



A STUDY ON ASSESSMENT OF ENVIRONMENTAL ATTITUDE AMONG TEACHER TRAINEES

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Abstract:

The 21st century unfolds as an era marked by unprecedented environmental challenges, compelling humanity to rethink its relationship with the planet. Amidst concerns of climate change, resource depletion, and biodiversity loss, the significance of individual attitudes towards the environment becomes increasingly apparent. This study investigates the levels of environmental attitudes among teacher trainees, with a focus on identifying potential gaps and formulating targeted interventions. The objectives include assessing the attitude of teachers' trainees towards the environment, studying their attitudes toward environmental education, and identifying areas lacking in awareness and attitude. The study employs Dr. Haseen Taj's standardized inventory to measure environmental attitudes, categorizing respondents based on acquired scores. Findings indicate that 49% exhibit a high, 29.7% a medium, and 21.9 % a low environmental attitude. Recommendations include integrating enhanced environmental education modules into the teacher training curriculum, and providing practical exposure. The study underscores the need for targeted interventions to bridge awareness gaps and cultivate a heightened environmental consciousness among future educators.

1.1 Introduction:

The 21st century unfolds as an era marked by unprecedented environmental challenges, compelling humanity to rethink its relationship with the planet. Amidst concerns of climate change, resource depletion, and biodiversity loss, the significance of individual attitudes towards the environment becomes increasingly apparent. This research paper delves into the complex and multifaceted realm of environmental attitudes, aiming to unravel the cognitive, emotional, and behavioural dimensions that influence how individuals perceive and interact with their natural surroundings.

The concept of environmental attitude is pivotal in understanding the ways people engage with environmental issues. It encompasses a spectrum of beliefs, values, and emotions that shape one's predisposition towards ecological concerns. This paper seeks to explore the nuances of environmental

attitudes, considering their dynamic nature and the factors that contribute to their formation. As global communities grapple with the repercussions of unsustainable practices, it becomes imperative to comprehend how individual attitudes can either perpetuate environmental degradation or act as catalysts for positive change.

In this study that follow, we will delve into the psychological underpinnings of environmental attitudes, examining how personal values, cultural influences, and educational backgrounds intertwine to shape individuals' perceptions of the environment. Furthermore, the paper will scrutinize the tangible outcomes of these attitudes, investigating the correlation between environmental attitudes and their socioeconomic background.

By shedding light on the intricacies of environmental attitudes, this research endeavors to contribute to the growing body of knowledge that informs efforts to foster a global culture of sustainability. As we embark on this exploration, we anticipate uncovering valuable insights that can guide educational programs, public policies, and awareness campaigns, ultimately steering societies towards a more harmonious coexistence with the natural world.

1.2 Need of the study :

Environmental awareness and attitude among teacher trainees play a pivotal role in shaping the future generations' perspectives and behaviors towards the environment. Teachers serve as role models and influential figures in the lives of their students, and by instilling a strong sense of environmental consciousness, they contribute significantly to fostering a sustainable and eco-friendly mindset. Teacher trainees need to understand the interconnectedness between human activities and the environment, as well as the impact of their own teaching methods and classroom practices on the planet. By incorporating environmental education into their training, these future educators can impart crucial knowledge about conservation, resource management, and the importance of biodiversity to their students. Moreover, cultivating a positive attitude towards environmental responsibility helps create a culture of sustainability within educational institutions, inspiring students to become environmentally conscious citizens. Ultimately, an environmentally aware and proactive attitude among teacher trainees is essential for nurturing a generation that values and preserves the delicate balance of the natural world.

1.3 Concept of Environmental Attitude

Environmental attitude refers to an individual's beliefs, values, and emotional responses towards the environment. It encompasses the way people perceive, feel, and act concerning the natural world and its resources. This concept is rooted in the understanding that human actions have a profound impact on the environment, and one's attitude plays a crucial role in shaping behavior towards sustainable practices. The meaning of environmental attitude goes beyond a mere acknowledgment of environmental issues; it reflects a deeper commitment to adopting responsible behaviors, making informed choices, and actively participating in efforts to preserve and protect the planet.

The significance of environmental attitude lies in its potential to drive positive change on a global scale. Individuals with a pro-environmental attitude are more likely to engage in environmentally friendly practices, such as reducing waste, conserving energy, and supporting eco-friendly initiatives.

This collective shift towards responsible behavior is essential for addressing pressing environmental challenges, including climate change, deforestation, pollution, and loss of biodiversity.

At the societal level, a positive environmental attitude fosters a culture of sustainability, influencing policies, business practices, and community initiatives. It encourages the development and implementation of environmentally conscious policies, promoting the adoption of renewable energy sources, and advocating for conservation efforts. The significance of environmental attitude is also evident in its impact on educational systems, as schools and institutions play a vital role in shaping the attitudes of future generations towards the environment.

Furthermore, the concept of environmental attitude is closely tied to the overall well-being of individuals and communities. Access to clean air, water, and green spaces contributes to physical and mental health, and an environmental attitude underscores the importance of preserving these essential elements of a healthy lifestyle. Additionally, a positive environmental attitude can enhance social cohesion, as communities work together to address environmental challenges and create sustainable living environments.

Nut shall we can say that, the concept and meaning of environmental attitude are central to addressing the complex environmental issues facing the world today. A positive environmental attitude empowers individuals to make conscious choices, fosters a culture of sustainability, and influences policies and practices on a global scale. Embracing an environmental attitude is not just an individual choice; it is a collective responsibility that can lead to a more harmonious relationship between humanity and the planet, ensuring a sustainable and thriving future for generations to come.

The National Education Policy 2020 (NEP-2020) for India emphasizes the significance of environmental education and the need for an environmental attitude among teacher trainees. NEP-2020 aligns with the global commitment to Sustainable Development Goals, including environmental sustainability. Integrating environmental education ensures that teachers contribute to achieving these goals through education. It also emphasizes the holistic development of students, and an environmental attitude is considered crucial for fostering a sense of responsibility and citizenship towards the environment. Teachers play a vital role in developing an understanding of ecosystems, biodiversity, and the interdependence of living organisms. This awareness is crucial for addressing environmental challenges and promoting sustainable practices. Environmental education equips teachers with the knowledge and skills to address real-world environmental issues. This, in turn, helps them instill problem-solving skills in students and encourages a proactive approach towards environmental challenges. In a world facing environmental issues like climate change and resource depletion, fostering an environmental attitude among teacher trainees promotes the idea of global citizenship. Teachers can instill a sense of responsibility towards the planet in their students. NEP-2020 encourages the integration of environmental education into the mainstream curriculum. This integration ensures that teachers are well-prepared to impart knowledge related to environmental issues and sustainability across various subjects. Environmental education often involves practical, hands-on learning experiences. Teacher trainees, when exposed to such methods, are better equipped to implement experiential learning in their classrooms, making education more engaging and impactful. The NEP-2020 recognizes the importance of understanding and preserving indigenous knowledge and practices related to the environment. Teacher trainees are expected to promote cultural sensitivity and respect for diverse environmental practices.

In summary, the environmental attitude among teacher trainees is significant as it aligns with the

broader goals of sustainable development, holistic education, and global citizenship outlined in the National Education Policy 2020. It prepares teachers to be effective facilitators of environmental education, fostering a sense of responsibility and awareness among future generations.

2.0 Objectives of the study: The following objectives have been outlined in the presented research:
To study the awareness of teacher trainees towards the environment.

To study the attitude of teacher trainees towards environment.

2.1 Hypothesis

Ho1 “There is a lack of environmental attitude among teacher trainees”

3.0 Research Design:

The research design for the study involves a descriptive approach, aiming to understand the awareness and attitude of teacher trainees towards environmental education in Nalanda district, Bihar. The design includes the following components:

Type of Research: Descriptive Research

Location: Nalanda district, Bihar, India

Sample Size: 600 teacher trainees from various teacher training institutions in Nalanda district Bihar

Sampling Technique: Stratified Random Sampling (Stratifying by different teacher training institutions in Nalanda)

Data Collection Method: The standardized inventory developed by Dr. Haseen Taj will be used to collect data on awareness and attitude towards environmental education. Dr. Haseen Taj's Environmental Attitude Inventory involves a systematic examination and interpretation of the questionnaire's content to extract meaningful insights. The inventory likely comprises 61 statements of 5 different domains of environment to gauge individuals' attitudes toward the environment.

Data Analysis: Statistical analysis using appropriate methods (e.g., descriptive statistics, inferential statistics) to draw conclusions from the collected data.

4.0 Findings and analysis

The analysis of environmental attitude among teaching trainees is presented in Table 1.1. The acquired scores on the Scale have been divided into three categories. Those with scores above 169 are placed in the high-level environmental attitude category, while those with scores below 115 fall into the low category. Participants scoring between 115 and 168 are categorized as having a medium level of environmental attitude. The three categories are further classified and presented in detail in Table 1.1.

environmental attitude	Level	Teachers Trainees		X ² = 207.81 p≤.01
		Numbers	%	
Above 169	High	294	49%	
115-168	Medium	176	29.3%	
Less than 115	Low	130	21.7%	

Table 1.1. scores on the Scale

The study reveals that 294 teacher trainees scored above 169, classifying them in the high category, while 176 scored between 115 and 168, categorizing them as having a medium level of environmental

attitude. Additionally, 130 trainees scored below 115, placing them in the low category. The detailed breakdown of the results is presented in Table 1.1.

In Chart 1.2, the classification of environmental attitude among students in B.Ed. College is depicted. The selected students in college were analyzed for their environmental attitude. Chart 1.2 shows the distribution of students into various categories of environmental attitude.

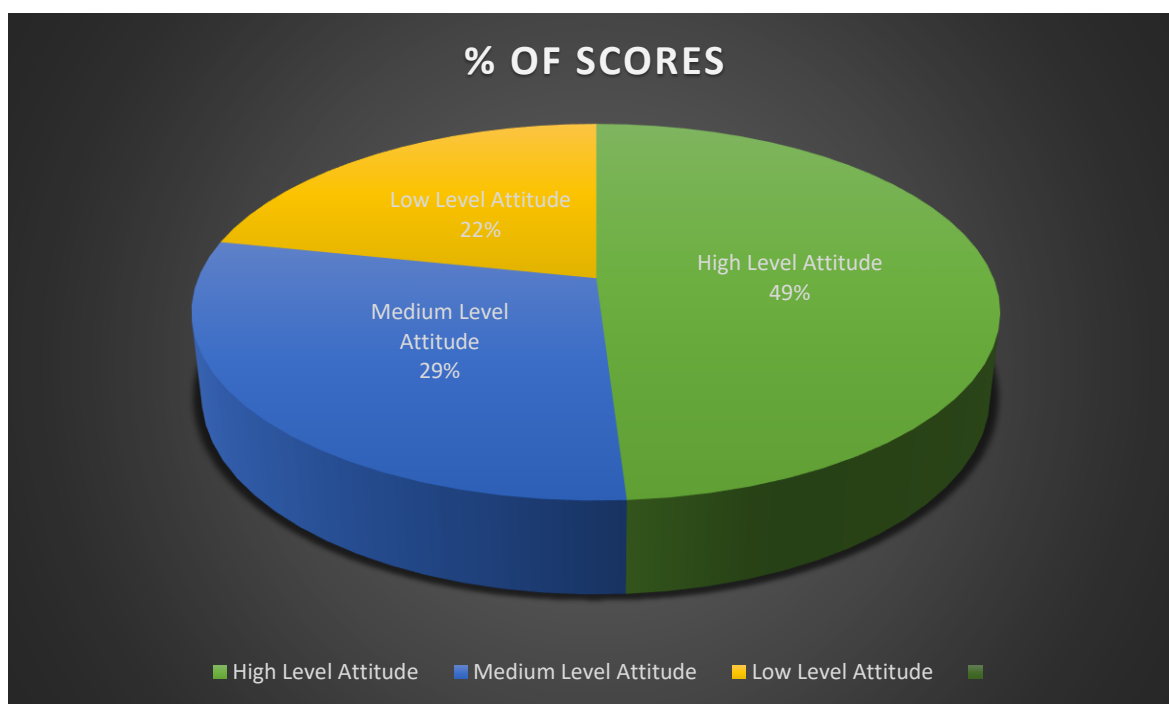


Chart 1.2 Distribution of students into various categories of environmental attitude

In summary, 49% of teacher trainees exhibit a high level of environmental awareness, 29.3% show a medium level, and 21.7% exhibit a low level. The chi-square value of 207.81 is significant at the 0.01 level, indicating the relevance of the findings. The hypothesis 'There is a lack of environmental attitude among teacher trainees' is rejected. Therefore, it can be concluded that teacher trainees have a high and medium level of environmental attitude, and the hypothesis of the absence of environmental attitude is not accepted."

Analysis: The findings suggest that a significant proportion of teacher trainees in the college demonstrate a high and medium level of environmental awareness. The chi-square test indicates the statistical significance of the results. The rejection of the null hypothesis implies that there is indeed an environmental attitude among teacher trainees. This insight is crucial for understanding the current state of environmental awareness and attitude among teacher trainees, providing valuable information for future educational interventions and programs.

Discussions: In discussions surrounding of findings, it is imperative to recognize the influence of diverse cultural and regional factors on environmental attitudes, necessitating tailored educational initiatives. Looking forward, future research could delve into longitudinal studies to trace the development of environmental attitudes over time, conduct comparative analyses across different demographics, and assess the effectiveness of newly implemented interventions. Additionally, community engagement initiatives and advocating for policy changes are crucial components of the future scope, aiming to contribute to the systemic enhancement of environmental awareness within teacher training programs.

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