

# Awareness and Attitude of Pre-service Teachers, In-service Teachers and Teacher Educators towards Environmental Problems

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## Objectives

1. To study and compare the awareness of environmental pollution problem among pre-service and in-service teachers with respect to
2. To study and compare the attitude towards environmental pollution problem among pre-service and in-service teachers with respect to
3. To study the awareness of environmental pollution problem among teacher educators with respect to
4. To study the attitude towards environmental pollution problem among teacher educators with respect to
5. To study the relationship between awareness and attitude towards environmental pollution problem.

## Sample

*Pre-service Teachers & Teacher Educators:* Three hundred pre-service teachers and all teacher educators of one year full time B.Ed program were selected from the teacher training institution of Delhi university, Jamia Millia Islamia and GGSIP university by random purposive sampling.

*In-service Teachers:* Three Hundred in-service teachers teaching at the secondary and senior secondary level in the schools of Delhi Government were selected by random purposive sampling.

## Tools Used

### **Environmental Pollution Attitude Scale**

To study the attitude of the selected group, the investigator used Environmental pollution Attitude Scale developed, designed, validated by Dr. M. Rajamanicam and published by Institute of Community Guidance and Research, Chennai, India in 1998.

### b) Environmental Pollution Awareness Test

The environmental pollution awareness test was developed by the investigator. The test has content validity and reliability value of 0.68 calculated by split half method using Spearman Brown Formula.

**Delimitation:**(1) The study was confined to the pre-service teachers & teacher educators of one year full time B.Ed. Program from the teacher training institutions of Delhi

University, Jamia Millia Islamia and GGSIP University.(2) It was confined to the in-service teachers teaching at secondary and senior secondary level in the schools of Delhi Government. (3)It was confined to environmental pollution problem only.

**Data Analysis :**The statistical measures used in present study are Mean, SD, t test, F test (2 and 3 Way ANOVA ) , Coefficient of Correlation .

### **Major Findings :**

The pre-service teachers (M=16.94), in-service teachers (M=15.36) and teacher educators (M=11.21) were below average in their awareness of environmental problem. (2) The pre-service teachers (M=100.31), in-service teachers (M=97.95), teacher educators (M=92.28) were neutral in their attitude towards environmental problem. (3) The discipline and qualification does not interacted with each other to have a significant effect on the awareness of environmental problem among pre-service and in-service teachers. (4) The discipline had no significant effect on the awareness of environmental problem among pre-service and in-service teachers. The mean value of science teachers (M= 17.28) was higher than social science teachers (M= 15.75) followed by humanities teachers (M= 15.49) but was not statistically significant. (5) There was a significant effect of qualification on the awareness of environmental problem among pre-service and in-service teachers. The postgraduate teachers (M=16.39) surpassed graduate teachers (M=16.01) in their awareness of environmental problem. The pre-service postgraduate teachers (M=17.72) surpassed pre-service graduate teachers (M=15.99), the in-service postgraduate teachers (M=16.03) surpassed in-service graduate teachers (M=13.82), the pre-service postgraduate teachers (M=17.72) surpassed in-service postgraduate teachers (M=16.03) and pre-service graduate teachers (M=15.99) surpassed in-service graduate teachers (M=13.82) in their awareness of environmental problems. (6) The discipline and qualification does not interacted with each other to have a significant effect on the attitude towards environmental problem among pre-service and in-service teachers.(7) The discipline had no significant effect on the attitude towards environmental problems among pre-service and in-service teachers. The attitude of science teachers (M= 100.32) surpassed social science teachers (M= 99.38) followed by humanities teachers (M= 97.68) but not statistically significant.(8) There was a significant effect of qualification on the attitude towards environmental problem among pre-service and in-service teachers. The pre-service postgraduate teachers (M=101.46) surpassed pre-service graduate teachers (M=97.56) in their attitude towards environmental problem but the in-service postgraduate teachers (M=99.20) and in-service graduate teachers (M=96.34), pre-service graduate teachers (M=97.56) and in-service graduate teachers (M=96.31), pre-service postgraduate teachers (M=101.46) and in-service postgraduate teachers (M=99.20) do not differed in their attitude towards environmental problem. (9) The discipline and qualification did not interacted with each

other to have a significant effect on the awareness of environmental problem among teacher educators. (10) The discipline did not have a significant effect on the awareness of environmental problem among teacher educators. The Mean value of teacher educators belonging to science discipline ( $M=11.36$ ) was greater than teacher educators of social science discipline ( $M=11.31$ ) followed by teacher educators from humanities discipline ( $M=11.27$ ) but not significant statistically.(11) There was a significant effect on qualification on the awareness of environmental problem among teachers educators. The teacher educators holding PhD degree ( $M=11.66$ ) surpassed postgraduate teachers educators ( $M=10.35$ ) in their awareness of environmental problem.(12) The discipline and qualification did not interacted with each other to have a significant effect on the attitude towards environmental problem among teacher educators.(13) The discipline did not have a significant effect on the attitude towards environmental problem among teacher educators. The mean value of teacher educators belonging to science discipline ( $M=95.26$ ) was greater than teacher educators of social science discipline ( $M=92.63$ ) followed by teacher educators from humanities discipline ( $M=90.96$ ) but not significant statistically.(14) There was no significant effect of qualification on the attitude towards environmental problem among teacher educators. The mean value of teacher educators holding PhD Degree ( $M=94.33$ ) was greater than post graduate teacher educators ( $M=90.38$ ) but not significant statistically.(15) The pre-service teachers ( $M=16.94$ ) surpassed in-service teachers ( $M=15.36$ ) in their awareness of environmental problem. (16) The pre-service teachers ( $M=99.24$ ) do not differed from in-service teachers ( $M=97.40$ ) in their attitude towards environmental problem.(17) The type of teachers (pre-service and in-service), their discipline and qualification did not interacted with each other to make a significant effect on the awareness of environmental problem. (18) The type of teachers (pre-service and in-service), their discipline and qualification did not interact with each other to make a significant effect on the attitude towards environmental problem. (19) There was a positive and significant relationship ( $r = 0.37$ ) between awareness and attitude towards environmental problem among pre-service teachers. There was a positive and significant relationship ( $r = 0.17$ ) between awareness and attitude towards environmental problem among in-service teachers. There was no significant relationship ( $r = 0.16$ ) between awareness and attitude towards environmental problem among teacher educators. However, there was a positive and significant relationship ( $r = 0.29$ ) between awareness and attitude towards environmental problem when pre-service, in-service teachers and teacher educators were studied together.