

**The Environment Quotient Of Prospective Teachers In Relation To Gender And Their
Native Place***** G. Rajeswari****** Dr. G. Kalaiyarasan****ABSTRACT**

In the present study the environment quotient of prospective teachers in Thoothukudi District, Tamil Nadu, India was investigated. Questionnaire to assess the environment quotient of prospective teachers was developed and administered to a random sample of 700 prospective teachers. The environment quotient was studied in the following dimensions as Environmental resources, Environmental legislations and Acts, Waste Management, Environment friendly practices, Environmental pollution and other major environmental issues. The findings of the analyses revealed that the level of environment quotient of prospective teachers is comparatively low. It is also inferred from the study that there is significant difference in the environment quotient of prospective teachers with respect to gender and their native place.

Key words: environment quotient, prospective teachers, gender, native place

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INTRODUCTION

Man is a creature of his environment but the degree of this perception about the environment is varied. His attitude towards environment has always been determined by his contemporary perception accompanied by degree of knowledge and then by the type of consciously felt interactions which have existed between man and environment in different ages. Human activities since time immemorial have always resulted in changes in the environment yet, it was only in the last few decades that the impact of human activities became accelerated. Pressure from increased population growth, uncontrolled and lavish consumption, industrialization, urbanization, science and technological revolution has fastened the rate of environmental degradation.

In the name of development and modernized civilization, we are moving away from nature. Due to rapid advancement in science and technology and the change in the life style, we have lost our relationship with environment, which has put the survival of the human beings at risk.

SIGNIFICANCE OF THE STUDY

Every individual has the right to live and enjoy the natural environment he/she is surrounded with. The environmental crisis in the present context forces the individual to struggle for his/her survival. Population explosion is one of the basic causes for all the major environmental issues. Environmental management is the key concept to be understood by all human beings for better managing the available resources and conserving them for future too. The main factor behind this is the proper environmental knowledge i.e. knowledge about environmental resources, environmental legislations, environmental pollution, waste management etc. This knowledge could be propagated efficiently through the teachers to the young generation to better conserve the planet in future. It is generally believed that this knowledge or awareness about the environment has to be possessed by the prospective teachers or to be inculcated so that they will develop this knowledge among their students.

Environment Quotient, in this study is the magnitude of knowledge or awareness about the environment. Very few literature surveyed, revealed the environmental knowledge. No ample literature is available regarding environment quotient of prospective teachers in Thoothukudi District. Hence, an attempt is made to study the environment quotient of prospective teachers in Thoothukudi District, Tamil Nadu, India. With regard to this, environment quotient of prospective teachers is studied under the following dimensions as Environmental resources, Environmental legislations and Days, Waste Management, Environment friendly practices, Environmental pollution and other major environmental issues.

OBJECTIVES OF THE STUDY

The present study is attempted

1. To find out the level of Environment quotient of prospective teachers of Thoothukudi District in total and in different dimensions.
2. To find out the significant difference, if any, between the prospective teachers of Thoothukudi District in their environment quotient in total and in different dimensions with respect to gender (male and female)

3. To find out the significant difference, if any, between the prospective teachers of Thoothukudi District in their environment quotient in total and in different dimensions with respect to their native place (rural and urban).

HYPOTHESES OF THE STUDY

The following hypotheses were framed based on the above objectives.

1. The environment quotient of prospective teachers is moderate.
2. There is no significant difference between male and female prospective teachers in their environment quotient in total and in different dimensions.
3. There is no significant difference between rural and urban prospective teachers in their environment quotient in total and in different dimensions.

METHOD ADOPTED FOR THE STUDY

The method adopted in the present study is normative survey method in the view of the objectives of the study and the nature of the problem concerned.

POPULATION AND SAMPLE

The population of this study comprised of prospective teachers studying in Colleges of Education in Thoothukudi District, Tamil Nadu, India. The sample of the present study included 700 prospective teachers from Colleges of Education in Thoothukudi District by adopting simple random sampling technique from the population.

RESEARCH TOOL USED FOR THE STUDY

The investigator used an environment quotient questionnaire developed and validated by Rajeswari. G. and Kalaiyarasan. G. (2017) to assess the environment quotient of prospective teachers and a personal data sheet to state their demographic status. The questionnaire consists of 55 items to measure the environment quotient in the following dimensions such as Environmental resources, Environmental legislations and days, Waste management, Environment friendly practices, Environmental pollution and other major environmental issues.

Before starting the collection of data, the investigator conducted the pilot study and established content validity and reliability of the questionnaire. The test – retest method was done and the reliability of the questionnaire was found to be 0.78. Then, the tool was administered to the prospective teachers.

STATISTICAL TECHNIQUES USED

For analyzing the data, the following statistical techniques were used such as percentage analysis, mean, standard deviation and t-test.

RESULTS AND DISCUSSION

PERCENTAGE ANALYSES

Hypothesis 1: The level of Environment quotient of prospective teachers is moderate.

Table 1.a.

Level of Environment Quotient of Prospective Teachers in total and in its dimensions

Dimensions	Number	Low		Moderate		High	
		No	%	No	%	No.	%
Environmental Resources	700	235	33.5	250	35.7	215	30.7
Environmental legislations and Days	700	358	51.1	134	19.1	208	29.7
Waste Management	700	378	54.0	145	20.7	177	25.2
Environment Friendly practices	700	286	40.8	276	39.4	138	19.7
Environmental Pollution	700	309	44.1	225	32.1	166	23.7
Other Major Environmental Issues	700	317	45.2	251	35.8	132	18.8
Environment Quotient (Total)	700	253	36.1	249	35.6	198	28.3

Table 1.a. reveals that 36.1% of prospective teachers have low level of environment quotient, 35.6% of prospective teachers have moderate level of environment quotient and 28.3 % of prospective teachers have high level of environment quotient.

It is also inferred that in the dimensions Environmental legislations and days, Waste Management, Environment Friendly practices, Environmental Pollution, Other Major Environmental Issues and the Environment Quotient in total, the prospective teachers have comparatively low level of environment quotient. This clearly shows that the prospective teachers are not much aware of the environment where he/she lives in.

Table 1.b.

Level of Environment Quotient of Prospective Teachers with respect to gender and Native place

Variables	Category	Number	Low	Moderate	High
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			No	%	No	%	No.	%
Gender	Male	66	20	30.3	20	30.3	26	39.4
	Female	634	233	36.8	229	36.1	172	27.1
Native Place	Rural	412	171	41.5	150	36.4	91	22.1
	Urban	288	82	28.5	99	34.4	107	37.2
Environmental Quotient (Total)		700	253	36.1	249	35.6	198	28.3

Table 1.b. reveals that 39.4% of male prospective teachers have comparatively high level of environment quotient whereas 36.8% of female prospective teachers have comparatively low level of environment quotient. It is also inferred that 41.5% of rural prospective teachers have low level of environment quotient and 37.2% of urban prospective teachers have low level of environment quotient.

DIFFERENTIAL ANALYSES

Hypothesis 2

There is no significant difference between male and female prospective teachers in their environment quotient in total and in different dimensions.

Table 2.

Mean Differences between Prospective Teachers in their Environment Quotient in total and in its dimensions with respect to Gender.

Dimension	Category	Number	Mean	SD	t value	Remarks
Environmental Resources	Male	66	5.79	2.019	1.875	Not significant even at 0.05 level
	Female	634	5.30	1.949		

Environmental legislations and Days	Male	66	4.52	1.610	0.010	Not significant even at 0.05 level
	Female	634	4.52	1.864		
Waste Management	Male	66	5.44	1.890	1.209	Not significant even at 0.05 level
	Female	634	5.15	1.800		
Environment Friendly practices	Male	66	5.42	2.061	2.336	Significant at 0.05 level
	Female	634	4.81	1.834		
Environmental Pollution	Male	66	5.98	2.004	1.301	Not significant even at 0.05 level
	Female	634	5.64	2.249		
Major Environmental Issues	Male	66	5.92	2.114	1.363	Not significant even at 0.05 level
	Female	634	5.55	2.167		
Environment Quotient Total	Male	66	33.08	8.153	2.002	Significant at 0.05 level
	Female	634	30.96	8.178		

At 0.05 level of significance, the table value of 't' is 1.96 and at 0.01 level, it is 2.58

It is inferred from the table, that there is significant difference between male and female prospective teachers in their environment quotient in total and in the dimension environment friendly practices. The mean scores show that males are better than females in their environment quotient in total and in the dimension environment friendly practices.

The mean scores show that male prospective teachers have better environment quotient than female prospective teachers. In our social context, male members generally have a good exposure in the outside world. They interact with the fellow humans particularly regarding the environmental aspect. They may react to the immediate situation of felt need without any hesitation than their counterparts. This finding is in concurrence with the finding of Anbalagan. C. and Shanthi. K. (2015) where they studied the environmental awareness and related practices among the high school students at Madurai District. The results revealed that boys are better than girls in their environmental awareness.

Hypothesis 3

There is no significant difference between rural and urban prospective teachers in their environment quotient in total and in different dimensions.

Table 3
Mean Differences between Prospective Teachers in their Environment Quotient in total and in its dimensions with respect to their Native Place.

Dimensions	Category	Number	Mean	SD	t value	Remarks
Environmental Resources	Rural	412	5.10	1.929	4.010	Significant at 0.01 level
	Urban	288	5.70	1.953		
Environmental legislations and Days	Rural	412	4.31	1.733	3.465	Significant at 0.01 level
	Urban	288	4.81	1.949		
Waste Management	Rural	412	4.99	1.782	3.246	Significant at 0.01 level
	Urban	288	5.44	1.818		
Environment Friendly practices	Rural	412	4.78	1.922	1.409	Not significant even at 0.05 level
	Urban	288	4.98	1.774		
Environmental Pollution	Rural	412	5.47	2.241	2.940	Significant at 0.01 level
	Urban	288	5.97	2.179		
Major Environmental Issues	Rural	412	5.37	2.178	3.247	Significant at 0.01 level
	Urban	288	5.90	2.107		
Environment Quotient Total	Rural	412	30.02	8.096	4.466	Significant at 0.01 level
	Urban	288	32.80	8.067		

At 0.05 level of significance, the table value of 't' is 1.96 and at 0.01 level, it is 2.58

From table 3, it is inferred that there is significant difference between rural and urban prospective teachers in their environment quotient in total and in all dimensions except in the dimension environment friendly practices. The mean scores show that urban prospective teachers have better environment quotient than the rural prospective teachers.

With the advent of science and technology and social media network, the urban dwelling prospective teachers might have the knowledge of environmental happenings around the world

better than the rural ones. Most of the rural people may follow the traditional environmental conservative practices in their routine and so they might not be aware of the environmental crisis.

Educational Implications

From the present study, it is inferred that most of the prospective teachers have comparatively low level of environment quotient. The teacher education institutions must organize environmental awareness programmes, organize environmental camp, eco-club, green campus programme, seminars, conferences & workshop relevant to environment to equip them with appropriate environmental knowledge by inducing the inspiration to preserve it. Kaplowitz and Levine (2005) concluded from their research concerning the level of environmental knowledge of university students that increasing the level of environmental knowledge of tomorrow's teachers may be both possible and fruitful to help improve environmental education efforts.

Swachh Bharat initiatives should be practiced in full swing to achieve the objectives of 'Each one Plant one' and to practice an eco – friendly life style. The environmental education should be a compulsory study for all to develop the environmental consciousness to maintain a clean and green environment.

Conclusion

The present study focused on environment quotient of prospective teachers in Thoothukudi District, Tamil Nadu, India. The results revealed that most of the prospective teachers have comparatively low level of environment quotient. It is assumed from the investigator's point of view that the prospective teachers with more environment quotient can better impart environmental knowledge to their students. Hence, to bring a sustainable development in this regard, it is utmost essential to inculcate the knowledge about various environmental problems, the possible measures to overcome those problems and the ways and means of conserving our resources to protect the Mother Planet.

ACKNOWLEDGEMENT

This article has been written with the financial support of RUSA Phase 2.0 grant sanctioned vide Letter No. F. 24 - 51 / 2014 – U, Policy (TNMulti – Gen), Dept. of Edn, Govt. of India, Dt. 09.10.2018.

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