

**A STUDY ON ATTITUDE TOWARDS ENVIRONMENTAL EDUCATION AMONG
B.Ed., TRAINEES STUDYING IN TAMILNADU**

Dr. R. SEMBIYAN

Assistant Professor, Govt. College of Education, Orathanad, Tamil Nadu, India
rsembiyangmail.com

ABSTRACT

This study on attitude towards Environmental Education among B.Ed., trainees in relation to their certain selected variables was carried out by the investigator. Attitude scale was developed by the investigator with reference to the Environmental Education for knowing its impact on the B.Ed., trainees Environmental Education. The scale consisted of 40 items. The attitude scale was a 5-point rating scale and connotations for ordinal members. The content validity was well established by the investigator with the help of a group expert in the field. The investigator used Guttman split-half technique for establishing reliability of the attitude tool. The study proves that the urban college trainees have better attitude than rural college trainees. This may be due to the fact that the urban college trainees have wider exposure and are aware of recent developments and the opportunities available to the trainees to study and learn more than the trainees studying in rural colleges. Trainees who are studying Environmental Education have better attitude towards Environmental Education when compared to the trainees who are not studying Environmental Education.

INTRODUCTION

As Environmental Education is intertwined with man's life, it should include environment in its natural totality. In this connection, Environmental Education should not be viewed as one or more subjects added to the existing heavy curriculum. It should be integrated with the curricular programs, for all the learners, whatever be their age group and level by learning. The National Policy on Education (1986) has also emphasized the importance of Environmental Education and lay down that it is very important to create environmental awareness in all people right from a child to an old person in all the sections of the society.

Teacher plays an important role in providing environmental awareness and developing a positive attitude towards environment among his students. Teachers would find it as an urgent need to educate about the environment and be able to convince the students and society about the urgency of environmental protection. Only those who are adequately

aware of environment have a positive attitude towards environment. The teacher should tell students the fundamental duties of India citizens with regard to environment, as incorporated in Part IV-A of the Indian Constitution to protect and improve the natural environment including forests, lakes, rivers and wildlife, and to have compassion for living creatures.

ATTITUDE

Attitude is the basis for the achievement of anything in his/her life. The concept of attitude has been defined variably. Thurston also confirms the above view and says, "Attitude denotes the sum-total of a man's motivations, and feeling prejudice or bias-preconceived notions, ideas, fears, threats and convictions about any specific topic.

According to Freeman "an attitude is a dispositional readiness to respond to certain situations, persons or objects in a consistent manner which has been learned and has a well-defined object or reference. For example, one's views regarding a class of food or drink (such as fish and liquors) sports, math or democrats are attitude". Anuc Anestasi "An attitude is often defined as a tendency to react favorably or unfavorably to racial group a custom or an institution. Thus defined attitude cannot be directly observed but must be inferred from overt behavior, both verbal and non verbal".

STATEMENT OF THE PROBLEM

The present study aims to measure to what extent the B.Ed., trainees have positive attitude towards Environmental Education in relation to their certain selected variables like gender, subjects, residence, locality of the college, college type, educational qualification, trainees who studied electives and trainees who are studying electives.

HYPOTHESES

- There is no significant difference between male and female B.Ed., trainees in their attitude towards Environmental Education.
- There is no significant difference between arts and science B.Ed., trainees in their attitude towards Environmental Education.
- There is no significant difference between urban and rural B.Ed., trainees in their attitude towards Environmental Education.
- There is no significant difference between B.Ed., trainees studying in urban and rural colleges in their attitude towards Environmental Education.

- There is no significant difference between B.Ed., trainees who studied environmental science and those who did not study in their attitude towards Environmental Education.
- There is no significant difference between B.Ed., trainees who are studying and not studying Environmental Education in their attitude towards Environmental Education.
- There is no significant difference among UG, PG and M.phil B.Ed., trainees in their attitude towards Environmental Education.
- There is no significant difference among the government, aided and self-finance college B.Ed., trainees in their attitude towards Environmental Education.

METHODOLOGY

Population and Sampling

A population may be defined as any identifiable and well-specified group of individuals. A sample is a small proportion of a population selected for observation and analysis. The investigator selected B.Ed., trainees because they are studying the elective course on Environmental Education. The population comprises of trainees of B.Ed., studying in Tamil Nadu (20 colleges, each region contains 4 colleges). From the population 1035 units were selected as sample using purposive sampling technique. The randomly selected samples were stratified on the basis of certain selected variables like. Gender, locality, subject, type of college, educational qualification, trainees who studied environmental science, and trainees who are studying Environmental Education.

Tool Used

Attitude scale was developed by the investigator with reference to Environmental Education for knowing its impact on the B.Ed., Trainees. The scale consisted of 40 items. The attitude scale has a 5-point rating scale and connotations for ordinal members.

Establishing Content Validity and Reliability

The content validity was well established by the investigator with the help of a group of experts in the field. Depending upon the modifications suggested by the panel of experts, the items in the tools were modified and enhanced.

The investigator used Guttman split-half technique for establishing reliability of the awareness and attitude tools. The tools have been administered on 100 B.Ed., trainees. Their

responses were collected and scored by the investigator. The correlation coefficient was found to be 0.77 for attitude scale.

Analysis and Interpretation

It is inferred Table 1 that 34.87% of the trainees have low 32.07% of the trainees have moderate and 33.04% have high level of attitude towards Environmental Education.

It is seen from Table 2 that 15.94% of the male trainees have low, 11.30% of them have moderate and 13.81 of them have high level of awareness. 18.93% of the female trainees have low, 20.77% of them have moderate and 19.22% of them have high levels of attitude.

Table-1 Level of Attitude of B.Ed., Trainees towards Environmental Education

Variable	Low Level		Moderate Level		High Level	
	N	%	N	%	N	%
Attitude	361	34.87	332	32.07	342	33.04

Table-2 Level of Attitude of Male and Female B.Ed., Trainees towards Environmental Education

Gender	Low Level		Moderate Level		High Level	
	N	%	N	%	N	%
Male	165	15.94	117	11.30	143	13.816
Female	196	18.93	215	20.77	199	19.227
Total	361	34.87	332	32.07	342	33.04

Hypothesis 1

There is no significant difference between male and female B.Ed., trainees in their attitude.

As seen from Table 3 the calculated ‘t’ value 0.373 with 1033 degrees of freedom is lower than the tabulated value (1.96) at 0.05 significance. Hence, it is inferred that there is no significant difference between male and female B.Ed., trainees in their Mean scores of attitude.

Table-3 Difference in the Attitude of Male and Female B.Ed. Trainees towards Environmental Education

Gender	N	Mean	SD	t	Level of Significance
Male	425	135.748	13.104	-0.373	Not significant
Female	610	135.039	11.799		

Hypothesis 2

There is no significant difference between arts and science B.Ed., trainees in their attitude.

As seen from Table 4 the calculated 't' value 1.673 with 1033 degrees of freedom is lower than the tabulated value (1.96) at 0.05 significance. Hence, it is inferred that there is no significant difference between arts and science B.Ed., trainees in their mean scores of attitude.

Table-4 Difference of Arts and Science B.Ed. Trainees in their Attitude towards Environmental Education

Subject	N	Mean	SD	t	Level of Significance
Arts	447	135.655	12.977	1.673	Not significant
Science	588	134.360	11.825		

Hypothesis 3

There is no significant difference between urban and rural B.Ed., trainees in their attitude.

As seen from Table 5 the calculated 't' value 1.283 with 1033 degrees of freedom is lower than the tabulated value (1.96) at 0.05 significance. Hence, it is inferred that there is no significant difference between urban and rural trainees in their Mean scores of attitude.

Table-5 Difference between Urban and Rural B.Ed. Trainees in their Attitude towards Environmental Education

Students Locality	N	Mean	SD	t	Level of Significance
Urban	338	134.213	12.583	-1.283	Not significant
Rural	697	135.262	12.222		

Hypothesis 4

There is no significant difference between urban and rural colleges in their attitude.

As seen from Table 6 the calculated 't' value 2.404 with 1033 degrees of freedom is higher than the tabulated value (1.96) at 0.05 level of significance. Hence, it is inferred that there is significant difference between the trainees studying in urban and rural colleges in their Mean scores of attitude.

Table-6 Difference between Urban and Rural B.Ed. Colleges in their Attitude towards Environmental Education

College Location	N	Mean	SD	t	Level of Significance
Urban	515	135.844	12.916	2.404	Significant at 0.05 level
Rural	520	134.003	11.696		

Hypothesis 5

There is no significant difference between B.Ed., trainees who studied environmental science and those who did not study environmental science in their attitude towards Environmental Education.

As seen from Table 7 the calculated 't' value -0.318 with 1033 degrees of freedom is higher than the tabulated value (1.96) at 0.05 level of significance. Hence, it is inferred that there is significant difference between the trainees who studied environmental science and those who did not study environmental science in their Mean scores of attitude.

Table-7 Difference between B.Ed. Trainees who Studied Environmental Science and those Who did not Study Environmental Science in their Attitude towards Environmental Education

Environmental Science	N	Mean	SD	t	Level of Significance
Yes	778	134.849	12.150	-0.318	Not significant
No	257	135.132	12.946		

Hypothesis 6

There is no significant difference between the trainees who are studying and not studying Environmental Education in their attitude.

As seen from Table 8 the calculated 't' value 2.063 with 1033 degrees of freedom is higher than the tabulated value (1.96) at 0.05 level of significance. Hence, it is inferred that there is significant difference between the trainees who are studying Environmental Education and those not studying Environmental Education in their Mean scores of attitude.

Table-8 Difference between B.Ed. Trainees who are studying Environmental Education and those who are not studying Environmental Education in their Attitude towards Environmental Education

Environmental Science	N	Mean	SD	t	Level of Significance
Yes	331	136.072	13.612	2.063	Significant at 0.05 level
No	704	134.377	11.675		

Hypothesis 7

There are no significant difference among UG, PG and M.Phil B.Ed. trainees in their attitude. As seen from Table 9 the calculated 'f' value 0.304 with 2/1032 degrees of freedom is lower than the tabulated value (19.50) at 0.05 level of significance. Hence, it is inferred that

there are no significant differences among UG, PG and M.Phil trainees in their Mean scores of attitude.

Table-9 Difference among UG, PG and M.Phil B.Ed. Trainees in their Attitude towards Environmental Education

Source of Variation	Sum of Squares	df	Mean Square	f	Level of Significance
Between groups	92.852	2	46.426	0.304	Not significant
Within groups	157531.492	1032	152.647		
Total	157624.344	1034			

Hypothesis 8

There are no significant differences among government, aided, self-finance college B.Ed., trainees in their attitude.

As seen from Table 10, the calculated ‘f’ value 6.483 with 2/1032 degrees of freedom is lower than the tabulated value (19.50) at 0.05level of significance. Hence, it is inferred that there are no significant differences among the government, aided and self-finance college trainees in their Mean scores of attitude.

Table-10 Difference among Government, Aided, Self-finance Colleges B.Ed. Trainees in their Attitude towards Environment Education

Source of Variation	Sum of Squares	df	Mean Square	f	Level of Significance
Between groups	1955.917	2	977.959	6.483	Not significant
Within groups	155668.427	1032	150.841		
Total	157624.344	1034			

FINDINGS

Based on the analyses of data the Mean scores of the male and female, arts and science, urban and rural, B.Ed. trainees who studied and not studied environmental science do not differ significantly in their attitude towards Environmental Education.

There is a significant relationship between urban college trainees and rural college trainees in their attitude towards Environmental Education. The Mean value shows that the urban college trainees (135.84) possess higher level of attitude than the attitude of rural college trainees (134.003). Hence the trainees studying in urban colleges are better than the trainees studying in rural colleges.

There is significant difference between the trainees who are studying Environmental Education and those not studying Environmental Education in their attitude towards Environmental Education. The Mean value shows that the trainees who are studying Environmental Education (136.072) possess higher level of attitude than the attitude of trainees who are not studying Environmental Education (134.377). Hence the trainees who are studying Environmental Education are better than the trainees who are not studying Environmental Education.

There is no significance difference in the attitude towards Environmental Education based on their educational qualification, college type and various regions of Tamil Nadu.

DISCUSSION

The 't' test result reveals that the urban college trainees have more positive attitude than the rural college trainees. This may be due to the fact that the urban college trainees are packed with more academic programs such as attending tuition, effectively participating in homework, class work and other factors of learning. Further, the urban college trainees are responsible and accountable in their home.

The 't' test result reveals that the trainees who are studying Environmental Education have more positive attitude than the trainees who are not studying Environmental Education. This may be due to the fact that that the trainees who are studying Environmental Education were acquiring more information about environment and its objectives, nature, need, importance and significance.

Based on the findings of the present investigation the investigator found that the male and female, arts and science, urban and rural trainees who studied and did not study environmental science did not differ significantly in their attitude towards Environmental Education.

CONCLUSION

A study on attitude towards Environmental Education of B.Ed. trainees in relation to certain selected variables was carried out by the investigator. The study proved that the urban college trainees have more positive attitude than rural college trainees. This may be due to the fact that the urban college trainees have wider exposure and are aware of recent developments and the opportunities available to the trainees to study and learn more than the trainees studying in rural colleges. Trainees who are studying Environmental Education had

more positive attitude towards Environmental Education when compared to the trainees who are not studying Environmental Education.

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