



A STUDY OF PRESENT STATUS OF ENVIRONMENTAL AWARENESS DIMENSIONALLY AMONGSCHOOL TEACHERS

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Abstract

It is urgent need that,we as responsible citizen should diffuse the environmental pollution time bomb.It is the responsibility of each and every individual to take the responsibility to save the Environment.For sustaining and maintaining the environmental balance, the role of teachers also plays a very vital role .This study is an attempt to find out the awareness of environment among school teachers. The survey method is used for the collection of the data and a sample of 100 school teachers were selected by using Random sampling technique, the findings showed that the teachers possess good environmental awarenesslevel.



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Introduction

Mankind's encounter with environment is as old as the man himself. Since the evolution of man on the earth he has been dependent on the environment. Initially the need of man was limited, but as time passed he became more ambitious and with the advancement in science and technology he made his life more and more comfortable and simultaneously became a leading source of pollution and degradation in the environment .And now the time has arrived when Man has to work on with priority for bringing back the environmental balance and it is possible only when primarily a positive attitude towards environmental awareness amongst people will be formed. Education is best form for propagation of environmental awareness and teachers are the best medium for environmental education.

Over recent decades, global problems relating to degradation of natural resources and pollution have increased theatrically. It is our foremost duty to conserve our environmental resources. The vital goal of environmental education whether it is formal or non-formal is to

create awareness among the citizens of a country (**Sahaya and Paul, 2005; Sola,2014**). World educators and environmental specialists have repeatedly pointed out that any solution to the environmental crisis will require environmental knowledge and deeply rooted understanding in the educational system at all levels (**Khan, 2013; Deka, and Rabha, 2013**). The U.N. World conference on the environment in Stockholm in 1972, the Earth Summit held in Rio de Janeiro in 1992, the Global Forum 1992 and the activities organized by the international NGO forum show that environment is in the agenda of International Community (**Maikuri and Uniyal, 2008; Kant and Sharma, 2013**). In order to protect and conserve the environment, enabling people to lead quality life, emphasis has been laid on environmental education in both formal and non-formal system of education.

1. Need and significance of the study

In the changing advanced and scientific scenario, there is a crisis of environmental awareness leading to negative code of behavior towards environment. Impact of human activities has caused a severe disequilibrium in environmental set up resulting into various problems today as well as for the future. Environment protection starts by generating awareness among the societies so that it grows into part of their life style. Environmental awareness of teachers play a very important role in developing the environmental values among the students. Therefore an attempt has been made to assess the environmental awareness of teachers.

2. Review of related Literature

Anita Singh, Sony Kumari and Jaspal Singh (2014), compared the Environmental Awareness among Secondary School Teachers in Bareilly District U.P, India with the major objective to see the difference in science, art and commerce teachers of secondary level with respects to their level of environmental awareness and found that Science and Arts teachers had more environmental awareness in comparison to Commerce teachers CBSE teachers had more environmental awareness in comparison to UP Board teachers because of the rich educational climate and method of teaching of CBSE schools with compare to the UP board schools. The female teachers had more environmental awareness in comparison to male teachers because of the female teachers are normally so much emotionally involved with the environment and they also attached with society so that they are having more environmental awareness.

Dr. Vipinder Nagra & Sandeep Singh (2013) studied Environmental Education Awareness Among Senior Secondary School Teachers and found that about 13% in the range of high environmental awareness, 11% in above average range, 14% in the range of below average, 13% in below average, 5% in low range and 17% in very low range and also found that there

exists no significant difference between government and private teachers in their environmental awareness.

J. Arunkumar (2012) ,assessed the Environmental Awareness among Teacher Trainees In Teacher Training Institutes with the objective to find the level of environmental awareness of teacher trainees in teacher training institutes in Trichy and its dimensions and to find the level of participation in extension activities of teacher trainees in teacher training institutes and found that the level of environmental awareness of teacher trainees in teacher raining institutes in Trichy and its dimensions is average and the level of participation in extension activities of teacher trainees in teacher training institutes in Trichy is average.

3. Objectives of the study.

1. To study the overall environmental awareness level among school teachers of Aurangabad city.
2. To study the environmental awareness level among school teachers regarding Forest including trees.
3. To study the environmental awareness level among school teachers regarding pollution (air,water, noise and soil).
4. To study the environmental awareness level among school teachers regarding energy conservation.
5. To study the environmental awareness level among school teachers regarding wildlife and animals.
6. To study the environmental awareness level among school teachers regarding Environmental related problems.
7. To study the environmental awareness level among school teachers regarding population.
8. To study the environmental awareness level among school teachers regarding teaching skills.

4. Methodology

Descriptive survey method was used for the collection of the data.

5. Tools used

Environmental Awareness Test for Teachers (EATT) designed and standardized by Dr.SeemaDhawan was used for the data collection of the school teachers.The reliability of the scale is 0.894.The scale measures the environmental awareness of school teachers with respect to Forest including trees,pollution(air,water,noise and

soil), Energy conservation, Wildlife and animals, Environmental and related problems ,Population and Teaching skills.

6. Sample

A sample of in all 100 school teachers were selected through random sampling technique for the present study.

7. Statistical Techniques used.

The statistical measures used for analyzing the data were mean.

8. Analysis and Interpretation of the Data:

Table no.1: Table showing the obtained value for Environmental Awareness Level of school teachers

Aspect	Obtained Score	Range of Scores	Obtained Grade	Knowledge Level
Overall Environmental awareness	57.30	53-67	2	Good

Table no.2: Table showing the Environmental Awareness level of school teachers dimensionally

Sr.no	Dimensions of Environmental Awareness	Obtained score	Knowledge Level
1.	Forest including trees.	8.14	Good
2.	Pollution(air, water, noise and soil)	18.94	Average
3.	Energy Conservation	3.49	Average
4.	Wild life and animals	4.50	Very Good
5.	Environmental related problems	18.95	Good
6.	Population	5.00	Very Good
7.	Teaching skills	1.00	Very Good

9. Major Findings:

1. From the Table no.2, we can conclude that the overall mean score of Environmental Awareness level in the school teachers is 57.12 which fall in the category of Good Environmental Awareness level, when interpreted from the standard norm table in the manual for Environmental awareness test of teachers designed by Dr.SeemaDhawan.
2. From the Table no.3, we can conclude that the mean score of Environmental Awareness with respect to Forest including trees in the school teachers is 8.14 which fall in the category of Good Awareness level.

3. From the Table no.3,we can conclude that the mean score of Environmental Awareness with respect to Pollution (air,water ,noise and soil) is 18.94 in the school teacherswhich falls in the category of Average Awareness level.
4. From the Table no.3,we can conclude that the mean score of Environmental Awareness with respect to Energy Conservation is 3.49 in the school teachers which fall in the category of Average Awareness level.
5. From the Table no.3,we can conclude that the mean score of Environmental Awareness with respect to Wildlife and animals is 4.50 in the school teachers which fall in the category of Very Good Awareness level.
6. From the Table no.3,we can conclude that the mean score of Environmental Awareness with respect to Environmental related problems is 18.95 in the school teachers which falls in the category of Good Awareness level.
7. From the Table no.3,we can conclude that the mean score of Environmental Awareness with respect to population is 5.00 in the school teachers which falls in the category of Good Awareness level
8. From the Table no.3,we can conclude that the mean score of Environmental Awareness with respect to teaching skills is 1.00 in the school teachers which falls in the category of Very Good Awareness level.

10. Discussion of Results:

From the results obtained we can infer that the Environmental Awareness level in the teachers is good which is a positive beginning towards the effortsin gaining the environmental equilibrium. The findings of the present study are in consonance with the research “Environmental awareness and environmental attitude of secondaryand higher secondary school teachers and students”, conducted by Shahnawaj (1990)whose main objective was to find out the level of awareness about the environment among teachers and found a positive environmental attitude was observed in 95% teachers and 94% students and, “An Analysis of Environmental Awareness and Responsibilities among University Students” conducted by Selvam, V. and Abdul Nazar, N. (2011) whose main objective was to find out the environmental awareness and responsibility among university students and found that majority of the students and not all the students are having environmental awareness and responsibilities.

11. Conclusions:

Enhancing Environmental awareness level and efforts for sustainable development are of global importance and needs a special attention from the whole mankind. The present study was an effort to study the awareness among school teachers as school is the second home of child and habit formation is learnt formally and practiced in schools. The worth of awareness increases when it will be practically implemented. Teachers are always called as the best means of social change and this efficiency should also be channelized in maintaining harmony and equilibrium in nature.

12. Recommendations

In the light of the findings of the present study, the investigator would like to recommend the following.

- ❖ It is very essential that teachers must possess awareness of environmental concerns and legislations to educate and develop values regarding environment in the students.
- ❖ Seminars, workshops, debates, booster programs, interactive programs, organizing may be conducted to enhance the environmental awareness of the teachers.
- ❖ Camp activities like cleaning; planting trees, making awareness to urban and illiterate people will increase the aptitude and attitude of teachers towards environment.
- ❖ The knowledge of global warming, environmental legislations, hygiene and pollution may be given to the teachers through different means like orientation programs, guest lectures etc.
- ❖ World earth day, world population day, world wild life day may be celebrated in schools with full zeal and enthusiasm.

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