



A STUDY OF RESPONSIBLE ENVIRONMENT BEHAVIOUR AMONG B.Ed. STUDENTS IN RELATION TO THEIR GENDER & LOCALITY

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ABSTRACT

The purpose of the study was to determine responsible environment behaviour among boys and girls B.Ed. students of urban and rural area. This was an empirical research with a sample of 200 B.Ed students studying in four B.Ed.colleges belonging to rural and urban areas selected randomly from Rohtak city of Haryana.The study was conducted through descriptive survey method. Responsible Environment Behaviour of the college students was assessed by using Responsible Environment Behaviour Measure(REBM) by Dr. Anuradha Sindhvani. 't' test was applied to find out the significance of difference between means. The results indicated that there was no significant difference in responsible environment behaviour of boys and girl B.Ed. students. The results also indicated that there was no significant difference in the responsible environment behaviour of urban and rural B.Ed .students

KEY WORDS: Responsible Environment Behaviour, Gender, Locality.

INTRODUCTION

The Environmental Education movement in India started only in last quarter of twentieth century. The environmentalists are trying their best to educate the people at all level and stages but the question is how for the efforts of Government through various legislations, mass awakening programme of MOEF, NGO and other through mass media, electronic media and printed media are able to achieve their goals. Responsible Environment Behaviour means an increase of knowledge about environmental problems - their ecological and human implications, also responsible environmental management practices by identifying and establishing environmental principles, goals, and objectives will results in favorable attitude. Knowledge acts as pre-requisite, skills are necessary for applying knowledge, attitudes and values are related to taking actions necessary for responsible environment behaviour. An environmentally responsible person is one who has: an awareness and sensitivity to the total environment and its allied problems, a basic understanding of the environment and its allied problems, feelings of concern for the environment and motivation for actively participating in environmental improvement and protection, skills for identifying and solving environmental problems and active involvement at all levels in working toward resolution of environmental problems.

Environmental education aims to make pupils fully aware of the problems related with their environment and motivates them to tackle problems with a sense of responsibility and with technical skills, which will enable them to contribute to their solutions along with other members of their community. The aim of Environmental Education is to develop a world population that is aware of and concerned about the environment and its associated problems and which has the knowledge, skill, attitudes, motivations and commitment to work individually and collectively towards solution of current problems and the preventions of new ones.

A layman has to acquire knowledge about environmental issues in many areas particularly about air pollution, water pollution, land pollution, energy issues, afforestation etc. A fair knowledge is essential about environmental issues as for environmental protec-

tion and to save the health of people. Every human being in the society has a responsibility in respect of protection, preservation and conservation of environment. The teacher education programmes, in particular, need to work in the direction and develop an attitude of responsible behavior among its learners. This is because the teachers carry the legacy to the future generation. If the teachers are able to bring in attitude change and make them more responsible, then half the battle is won. So that, the sense of responsibility for environment should be develop in B.Ed. Level students. As they become responsible personalities of the society in respect of protection preservation and conservation of environment by having a good awareness of environmental problem. The type of school Management has no effect on student's environmental behaviour (Tripathi,2000).Children from different locality are not found differ in the development of environmental behaviour (Bhaskaracharyulu 2004).Gender do not have major role in the formation of attitude towards environment. The socio-economic conditions of the family, parents education, home conditions of living , parents love, care and incentives along with the cultural forces affects on the pupils acquisitions of environment concept.(Shobeiri & Prahallada,2009).It is evident that evaluation from studies, responsible environment behaviour is in an embryogenesis stage. Hence, there is need to undertake this research to find out the degree of awareness and Responsible Environment Behaviour among student's. Though lots of work had been done on college students, schools student yet B.Ed. students were not studied until now.

STATEMENT OF THE PROBLEM

The present study stated as "A STUDY OF RESPONSIBLE ENVIRONMENT BEHAVIOUR AMONG B.Ed. STUDENTS IN RELATION TO THEIR GENDER & LOCALITY."

OPERATIONAL DEFINITIONS OF THE RELATED TERMS

Responsible Environment Behaviour

Responsible Environment Behaviour means an increase of knowledge about environmental problems - their ecological and human implications, also responsible environmental management practices by identifying and establishing environmental principles,

goals, and objectives will results in favorable attitude.

B.Ed. Students

B.Ed. students mean the students studying Bachelor degree course in Education Colleges.

OBJECTIVES OF THE STUDY

The followings are the objectives of the present study:

- To compare the Responsible Environment Behaviour of boys and girls B.Ed. students.
- To compare the Responsible Environment Behaviour of rural and urban B.Ed. students.

HYPOTHESES OF THE STUDY

The following hypotheses are framed for verification in the present study:

- There is no significant difference in responsible environment behaviour between boys and girl B.Ed.students.
- There is no significant difference in responsible environment behaviour between urban and rural B.Ed. students.

DESIGN OF THE STUDY

Method used

Descriptive survey method was used for the present research.

Population

The students of B.Ed. course in colleges of education of Rohtak district of Haryana comprised the Population of the present study.

Sample

For the present study, the investigator was done systematic random sampling for taking sample of 200 students from B.Ed. colleges belonging to urban and rural area from Rohtak district of Haryana.

Tools Used:

Responsible Environment Behaviour Measure (REBM):- The Responsible Environment Behaviour Measure (REBM) by Dr. Anuradha Sindwani consists of 25 questions of four options such as never, sometimes, often and always. Reliability of REBM was determined through split half method that was found 0.83 and test-retest method that was found 0.79. Validity of REBM determined by experts. Thus REBM also possess content validity.

Statistical Techniques Used For Data analysis:

In the present study the following statistical measures used:

1. Descriptive analysis (Mean, Standard Deviation)
2. Inferential analysis (t-test)

ANALYSIS AND INTERPRETATION OF THE DATA

Objective-1: To compare the Responsible Environment Behaviour of boys and girls B.Ed. students

Table 1: Comparison of the Responsible Environment Behaviour between boys and girls B.Ed. students

Variable	Sample	N	M	SD	t-value	Level of Significance
Responsible Environment Behaviour	Boys	100	69.93	8.74	1.17	Not Significant
	Girls	100	70.23	7.80		

Table 1 revealed that the mean scores of responsible environment behaviour of boys and girls B.Ed. students are 69.43 and 70.23 with SD's 8.74 and 7.80 respectively. The t-value came out from the above two groups is 1.17 which is not significant at 0.01 and 0.05 levels of significance. Therefore, the hypothesis (H1) is accepted which means there is no significance difference between the responsible environment behaviour of boys and girls of B.Ed. class. It can be understood graphically through bar diagram as fig.1 shown below:

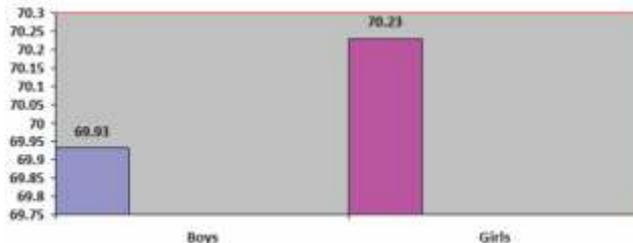


Fig.1: Mean scores of girls & boys studying in B.Ed. on Responsible Environment Behaviour.

Objective 2: To compare the Responsible Environment Behaviour of rural and urban B.Ed. students.

Table 2: Comparison of the Responsible Environment Behaviour of B.Ed. students belonging to rural and urban area

Variable	Sample	N	M	SD	t-value	Level of Significance
Responsible Environment Behaviour	Rural	100	70.15	8.99	1.61	Not Significant
	Urban	100	69.01	7.36		

Table 2 revealed that the mean scores of Responsible Environment Behaviour of B.Ed. students belonging to rural and urban area are 70.15 and 69.01 with SD's 8.99 and 7.36 respectively. The t-value came out from the above two groups is 1.61 which is not significant at 0.01 and 0.05 level of significance. Therefore, the hypothesis (H2) is not to be rejected which means there is no significant difference between Responsible Environment Behaviour of B.Ed. students belonging to rural and urban area. A graphical representation is also given in figure2 showing mean scores of rural and urban B.Ed. students on REB through bar diagram.

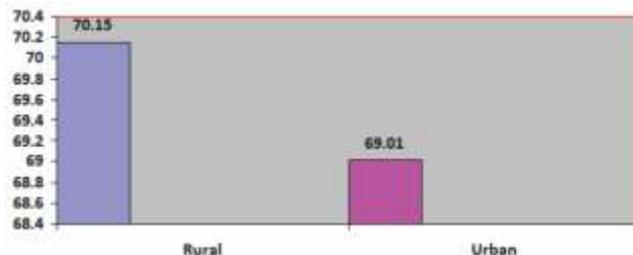


Fig.2: Mean scores of rural and urban studying in B.Ed. on Responsible Environment Behaviour.

CONCLUSIONS:

The result of this study concluded that the girls of B.Ed. and boys of B.Ed. were almost equal in respect of awareness and responsible behaviour for the environment. There is no significant difference in responsible environment behaviour of rural and urban B.Ed. students though they have high level of responsible environmental behaviour.

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