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**Study On Environment Awareness Capability Of Students Teachers In
Tindivanam Region**

V.SANKAR¹

Dr.D.P SARAVANAN²

¹Research Scholar, ²Assistant Professor & Research Supervisor, Department of Educational Planning and Administration, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.

ABSTRACT

The proper awareness and right attitude towards the protection of natural resources is of great concern in the modern world. Environment has influenced and shaped our lives since the time immemorial. Existence of human life is totally impossible without the existence of environment. On one hand environment influences the life of human beings and all their activities in one or other aspect, simultaneously on the other hand human beings also through their growth and development, activities, desires, intentions for modification or adjustment influences the environment. Consequently, it is required to measure their level of awareness towards environmental concerns. The researcher has undertaken the present study to explore whether the studentteachers of possessed adequate level of environmental awareness or not. This study was aimed to investigate the Environment awareness capability of studentteachers in Tindivanam Region. Environmental Awareness ability scale constructed by Dr .Praveen Kumar Jha (2010) was used to fulfil the aim of present study. The survey had 45 questions that tested their knowledge, awareness of student teachers on environmental capabilities. The researcher conducted the present study by drawing a true representative sample of 200. The data was statistically analyzed by IBM SPSS v 20.

Keywords : Environmental Awareness , Environmental capabilities, Student Teachers.

INTRODUCTION

Environment is the combination of living and nonliving substances. Raising environmental awareness is an absolute necessity to protect the nature for all living beings in our ecosystems. Local and international environmental issues need to be kept in mind so that everyone feels the need to fulfil their obligations. Every year 5th June is observed as World Environment Day in order to emphasize the importance of Environment in our lives and also to promote Environmental Awareness among all across the world, so that the people from all walks of life come together and hence understanding their responsibility must take collaborative, planned and substantial efforts all across the globe for ensuring a clean, green and healthy environment for themselves and future generations.

The main reason for raising environmental awareness is to change the perspective of how humans conceive the idea of nature to create a sense of responsibility towards the cause (Onder, 2006). As human beings: we are responsible for the environmental pollution caused because of violating the laws of nature. Increased knowledge about the environment is assumed to a precondition for the attitude towards environment which can influence environmental policy (Oguz and Kavas, 2010). Hence it disturbed all the components of the environment that in turn give birth to issues like air, water, and soil pollution; eco-degradation; shortage or depletion of natural resources; acid rains; ozone depletion; disturbance in food chains and food webs; extinction of wildlife and loss of biodiversity; greenhouse effect and global warming; unpredicted climate changes and frequent occurrences of natural calamities and disasters etc. This anthropogenic impact on the environment has posed danger to man's existence on this earth and hence, Environment has become the concern of all across the globe in the present era.

Although the intrinsic relationship between man and environment for harmonious development of both has been recognised long back even during ancient period as such approach exhibited in their activities, but the systematic and concrete concern for environment at global level has grown particularly after 1960s (Jha, 1998). The Declaration of the United Nations Conference on the Human Environment in Stockholm (Sweden) held in June 5-16, 1972 proved a milestone in this direction, and it led to establishment of United Nations Environment Programme (UNEP). This declaration contained 26 Principles concerning the environment and development; and one out of these principles emphasized that "Environmental education is essential". After that Brundtland Report (1987), Rio de Janeiro Earth Summit (1992), World Summit on Sustainable Development (2002; held in Johannesburg & also known as Rio+10) and United Nations Conference on Sustainable

Development (2012; commonly called as Rio+20), and also such activities and programmes initiated simultaneously across the nations, all reflected that Environment has become the concern of all across the globe and hence role of Environmental Education and Environmental Awareness for sustainable development has been stressed and emphasized by all nations across the globe.

In India, Ministry of Environment, Forest and Climate Change, Government of India launched a flagship scheme Environmental Education, Awareness and Training (EEAT) in 1983-84 with the basic objective to promote environmental awareness among all sections of the society and to mobilize peoples participation for preservation and conservation of environment. The Ministry through this flagship scheme launched in mid-1986 National Environmental Awareness Campaign and started providing financial assistance to governmental and non-governmental agencies like schools, colleges, institutions, universities, departments, research organisations, NGOs etc. for conducting awareness raising programmes and action oriented activities across the country. Apart from that several Legislations and Acts like The Environment (Protection) Act1986; Forest (Conservation) Act1980; New Biodiversity Bill2000 etc.

In middle of 20 centuries when environment evolved as the issue of prime and utmost concern at international arena, a number of initiatives were made in this direction by all nations in order to ensure sustainable development. Acts and policies were framed projects and programmes were launched; special drives, campaign and activities were organised across the nations. Environment Education as subject was introduced at school and university level to educate the students about the environment and the allied issues.

Arunkumar (2012) reported average level of environmental awareness among teacher trainees in Teacher Training Institutes in Trichy, Tamilnadu. Average level of participation in extension activities relating to environment and an average level in various dimensions of environment like pollution, population health and hygiene, biodiversity, energy, concern and sustainable development was reported by the researcher.

Abbas and Singh (2014) also reported higher proportion of university students possessing high level of environmental awareness but low level of participation in environmental activities.

STATEMENT OF THE PROBLEM

“Study on Environment awareness capability of students teachers in Tindivanam Region ”

PURPOSE OF THE STUDY

The purpose of the present study is an attempt to study environmental awareness capabilities of student teachers studying at various B.Ed colleges in Tindivanam region.

OBJECTIVES

To assess and compare the environmental awareness capability of the among the student teachers with respect to their gender, Subjects and Locality.

HYPOTHESIS

1. There is no significant difference between male and female in relation to environmental awareness capability.
2. There is no significant difference between in the subject of Arts and Science in relation to environmental awareness capability.
3. There is no significant difference between in rural and urban area in relation to environmental awareness capability.

METHODOLOGY

Sample

The study sample consisted of 200 participants who were students of B.Ed. Colleges around Tindivanam, a town in Villupuram District, Tamil Nadu.

Tools

The questionnaire was delivered as Google forms as per the Slightly Modified Tool of Environmental awareness ability scale (EAAM) developed by Dr. Parveen Kumar Jha, (Professor, P. G. Department of Psychology, T. P. College, Madhipura.) was used to measure the environmental awareness capability of student teachers. The total number of questions used in the questionnaire was 45. The questionnaire was divided into 2 sets. The initial five questions were used to measure the demographics of the participant. It consists of 40 items (32 positive and 8 negatively questions). The reliability and validity of the scale is .61 and 0.83 respectively.

Scoring

Each agreed item carries the value of one mark, and each disagree item of zero mark, but the negative items are scored inversely. On the total score, the scores ranged between 0-40.

Data Analysis

Data was composed in MS Excel Spreadsheet over google forms and premeditated using IBM SPSS software version 20. The Data was analyzed and interpreted by using parametric independent statistical techniques like Mean, Standard deviation, and t-test.

RESULT

The following table discussed on Comparison level of environment awareness capability in respective dimensions that is Gender ,Subject and Locality of the respondent.

Table:1

<i>Dimension</i>		<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Significance Level</i>
Gender	Male	32.21	7.36	2.19	Significant
	Female	34.20	5.41		
Subject	Arts	26.30	5.79	2.43	Significant
	Science	30.21	5.36		
Locality	Rural	27.16	5.28	2.11	Significant
	Urban	29.68	5.03		

Above table:1revealedthat the femaleis more aware about their environment as compared with the male. The mean score of males on Environmental Awareness Capability is 32.21 with the SD 7.36. However, the mean score of females is 34.20 with SD of 5.41. The t value is 2.19 which is significant at .05 level. Thus, the hypothesis that thereis no significant difference between male and female in relation to environmental awareness capability is rejected.

Table:1 discussed that the Subject of science are more aware about their environment as compared with the Arts. The mean score of arts on Environmental Awareness Capability is 26.30 with the SD 5.79. However, the mean score of Science is 30.21 with SD of 5.36. The t value is 2.43 which is significant at .05 level. Thus, the hypothesis that thereis no significant difference between subjects of arts and Science in relation to environmental awareness capability is rejected.

Above table:1discovered that the residing urban areas have better environmental awareness capability as compared to the residing in rural areas. The mean value of residing in rural areas is 27.16 and the mean value of residing in urban area is 29.68.The t value is found to be 2.11 which is significant at .05 level. Hence, the third hypothesis in this study that there is no significant difference between rural and urban area in relation to environmental awareness capability is rejected.

CONCLUSION

The study assessed the level of environmental awareness capability of students teachers towards environment. It can be concluded that students teachers were much aware

on the consequences of environmental Awareness capabilities. Considerable level of positive boldness towards environment awareness capability is necessary to establish a better future. So, the study recommended that environment awareness and prevention methods necessarily might be considered as an independent subject in the teacher education curriculum. It helps students understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, and reduce manmade ecological disasters as well as ways we can take action to keep our environment healthy and sustainable for the future generation to minimize environmental complications.

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