

A Study of Prospective Teachers' involvement in Environment Friendly Action in relation to Gender and Locality

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ABSTRACT: *The purpose of the study was to find out involvement of environment friendly action among prospective teachers with regard to gender and locality. This was an empirical research with a sample of 110 prospective teachers' studying in four year integrated B.A. B.Ed. & B.Sc. B.Ed. course in Central University of South Bihar, Gaya. The study was employed descriptive survey method. The involvement in Environment friendly action of the prospective teachers' was assessed by using of self developed questionnaire on Environment friendly action. The results indicated that there was no significant difference in mean scores of involvement in environment friendly action of prospective teachers' with respect to gender and locality.*

KEY WORDS: Environment Friendly Action, Gender, Locality

Introduction

The Environmental Education movement in India started in 20th century. The purpose of environmental education is not only providing information about environment related problems and issues but also enabling individuals to judge and choose environmentally friendly behaviour & action in light of environmental ethics, perspectives, nature and values of sustainability of environment. The aims of environmental education is to make individuals fully aware about the problems related with their environment and stimulate them to tackle problems with a sense of responsibility, which will enable them to contribute to their solutions. The aim of this education is to develop a worldwide awareness and concerned about the environment and its related problems and which has the knowledge, skill, attitudes, motivations and commitment to work cooperatively towards solution of contemporary problems and the anticipations of new ones.

The environmentalists, educationists and conservationist are trying to educate the individuals at all levels but the issue is how for the efforts of government through various legislations, NGOs, social awakening programmes through mass media, print & electronic media and social media are competent to achieve these goals. This is the fact that knowledge is pre-requisite for action, skills are necessary for applying knowledge, attitudes and values are related to taking actions for environment protection. In the prospects of environment, a person is one who has an aware and sensitivity towards environment and its allied problems, a basic understanding of the environment and its associated issues, feelings of concern for the environment and motivation for actively participating in environmental improvement and protection, skills for identifying and solving environmental problems.

In the 21st century, it is required to assimilate and take up environment friendly action for the protection of environment. Environment friendly actions and living not only helps the planet but also provide to whole world healthy, simple and more economical lifestyle. Just few small changes in way of day to day lifestyle will be helpful in addressing some of local, national, global environmental issues such as global warming, solid waste disposal, energy crises, land degradation, water scarcity, water pollution, air pollution afforestation etc.

A reasonable knowledge and positive sensation is required for the solutions of environmental issues as for environmental protection and to save the health of individuals and planet. Every individual of the society has been responsible for protection, preservation and conservation of environment. This is the proved fact that education is the prominent factor for solution of all kinds of problem. In this view, the teacher education programmes, in particular, need to work in the direction and develop sense of environment friendly behaviours among learners. If the teachers are able to bring in behavioral change and make them more sensitive and responsible. So that, the sense of responsibility towards environment should be develop in prospective teachers.

Individual involvement in environment friendly action has become imperative in today's conditions investigations on this crucial area is inadequate. **Tovia (2006)** has studied the link between environmentally friendly action and achieving an economical life style. The study stresses the importance of eco-friendly shopping which can lead to large saving. The socio-economic conditions of the family, level of parents' education, parents love & care and incentives along with the cultural forces affects on the pupils acquisitions of environment concept (**Shobeiri & Prahallada, 2009**). According to **Hollweg et al. (2011)**, an environmentally literate person is someone who "makes informed decisions concerning the environment; is willing to act on these decisions...and participates in civic life". **Poonam (2013)** has studied environmental awareness of secondary school students and suggested that various steps taken for developing awareness for environment is not sufficient and various measures have to be taken to balance the ecology.

There is need to undertake this research issue to find out the degree of involvement in environment friendly actions in day to day life cycle and to examine applicability of environment friendly action among prospective teachers. There is lack of evident research work in this area. Though lots of work had been done on different dimension of environment but no significant work had been done on this issue.

Statement of the Problem

The present study stated as "A Study of Prospective Teachers' Involvement in Environment friendly Action in relation to their Gender & Locality."

Operational Definitions of Used Terms

Environment friendly action means an actions such as recycling, domestic energy conservation, uses of transportation, donation to environmental clubs, organic gardening, participation in conservation of environment, eco shopping etc. are related behaviours. The actions are related to these dimensions considered as environment friendly action.

Prospective Teachers

Prospective teachers mean the students studying in four year integrated bachelor degree course in Central University of South Bihar, Gaya.

Objectives of the Study

The study was undertaken with following objectives:

- i. To compare the prospective teachers involvement in Environment friendly action with regard to gender.
- ii. To compare the prospective teachers involvement in Environment friendly action with regard to locality.

Hypotheses of the Study

The following hypotheses are framed for verification in the present study:

- i. There is no significant difference in means scores of prospective teachers' involvement in environment friendly actions with regard to gender. (H1)
- ii. There is no significant difference in means scores of prospective teachers' involvement in environment friendly actions with regard to locality. (H2)

Design of the Study**Method**

Descriptive survey method was used for this investigation.

Population

The prospective teachers' of four year integrated B. A. B.Ed. and B. Sc. B.Ed. course of Central University of South Bihar, Gaya have considered as population of the investigation.

Sample

In the present investigation, the investigator was done purposive sampling for taking sample of 110 students from four year integrated B. A. B.Ed. and B. Sc. B.Ed. course of Central University of South Bihar, Gaya.

Tool

A questionnaire on environment friendly action has been developed by investigator and it is used to find the involvement of prospective teachers' in environment friendly actions. The tool consists of 43 items.

Statistical Techniques

In the present investigation, the following statistical measures were used:

1. Mean, Standard Deviation
2. t-test

Analysis and Interpretation

Objective-i: To compare the prospective teachers' involvement in Environment friendly action with regard to gender.

Table 1: Comparison of the means scores of prospective teachers' involvement in environment friendly actions with regard to gender.

Variable	Gender	N	M	SD	t-Value	Level of Significance
Environment friendly action	Male	65	71.67	7.14	1.464	Not Significant
	Female	45	73.64	6.80		

Table 1 revealed that the mean scores of environment friendly action of male and female prospective teachers' are 71.67 and 73.64 with SD 7.14 and 6.80 respectively. The calculated t-value came out from the above groups is 1.464 which is not significant at 0.01 and 0.05 levels of significance. Therefore, the hypothesis (H1) is accepted which means there is no significant difference in means scores of prospective teachers' involvement in environment friendly actions with regard to gender.

Objective ii: To compare the prospective teachers' involvement in Environment friendly action with regard to locality.

Table 2: Comparison of the means scores of prospective teachers' involvement in environment friendly actions with regard to locality.

Variable	Locality	N	M	SD	t-Value	Level of Significance
Environment friendly action	Rural	74	70.10	8.79	0.610	Not Significant
	Urban	36	69.13	7.31		

Table 2 revealed that the mean scores of Environment friendly actions of prospective teachers belonging to rural and urban area are 70.10 and 69.13 with SD's 8.79 and 7.31 respectively. The calculated t-value came out from the above two groups is 0.610 which is not significant at 0.01 and 0.05 level of significance. Therefore, the hypothesis (H2) is accepted which means there is no significant difference in means scores of prospective teachers' involvement in environment friendly actions with regard to locality i.e. belonging to rural and urban area.

Conclusion

The result of this study was showed that the male & female and rural & urban prospective teachers were almost equal in respect of environment friendly actions. This may due to that they are equally aware about the environment related issues and they know their duty and responsibility towards environment. They know the importance of environmental sustainability for human being and what are the environmental crises in the present context.

Educational Implication

The existing curriculum of teacher education does not provide comprehensive scope for the assurance that prospective teachers will be enable and trained to handle environmental issues effectively. There is need to improve and modify teacher education curriculum regarding environmental issues. During the training programme, environment related activity based programmes should be organized. It would be more effective in its goals to develop progressive attitude and eco friendly actions in prospective teachers towards environment.

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