

Environmental Awareness Among the In-Service Teachers in West Bengal

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Abstract: *The term 'environment' is widely used and has a broad range of definitions, meanings and interpretations. The environment is anything outside an organism in which the organism lives. It can be a geographical region, a climatic condition, a pollutant or the noises which surround an organism. The human environment includes the country or region or town or house or room in which a person lives. And Environmental awareness means, "The growth and development of awareness, understanding and consciousness toward the biophysical environment and its problems, including human interactions and effects." The present paper deals with what is environmental awareness and how does it affect the In-Service teachers of West Bengal, their limitations and delimitation which might lead to the development of an environmental consciousness regarding the planet's ecosystems problems, as well as actions aimed at promoting environmental corrective actions to reverse the degradation process.*

1. INTRODUCTION

The term '**environment**' is widely used and has a broad range of definitions, meanings and interpretations. The environment is anything outside an organism in which the organism lives. It can be a geographical region, a climatic condition, a pollutant or the noises which surround an organism. The human environment includes the country or region or town or house or room in which a person lives. However, for other people, the term 'environment' includes human elements to some extent. Many people would regard agricultural and pastoral landscapes as being part of the environment, whilst others are yet more inclusive and regard all elements of the earth's surface - including urban areas - as constituting the environment. Thus, in popular usage, the notion of the 'environment' is associated with diverse images and is bound up with various assumptions and beliefs that are often unspoken - yet may be strongly held. And **Environmental awareness** means, "**The growth and development of awareness, understanding and consciousness toward the biophysical environment and its problems, including human interactions and effects.**" Environment includes all living and non-living objects. We live in the environment and use the environmental resources like air, land and water to meet our needs. Development also means meeting the needs of the people. While meeting the ever-growing needs, we put pressure on the environment. When the pressure exceeds the carrying capacity of the environment to repair or replace itself, it creates a serious problem of environmental degradation. If we use any environmental resource such as ground water beyond its limit of replacement, we may lose it forever. Therefore, there is a need to create 'awareness' about Environmental protection. While efforts are being made at the national and international level to protect our environment, it is also the responsibility of every citizen to use our environmental resources with care and protect them from degradation. In the past two decades, environment has attracted the attention of decision makers, scientists and even laymen in many parts of the world. They are becoming increasingly conscious of issues such as famines, droughts, floods, scarcity of fuel, firewood and fodder, pollution of air and water, problems of hazardous chemicals and radiation, depletion of natural resources, extinction of wildlife and dangers to flora and fauna.

2. STATEMENT OF THE PROBLEM:

"Environmental Awareness among the In-Service Teachers in West Bengal"

3. OBJECTIVES OF THE STUDY:

- To investigate the environmental awareness among in-service teachers of educational institutes based on their gender.
- To investigate the environmental awareness among in-service teachers of educational institutes based on locality.

4. Hypothesis:

H₀1: There is no significant difference among the teachers on the basis of their gender;

H₀2: There is no significant difference among the teachers on the basis of their locality;

5. Delimitation:

Geographical Area:The institutions of Kolkata, North-24-Pargana, districts among all districts of West Bengal was selected for the study.

School: Schools under West Bengal Council of Higher Secondary Education and West Bengal Board of Secondary Education of Kolkata, North-24-Parganas.

Sample:In-Service Teachers belonging to any subjects of Kolkata& North-24-Parganas district.

- The availability of the schools.
- The availability of the school teachers.
- West Bengal is a vast state to cover. And it is not possible to cover up each and every district of the state. So only two districts were selected for the current dissertation.

6. METHODOLOGY

The present study was survey type involving descriptive research on Environmental Awareness among the In-Service Teachers in West Bengal. In this chapter an attempt had been made to explain the methodology of the study, which included the details like variables considered for the study, population of the study, tools used for data collection, sampling technique, procedure and statistical techniques employed for analysis of the data.

7. Variables:

8.1 Dependent Variables:

Environmental Awareness& Environmental Knowledge

8.2 Independent Variables:

a. Gender

b. Locality

Population & sample:In-serviceTeachers of different schools of West Bengal in Kolkata and North-24-parganas district were treated as population & sample for present study.

Sampling Technique: Simple random sampling was followed in this study.

Tools of Study: The following tools were used for collection of data:

Variable measured	Tool used	Remarks
Environmental Awareness	Environmental Awareness Test (EAWT)	Constructed by Dr.KYeshodhara
Environmental Knowledge	Environmental Knowledge Test (EKT - DS)	Constructed by Dr. Seema Dhawan

Results

Description & Interpretation:

This Chapter presents the details of the analysis of the data collected and interpretation of the results obtained in the present study. Two hypotheses were tested using Non-parametric unpaired 't' test.

The details of the analysis are presented under the following headings:

Hypothesis-1

Gender wise analysis of environmental awareness between male & female in-service teachers

MALE	FEMALE	DF	CALCULATED VALUE OF T	CRITICAL VALUE OF T
14	15	28	0.744427759	2.05 (at 0.05 level of significance)
N1= 29				

Gender wise analysis of environmental knowledge between male & female in-service teachers

MALE	FEMALE	DF	CALCULATED VALUE OF T	CRITICAL VALUE OF T
10	15	24	0.05653514	2.06 (at 0.05 level of significance)
N2= 25				
Total N=N1+N2=54				

Hypothesis-2

Locality wise analysis of environmental awareness between in-service teachers

URBAN	RURAL	DF	CALCULATED VALUE OF T	CRITICAL VALUE OF T
10	19	28	0.157885056	2.05 (at 0.05 level of significance)

N1= 29

Locality wise analysis of environmental knowledge between in-service teachers

URBAN	RURAL	DF	CALCULATED VALUE OF T	CRITICAL VALUE OF T
10	15	24	0.027475763	2.06 (at 0.05 level of significance)

N2= 25

Total N=N1+N2=54

Summary and Finding:

It is a well-known fact that knowledge and awareness are the two sides of a single coin. One is incomplete without the other. For this reason, environmental knowledge was taken during this dissertation.

It was seen from the result that the calculated value of t both environmental awareness as well as knowledge (**0.744427759 & 0.05653514**) was much much lower than the critical value of t at 0.05 level of significance (**2.05 & 2.06**) which implies that the null hypothesis was accepted, that means, there was no significant difference among the in-service teachers both in the case of environmental awareness as well as environmental knowledge on the basis of their gender.

It was also evident from the result that the calculated value of t both environmental awareness as well as knowledge (**0.157885056 & 0.027475763**) was much much lower than the critical value of t at 0.05 level of significance (**2.05 & 2.06**) which implies that the null hypothesis was accepted, that means, there was no significant difference among the in-service teachers both in the case of environmental awareness as well as environmental knowledge on the basis of their locality.

As a whole, we can conclude that the Environmental Awareness & Environmental Knowledge of In-service Teachers of West Bengal does not differ or there is no difference among them on the basis of their gender and locality.

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