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PROSPECTIVE TEACHERS' SENSE OF RESPONSIBILITY TOWARDS ENVIRONMENT

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Abstract:

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation, to another generation. This study was carried out to identify the prospective teachers' Sense of responsibility towards environment at bachelor of education level in National Capital Region (NCR). The sample comprised of 100 prospective teachers (males & females) of B. Ed colleges. Data was collected from prospective teachers, through an Environmental Responsibility Assessment Inventory (ERA). The results of the study revealed that State Board and CBSE Board prospective teachers are equally aware of environmental issues and overall responsibilities. English and Hindi Medium prospective teachers also bear equal environmental responsibilities.

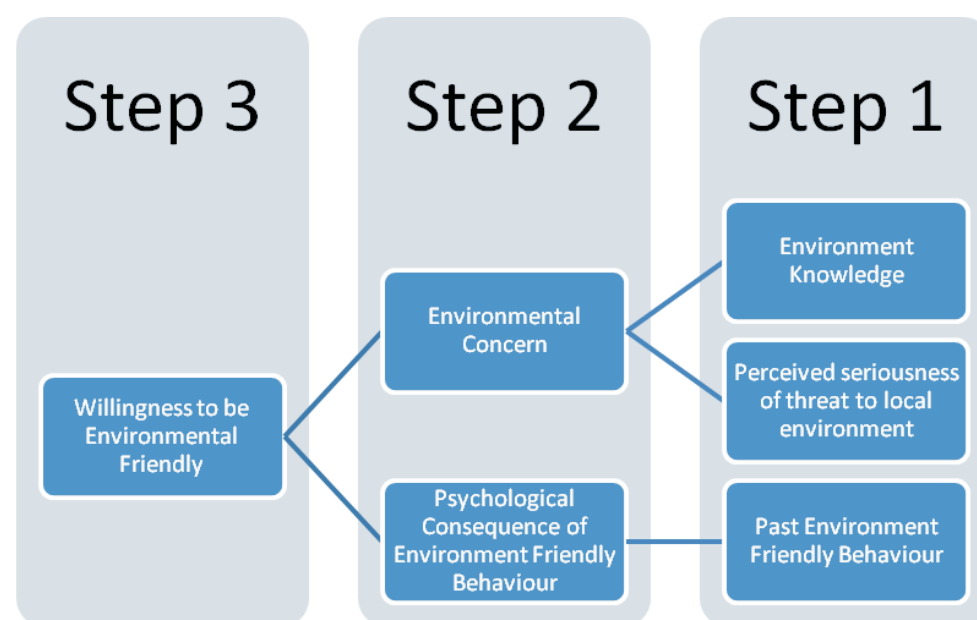
KEYWORD :

Prospective teachers', Sense of Responsibility, Environment .

INTRODUCTION :

Environmental responsibility provides an understanding of environmental responsibility in terms of caring for the environment and being accountable for harm or wrongdoing to the environment. Environment has five elements air, water, land, flora and fauna which are interrelated and interdependent. Deterioration in any one element affects the other four elements. If the deterioration is for short term, it repairs itself, but if the deterioration continues, the whole system including all life forms is thrown out of gear. Volk (1990) suggested that if people are become more knowledgeable about the environment and its associated issues, they will, in turn become more aware of the environment and its problem and thus be more motivated to act towards the environment in more responsible ways. In respect to investigate the environmental responsible behaviour, more comprehensive studies were conducted by Klingler (1980), Sivek and Hungerford (1991) and Trisler (1994). These researchers conducted Meta analysis research of environmental behaviour in their investigations the researchers identified some variables strongly correlated with responsible environmental behavior. Kollmuss and Agyeman (2002) stated that direct experiences would supplant more influence on individuals' behaviour rather than indirect experiences. It is also assumed that knowledge and attitudes towards environment have stronger influence on individuals' indirect actions than on individuals' direct pro-environmental behaviour. Hines, Hungerford and Tomera (1986) conducted a meta-analysis with 128 existing studies for pro-environmental behavior and identified the variables which are linked with environmentally responsible behavior. In the teacher education institutions, attempts will have to be made to empower the teachers to develop responsible behavior towards environment for which motivation among the prospective teachers is necessary because knowledge of 'how to improve' environment quality is important, possessing such knowledge certainly does not ensure that one will be motivated to take actions, to improve the situation, teachers will have to be empowered to develop motivation for this purpose. Education is being imparted in synchronization with a

change in human behaviour definitely in the positive direction. This positive change would not only shape the behaviour but would match and coincide with the intents of the time community and the need (Hungerford & Volk, 1990). Behaviour is a stipulated action and the resultant product of knowledge and attitude (Mc Kenzie & Smith, 1999; Fishbein, 1967) turning into the belief system followed by an individual and strives to achieve the competence to effectively promote and achieve the desired goals (Oreg & Gerro, 2006). Over the span of time citizenship education gained impetus with the multiplicity of dimensions; environment responsiveness among these is the optimized one. Among the emerging areas environment education in order of priority occupied a better rank. Prospective teachers having this willingness to be environmental friendly and this is explained by following figure:



The educational program of teacher education for environmental protection and important must include knowledge, skills, positive attitude and commitment towards all these and especially to develop responsive and responsible behavior towards environment. Which must be given an important place in the course of teacher education? These may comprise:

- Knowledge of relevant environmental concepts
- Knowledge of environmental problems and issues
- Concern for quality for the environment
- Knowledge of action strategy that may be used for resolving environmental issues and problems
- A strong conviction that such actions can make a difference and improve the situation
- Empowerment for action and environmental activities
- Willingness to collaborate with the agencies working in the field (NCTE, 2005).

STATEMENT OF THE PROBLEM

Environmental Responsibilities among Prospective Teachers

OBJECTIVES

The objectives of the study are as follows:

1. To study the sense of environmental responsibilities among prospective teachers of National Capital Region (NCR) in respect to their examination board.
2. To study the sense of environmental responsibilities among prospective teachers of National Capital

Region (NCR) in respect to their medium of instruction.

HYPOTHESIS

On the basis of the objectives stated earlier the following hypotheses were formulated.

1. There is no significant difference in between sense of environmental responsibilities and board of prospective teachers.
2. There is no significant difference in between sense of environmental responsibilities and medium of instruction of prospective teachers.

METHODOLOGY

In the present study stratified random sampling was employed.

SAMPLE

The sample comprised 100 prospective teachers studying in five colleges of education in NCR (National Capital Region) were selected by stratified random sampling method. Among these 68 prospective teachers were of U.P Board and 32 prospective teachers were of CBSE Board. 33 prospective teachers belonged to Hindi Medium and 67 prospective teachers belonged to English Medium. Environmental Responsibilities Assessment Inventory (ERAI) developed by Dr. Gihar was used to collect the data. It contains 71 multiple choice items related to Environmental Responsibilities. It was administered in a group setting. 't'-ratio was calculated to analyze the data.

PROCEDURE

The inventory was administered and the responses made by the prospective teachers to assess of environmental responsibilities were scored, tabulated and analyzed using appropriate statistical techniques.

ANALYSIS AND DISCUSSION OF RESULTS

Table-01

Mean and S D Scores of UP Board and CBSE Prospective Teachers of NCR on Different Dimensions of Environmental Responsibility Assessment Inventory (ERAI)

S. No.	Dimensions of ERAI	UP Board Prospective Teachers (N=68)		CBSE Prospective Teachers (N=32)		't' Value (df 98)
		Mean	S.D.	Mean	S.D.	
1.	Using environment friendly products	6.46	1.03	6.62	1.12	0.70
2.	Participation in activities to save the environment	8.82	1.20	9.28	0.88	1.91**
3.	Economic use of natural resources	10.40	1.25	10.40	1.24	0.06
4.	Prevention of pollution	14.10	16.10	12.50	1.24	0.57
5.	Be aware of environmental issues	6.98	1.05	7.25	1.07	1.16
6.	To save green trees and vegetation	7.80	0.93	7.81	0.85	0.09
7.	Ecological concern	9.76	10.90	8.62	1.26	0.58
8.	Overall environmental responsibility	64.40	19.80	62.50	4.81	0.53

**Significant at .05 level of significance

From the above analysis it may be concluded that a significant difference was found between the pupil teachers having background of UP Board and CBSE on their sense of environmental responsibility towards the dimension- , participation in activities to save the environment of ERAI ($t=1.91, p=.05$). While on other dimensions like using environment friendly products, economic use of natural resources, prevention of pollution, be aware of environmental issues, to save green trees and vegetation, ecological concern and overall sense of environmental responsibility, there exist no significant difference between the prospective teachers having background of UP Board and CBSE. Above discussion shows that UP and CBSE Board does not affect sense of responsibility wherever motives for behavior may be overt or covert, geared by the conscious or unconscious drives that reinforce behaviour to do specific action. The fact that motivation plays an important role in developing responsible behaviour towards environment in human beings is well substantiated with the research orientation (Moisander, 1998).

Table-02

Mean and S D Scores of Hindi and English Medium Pupil Teachers of NCR on Different Dimensions of Environmental Responsibility Assessment Inventory (ERAI)

S. No	Dimensions of ERAI	Hindi Medium Prospective Teachers (N=67)		English Medium Prospective Teachers (N=33)		't' Value (df 98)
		Mean	S.D.	Mean	S.D.	
1.	Using environment friendly products	6.40	1.04	6.69	1.10	1.29
2.	Participation in activities to save the environment	8.88	1.17	9.15	1.03	1.12
3.	Economic use of natural resources	10.46	1.27	10.42	1.19	0.14
4.	Prevention of pollution	14.19	16.27	12.57	1.03	0.56
5.	Be aware of environmental issues	7.01	1.06	7.18	1.07	0.73
6.	To save green trees and vegetation	7.76	0.92	7.90	0.87	0.76
7.	Ecological concern	9.91	10.98	8.36	1.16	0.80
8.	Overall environmental responsibility	64.64	19.98	62.30	4.94	0.66

An examination of table-02 reveals that the dimensions responsibility towards prevention of pollution, ecological concern and overall responsibility Hindi medium prospective teachers had scored higher mean values than English medium prospective teachers of NCR. There exist no significant difference between the prospective teachers having background of Hindi Medium and English Medium. Results reveal that Environmental education is more than just conveying information, however (Stapp, 1970; Monroe, 2003). It is also important to help learners gain experiences and skills so that they can engage in solving environmental problems. Skills such as communication, decision-making, analysis, and ecosystem action can be part of a school curriculum to improve responsible environmental behavior (Winther, Volk, & Hungerford, 1994).

CONCLUSION

The results of the study revealed that State Board and CBSE Board prospective teachers are equally aware of environmental issues and overall responsibilities. English and Hindi Medium prospective teachers also bear equal environmental responsibilities. Thus from the above study it may be analyzed that different board and medium of instruction cannot affect the sense of environmental responsibilities of prospective teachers. Prospective teachers illustrate their role in improving their local environment and explained the following ways through which environment can be improved:

Environmental awareness raising campaigns for disseminating knowledge about the protection of environment

Developing environmentally responsible behaviour among students at all levels and takes up the responsibility to protect the environment

Devising proper sanitary system for maintaining the good living standard of community
Developing the habit of placing the waste material properly in bins, managing trash bins according to the nature of liter (food scraper, aluminum, plastic, and paper)
Growing more plants and participating in plantation campaigns for keeping the environment green

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