

Environmental Values of B.Ed. and D.Ed. Teacher Trainees

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Abstract: The present study was explored to find out the Environmental values of B.Ed. and D.Ed. teacher trainees. The sample consisted of 600 teacher trainees out of 300 B.Ed. teacher trainees and 300 D.Ed. teacher trainees from Andhra Pradesh State, the sample has been collected by using stratified random sampling technique. The normative survey method had been used for the study. Environmental values scale was constructed by the researcher. Data has been calculated by t- test. Result observed that there is a significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees. Findings also indicated that there is no significant difference between the environmental values of B.Ed. and D.Ed. male teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. female teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. government college teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. private college teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. rural area teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. urban area teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of literate parents, there is a significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of illiterate parents.

Key Words: Environmental Values, B.Ed. Teacher Trainees and D.Ed. Teacher Trainees

1. INTRODUCTION

Values are considered key inputs that control human behavior, those reveal his/her personality towards a person or an object in the society. Values deal with one's own doctrines and standards from which the right and wrong behavior is being judged. Values of teacher trainees are utmost important, he/she teaches values to the entire generation and thus have a wide influence to the future of a nation. Teacher plays a dynamic role in society, they can act as a lamp and show the path to the learners. According to Vekataiaha (2007) Education is the only way to inculcate values and it should be important vision while planning the curriculum in education. Education without values is complete waste, and it is crime and Education without mission is life burden. Values education and environmental education for sustainability are both two sides of education. Progress of sustainable development is depend upon the pro environmental behavior of individual. Pro environmental behavior is determined by environmental values of the individuals. . Environmental values, knowledge, attitudes are interrelated which changes the undesirable human behavior to desirable pro environmental behavior. By this sort of affective modifications, the people would be prepared to habituate environment friendly life styles. Thus, the affective behavioral modifications are important to develop and strengthen environment concerning values. Environmental values can be described as how the individual is sensitive to the environmental and environmental issues. Environmental values are one of the most important values, it shows a significant impact on human behavior towards environment and its related issues. Environmental Values plays key role in environmental issues and make an attempt to find solutions for environmental problems such as greenhouse effect, global warming, and destruction of wildlife, loss of biodiversity, pollution, acid rains and depletion of natural resources. Environmental value and pro environmental behavior both are strongly correlated with each other. Individuals who hold environmental values they can only focused on nature and handle environmental problems with utmost care. Teacher trainees plays a vital role to inculcate the environmental values in entire generation of the student community so they must have the environmental values as the student directly or indirectly imitate the teacher values and behaviors. Keeping in mind these environmental problems and concerns, there is a need of the hour for present study "*Environmental values of B.Ed. and D.Ed. teacher trainees*

2. REVIEW OF RELATED LITERATURE

Vidhya Meena (2014) conducted a study on Environmental Values amongst Prospective school teachers from Tribal community. Survey method was used. The sample was 646 teachers from 15 teachers training colleges affiliated from university of Kota and MDS University. The findings reveal that environmental education must be in correlated with religious beliefs.

Environmental values related to religion, health care, entertainment and scientific sense are more prevail in male rather than female on the other hand aesthetics and social senses are better in female than to male prospective teachers.

Mamta Barman (2015) conducted a study on environmental problems and environmental values. The sample of was 50 government and private female school students to measure the environmental values. Environmental value test by Shrivastav & Dubey, 1995 tool was used. The results of the study was there is degree of high environmental values among both urban groups.

Objectives of the Study

- To find out the difference in the environmental values of B.Ed. and D.Ed. teacher trainees with respect to whole sample.
- To find out the difference in the environmental values of B.Ed. and D.Ed. teacher trainees with reference to gender, management, locality, parental education.

Hypotheses of the Study

1. There is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees.
2. There is no significant difference between the environmental values of B.Ed. and D.Ed. male teacher trainees.
3. There is no significant difference between the environmental values of B.Ed. and D.Ed. female teacher trainees.
4. There is no significant difference between the environmental values of government college B.Ed. and D.Ed. teacher trainees.
5. There is no significant difference between the environmental values of private college B.Ed. and D.Ed. teacher trainees.
6. There is no significant difference between the environmental values of rural area B.Ed. and D.Ed. teacher trainees.
7. There is no significant difference between the environmental values of urban area B.Ed. and D.Ed. teacher trainees.
8. There is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of literate parents.
9. There is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of illiterate parents.

3. METHODOLOGY

Survey method had been used for the study. The sample consisted of 600 teacher trainees out of 300 B.Ed. teacher trainees and 300 D.Ed. teacher trainees from Andhra Pradesh. The sample has been collected by using stratified random sampling technique. The 'Environmental Values Scale' constructed and validated by the investigator. The scale consists of 38 statements. Each item provides five responses. The responses were expressed on 5-point scale, strongly agree, agree, undecided, disagree, strongly disagree and weights of 5, 4, 3, 2, 1 are favorable statements and the reverse in unfavorable statements. The reliability of the environmental values scale was calculated as 0.88. The statistical techniques such as Mean, SD and t-test were calculated to find the significant differences and comparison between the groups of B.Ed. and D.Ed. teacher trainees.

4. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis-1: There is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees.

Table 1: Comparison of Environmental Values of B.Ed. and D.Ed. Teacher Trainees

Group	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Whole sample	B.Ed.	300	150.79	10.97	8.54**
	D.Ed.	300	143.16	10.88	

** Significant at 0.01 level

From table 1, it is observed that the calculated t-value (8.54) is significant at 0.01 level, it is clear that there is a significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees. B.Ed. teacher trainees had better environmental values than the D.Ed. teacher trainees. Hence it can be said that the hypothesis rejected.

Hypothesis-2: There is no significant difference between the environmental values of B.Ed. and D.Ed. male teacher trainees.

Table 2: Comparison of Environmental Values of B.Ed. and D.Ed. Male Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Male	B.Ed.	150	143.10	11.32	0.10@
	D.Ed.	150	143.23	10.45	

@ Not Significant

From table 2, it is evident that the calculated t- value (0.10) is not significant at 0.05 level, it is clear that there is no significant difference between the environmental values of B.Ed. and D.Ed. male teacher trainees. Hence it can be said the formulated hypothesis can be accepted.

Hypothesis-3: There is no significant difference between the environmental values of B.Ed. and D.Ed. female teacher trainees.

Table 3: Comparison of Environmental Values of B.Ed. and D.Ed. Female Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Female	B.Ed.	150	142.17	11.26	1.59@
	D.Ed.	150	144.16	10.42	

@ Not Significant

From table 3, it is evident that the calculated t- value (1.59) is not significant at 0.05 level, it is clear that there is no significant difference between the environmental values of B.Ed. and D.Ed. female teacher trainees. Hence the hypothesis can be accepted.

Hypothesis-4: There is no significant difference between the environmental values of government college B.Ed. and D.Ed. teacher trainees.

Table 4: Comparison of Environmental Values of B.Ed. and D.Ed. Government College Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Government	B.Ed.	108	142.50	11.80	0.79@
	D.Ed.	192	143.54	10.34	

@ Not Significant

From table 4, it is clear that the calculated t- value (0.79) is not significant at 0.05 level, it is clear that there is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees with reference to Government College. Hence the hypothesis accepted.

Hypothesis - 5: There is no significant difference between the environmental values of private college B.Ed. and D.Ed. teacher trainees.

Table 5: Comparison of Environmental Values of B.Ed. and D.Ed. Private College Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Private	B.Ed.	123	149.73	10.48	1.41@
	D.Ed.	177	151.53	11.27	

@ Not Significant

From table 5, it reveals that the calculated t- value (1.41) is not significant at 0.05 level, it is clear that there is no significant difference between the environmental values of B.Ed. and D.Ed. private college teacher trainees. Hence the hypothesis accepted.

Hypothesis-6: There is no significant difference between the environmental values of rural area B.Ed. and D.Ed. teacher trainees.

Table 6: Comparison of Environmental Values of B.Ed. and D.Ed. Rural Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Rural	B.Ed.	156	149.97	10.98	1.34@
	D.Ed.	144	151.67	10.92	

@ Not Significant

From table 6, it reveals that the calculated t- value (1.34) is not significant at 0.05 level, it is clear that there is no significant difference between the environmental values of B.Ed. and D.Ed. rural area teacher trainees. Hence the hypothesis accepted.

Hypothesis - 7: There is no significant difference between the environmental values of urban area B.Ed. and D.Ed. teacher trainees.

Table 7: Comparison of Environmental Values of B.Ed. and D.Ed. Urban Teacher Trainees

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Urban	B.Ed.	135	144.44	10.43	1.86@
	D.Ed.	165	142.12	11.15	

@ Not Significant

From table 7, it shows that the calculated t- value (1.86) is not significant at 0.05 level, it is clear that there is no significant difference between the environmental values of B.Ed. and D.Ed. urban area teacher trainees. Hence the hypothesis can be accepted.

Hypothesis - 8: There is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of literate parents.

Table 8: Comparison of Environmental Values of B.Ed. and D.Ed. Teacher Trainees of Literate parents

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Literate parents	B.Ed.	140	150.53	11.63	0.38@
	D.Ed.	160	151.02	10.39	

@ Not Significant

From table 8, it reveals that the calculated t- value (0.38) is not significant at 0.05 level, it is clear that there is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of literate parents. Hence the hypothesis can be accepted.

Hypothesis - 9: There is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of illiterate parents.

Table 9: Comparison of Environmental Values of B.Ed. and D.Ed. Teacher Trainees of Illiterate parents

Variable	Sample	Sample size (N)	Mean	S.D.	Cal. t- value
Illiterate Parents	B.Ed.	198	149.71	10.91	2.42*
	D.Ed.	102	152.92	10.82	

*Significant at 0.05 level

From table 9, it is clear that the calculated t-value (2.42) is significant at 0.05 level, it is clear that there is a significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of illiterate parents. D.Ed. teacher trainees of illiterate parents had better environmental values than the B.Ed. teacher trainees of illiterate parents. Hence the hypothesis can be rejected.

Major Findings

1. There is a significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees.
2. There is no significant difference between the environmental values of B.Ed. and D.Ed. male teacher trainees.
3. There is no significant difference between the environmental values of B.Ed. and D.Ed. female teacher trainees.
4. There is no significant difference between the environmental values of B.Ed. and D.Ed. government college teacher trainees.
5. There is no significant difference between the environmental values of B.Ed. and D.Ed. private college teacher trainees.
6. There is no significant difference between the environmental values of B.Ed. and D.Ed. rural area teacher trainees.
7. There is no significant difference between the environmental values of B.Ed. and D.Ed. urban area teacher trainees.
8. There is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of literate parents.
9. There is a significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of illiterate parents.

Suggestions for further research

The present study, "Environmental values of B.Ed. and D.Ed. teacher trainees" brings to light a good number of new areas to be studied by future researchers. The areas and variables that are not covered by this study may be put to test to enlighten the other associated factors. So, the researchers may think of the following areas of study in detail.

- This study can be extended to students of all Intermediate, graduation and post-graduation at district and state levels.
- An investigation on different dimensions of environmental values can be carried out at different district levels.
- A comparative study on environmental values of teachers and students can be done.
- A comparative study of environmental values primary and secondary school teachers can be done.

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