically of pre-service and in-service in nature. Under pre-service dimension, teacher education includes courses of pre-school, primary, secondary, college / university levels. Again, in-service teacher education includes all the orientation, short-term and long-term and distance education for professional growth and competency development.

Firstly, teacher educators are the chief human resources, input part, working in teacher educational institutions

who educate teacher educand, so-called teacher – trainee or pupil-teacher. They influence teacher educand for the purpose of making high quality, skillful, highly competent. Teacher training is an outdated concept, less relevant in comparison to teacher education. Hence, teacher training institutions are known as teacher educational institutions and teacher trainer is known as teacher educator.

Secondly, Jharkhand is a newly made state established on 15th November 2000 covering area of 79,714 square kilometers having four commissionaires namely – North chhotanagpur, South Chhotanagpur, Palamu and santhal pargna commissionaires. Jharkhand is surrounded by Bihar, Odisha, West Bangal, U.P. & Chhatisgarh. It is a mineral-rich, Forest-Mountain covered, ever developing state of India. Its tribal population is its strength. Tribals are fighting for jungle, jal (water), jamin (land). But so-called naxalite problem, political instability, rise of mafia to loot minerals, forests and lands etc. are the black spots of the people of the state. Jharkhand is rich in minerals like- coal, iron, mica, copper, glass and silver. There are mainly 7 national forests and sanctuaries and mainly 11 types of tribal. Damodar valley project, Maithan Dam project, Telaiya Dam project, Panchait Dam projects are running in the state. Various centrally sponsored and state run development projects are working. On the grounds of literacy and education, it is a backward state, although some leading educational institutions such as – Indian School of Mines, Birs a Agriculture University, BIT (sindri), BIT (mesra), RIT (Jamshedpur) and other general and professional universities and colleges are there. There are 115 teacher educational institutions as per NCTE website information affiliated to Ranchi University, Vinoba Bhave University, SKM University, Kolhan University and Nilambar-Pitambar University.

Review of Related Literature- Realizing the importance of sustainable development in human life, the following research works have been done by previous researchers. -

Knimiller (1983) studied on environmental education for relevance in developing countries. The article was published in "The Environmentalists"

Desh Bandhu and Bongartz H.(1994) published an article entitled "environmental education for sustainable Development.

Saxena (2000) wrote an article on science and technology education for sustainable development which was published in Journal of Indian Education.

Jackson (2001) published an article named Environmental Education for sustainable development in Indian Environmental society.

Dash and Satpathy (2007) published an article entitled 'Education for Sustainable Development: Role of college and teacher training institutions'.

Satpathy (2007) published an article on Sustainable development.

Moruyma (2008) studied on "Education to enrich social capital for sustainable development". It was published in Indian Educational Review.

Dash,Mishra and Satapathy (2007) wrote an article entitled "Education for Sustainable Development: A study of the attitude of secondary school teachers" published in Indian Education Review.

NEED OF THE STUDY -

There are 115 teacher educational institutions in Jharkhand namely DIET, ETE, B.Ed., college and M.Ed. College. Teacher educators are required to be well-acquainted with

sustainable development. They might possess positive attitude towards sustainable development.

Teachers are responsible to improve the quality of life of society. And teacher educators play a great role to educate the teachers. Acquaintance with sustainable development can improve the quality of life in long run.

In regard to attain better quality of life, we need to change the perception of teacher educators for development. Development with long term planning, saving the planet, intelligent utilization of resources are the need of the hour.

Our teacher educators are required to be environment-conscious, ecologically literate and eco-friendly in their approach. To study the perception of teacher educator is useful to protect the nature as nature is our mother.

RESEARCH QUESTIONS –

On the basis of needs, the following research questions are asked -

- Whether the teacher educators of Jharkhand have positive attitude towards sustainable development?
- Whether Gender plays an important role while influencing the attitude of teacher educators?
- Whether teaching experience plays a role to influence their attitude?
- Whether area of residence plays an important role to influence their attitude?
- Whether types of institutions where they work have any impact on attitudinal pattern of teacher educators?

STATEMENT OF THE PROBLEM –

On the basis of research questions, the present research problem is stated as –

‘Attitude of Teacher Educators towards Sustainable Development in relation to their Gender, Experience, Area and Type of institution in Jharkhand’.

OPERATIONAL DEFINATIONS OF THE TERMS USED-

Terms used in the research problem are defined below -

Attitude- It refers to manner, disposition, position and feeling with regard to a person, thing, tendency or orientation, especially of the mind.

Teacher Educators –

They are the teachers who educate the teacher educands or so-called teacher trainee at pre-primary, primary, secondary and college or university level.

Sustainable Development-

It is a process to conserve natural resources, utilize them intelligently, to improve quality of life by following constructive approaches in long run.

Experience –

Here it means year of service in the profession of teaching.

Area- It means rural or urban locality.

Types of Institutions –

It refers to government run and self-financed institutions.

OBJECTIVES OF THE STUDY- The objectives of the present study are started as follows:-

- To study attitude of teacher educators towards sustainable development.

- To compare the attitudinal score of teacher educators in relation to their gender.
- To compare the attitudinal score of teacher educator in relation to their teaching experience.
- To compare their attitudinal score with area of work.
- To compare their attitudinal score with types of institutions where they work.

HYPOTHESIS – The hypothesis of the present study have been formulated as below:-

- There does not exist statistically significant difference in attitudinal score of teacher educators towards sustainable development in relation to their gender.
- There does not exist statically significant difference in their attitudinal score in relation to teaching experience.
- There does not exist statistically significant difference in their attitudinal score in relation to their area of work.
- There does not exist statistically significant difference in their attitudinal score in relation to types of institutions where they work.

DELIMITATION OF THE STUDY- The present study has been delimited in the following manner--

- The study is limited to seven districts of Jharkhand namely – Giridih, Koderma, Hazaribagh, Chatra, Ramgarh, Bokaro and Dhanbad.
- Third gender is not considered in the study.
- Teaching experience will be under two sub-groups like- Below 5years and above 5years.

- Teacher educators teaching at secondary level (B.Ed.) teacher education institutions are taken into consideration.
- Types of institutions are limited to government run and self-financed teacher educational institutions.

RESEARCH METHODOLOGY-

The investigator will adopt following research methodology-

- **Method:** - survey method will be applied.

Population-

All 1600 teacher educators working in B.Ed. colleges of Jharkhand constitute the population of the present study.

Sample-

400 Teacher educators will be selected as sample by following stratified random sampling technique from identified districts.

Tools and Techniques Used -

A standardized tool and a self-developed tool are to be used for data collection. An attitude scale developed by Ozlem Afacan will be used as a tool.

Analysis and Interpretation of Data-

The collected data will be analyzed and interpreted by using descriptive statistics (mean and standard deviation) and inferential statistics ('t' test)

EDUCATIONAL IMPLICATION -

The present study will focus whether teacher educators have positive or Negative attitude towards sustainable development.

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