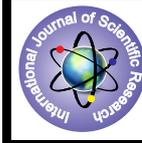


Environmental Values of Secondary Teachers And Their Problems Due to Implementation of Environmental Education



Education

KEYWORDS : Environmental Values, Awareness, Knowledge, Attitude

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ABSTRACT

Environmental Education (EE) at school level has been accorded a higher priority in National Curriculum Framework (NCF) 2005. Environmental Education is an effective tool for developing environmental values. For the effective programme of environmental education is the process of recognizing values and classifying concepts in order to develop skills and attitudes necessary to understand the objectives. Recognizing the issue of environmental education of the National Policy on Education (1986) took a step and introduced the subject of environmental studies at school level. When this subject is made compulsory, there arise some problems regarding the teaching process of environmental education. Hence to find out the solutions for the same, the researcher framed some objectives for the study. In the present study, the random sampling was done for the selection of the sample. The samples were drawn from the various high schools and higher secondary schools of Devakottai Educational District. Only 50 secondary teachers of various schools who taught environmental values among secondary teachers in the form of rating scale. Another questionnaire consists of list of various possible problems facing secondary teachers and remedies. To achieve the objectives of the study and to test the hypotheses, the data collected were codified, tabulated and means, SD and "t" values were calculated. Based on the data analysis, the environmental values of secondary teachers are in a positive direction. There are many problems faced by the secondary teachers in their teaching process. The remedies for the problems are also suggested by the secondary teachers. These can be solved with the help of government authorities.

INTRODUCTION:

Environment etymologically means surroundings. It is the natural world of land, sea, air, plants and animals that exist around us. Environment, totality is the combination of physical and biological situation and is known as 'Biosphere', which is comprised of three parts: Atmosphere (Air), Lithosphere (Soil) and Hydrosphere (water). Biosphere is the combination of many components that are interrelated to each other.

According to Vedas a relationship between man and nature is of mutual respect and kindness. Several animals have been considered as vehicles of god and goddess: Hindus worship trees and plants. The people of ancient India protected the environment from pollution and degradation of all means. They protected their psychological and cultural environment of obeying the moral and religious norms and maintained high values of life and quality of environment, as the quality of environment has a direct impact on the quality of man. Hence the subject of environmental education is necessary.

ENVIRONMENTAL AWARENESS:

Environmental awareness is that which provides power and understanding to take decisions individually and collectively and initiate action for social, cultural and economic survival, growth and development and for conservation of nature and natural research. Now environment has become the burning issue for all the academicians, intellectuals, scientists, policy makers and government of all over the world. The awareness towards environment should be raised from childhood, as children are the future decision makers. They should be aware of their responsibilities and duties towards the environmental values.

ENVIRONMENTAL EDUCATION:

Environmental education (EE) at school level has been given a high priority in the National Curriculum Framework (NCF) 2005. The country is debating about the approaches and strategies of teaching. Environmental education in a way that curriculum load on children is not increased and simultaneously they develop a functional understanding of the subject motivated to solve local and national environmental issues and problems. Environmental education is an effective tool for developing environmental values. The values emphasized are on the following objectives.

1. Awareness
2. Knowledge
3. Attitude

4. Skills

5. Participation

For the effective programme of environmental education is the process of recognizing values and classifying concepts in order to develop skills and attitude necessary to understand and appropriate the interrelation of man, his/ her culture and his/her biophysical surroundings. It is also entails practices in issues concerning environmental quality.

Our teachers themselves should possess enough environmental values, positive environmental attitude and skills of achieving objectives in relation to their students.

RATIONALE OF THE STUDY:

Recognizing the issue of environmental education the National Policy on Education (1986) took a step and introduced the subject of environment studies at school level. The SCERT also has prepared book for 6th STD to 9th standard. When a subject is made compulsory there arises some problems regarding the teaching process of environment education, especially which subject marks carry weightage in the performance of students' academic results. Hence to find out the solutions for the same the researcher framed the following objective for the study.

OBJECTIVES OF THE STUDY:

- ♦ To study the influence of environmental values among secondary teachers.
- ♦ To find out the problems faced by the secondary teachers in teaching process of environmental education.
- ♦ To find out the remedies for the problems faced by the secondary teachers in teaching process of environmental education.

HYPOTHESES:

- ♦ There is no significant difference exists in relation to environmental values of male and female secondary students.
- ♦ The secondary teachers face the problems in teaching process of environment education.
- ♦ There are no remedies for the problems faced by the secondary teachers in teaching process of environmental education.

SAMPLE OF THE STUDY:

The present study is descriptive by nature; random sampling was done for the selection of the sample. The samples were drawn from the various high school and higher secondary

schools of Devakottai Educational District. Only 50 secondary teachers of the various schools who taught environment education were used as sample for the study.

TOOLS USED:

1. A questionnaire was prepared by the researcher to find out the environmental values among secondary teachers in the form of rating scale. the questionnaire consists of 25 statements under 5 dimensions, which include positive and negative statements, set against a three point rating scale having "strongly agree", "slightly agree", "disagree", respectively
2. A well structured questionnaire prepared by the investigator for secondary teachers which consists of 20 questions after pilot testing. A list of various possible problems facing secondary teachers and remedies also were included in the questionnaire. Then the questionnaire was used to collect the data and was analyzed through simple statistical technique of frequency and percentage.

ANALYSIS AND INTERPRITATION OF DATA:

To achieve the first objects of the study and to test the hypotheses, the data collected were codified, tabulated and means, SD and t values were calculated. Based on the results of analysis it was observed that there is no significant difference on total environmental values among secondary teachers, it is between 0.001 and 0.05 level of confidence. A significant difference was found on the dimension "Awareness" at 0.05 level. Hence the hypothesis 'No significant difference exists in relation to environmental values of male and female secondary teachers' is accepted.

PROBLEM FACED BY THE SECONDARY TEACHERS IN TEACHING PROCESS

SL No.	Problem	Percentage
1	Unavailability of books on time	95%
2	No periods allotment	70%
3	Inadequate knowledge	60%
4	No training	50%
5	No guidelines for teachers	40%
6	Unavailability of reference books	30%

The above table is very clear that the major problems affecting in the teaching process of environment education was unavailability of books in time (95%), inadequate knowledge (60%) as non-science teachers were given the subject to teach and period allotment (70%) was not prominent. No training (50%) for teachers as major problems along with no guidelines (40%), unavailability of reference book (30%) was the problems of a few secondary teachers.

REMEDIES GIVEN BY THE SECONDARY TEACHERS FOR THE PROBLEMS

SL No.	Problem	Percentage
1	Availability of books on time	100%
2	Availability of reference books	90%
3	Periods allotment	80%
4	Proper guidelines for teachers	70%
5	Proper training	60%
6	No guidelines for teachers	50%

The data presented in the above table revealed remedies which should be fulfilled by the government authorities to solve the problems recording teaching process. All the secondary teachers feel that the books and references should be provided (100%) and (90%) if the periods should be allotted for environmental education, along with reference books (80%). For proper teaching of environmental education, secondary science teachers should be given proper guidelines for teachers (70%) and if non-science background secondary teachers are given the subject to teach, there should be given proper training (60%) with adequate knowledge (50%) for secondary teachers to solve the various problems in the teaching process. 70% of the secondary teachers who teaching sciences needs proper guidelines and the non-science teachers should be given proper training.

CONCLUSION:

On the basis of analysis of data, it can be said that the environmental values of secondary teachers is in a positive direction. This is a healthy sign. The 21st century is the age of computer and innovative technologies; today men and women have equal right to be educated; in this progressive era, everybody has an equal chance to get educated. Hence there is no effect of gender on the environmental values of secondary teachers.

The above study reveals that there are many problems faced by the secondary teachers in their teaching process. There are remedies to the problems also which are suggested by the secondary teachers and can be solved with the help of the government authorities. They are as follows:

- ♦ Before implementation the school board should provide text book in time to both students and teachers along with proper guidelines.
- ♦ School board should provide proper training for secondary teachers for successful and effective teaching process.
- ♦ For upgrading the knowledge of secondary teacher, they should be provided with reference books for the subject.
- ♦ Periods should be added along with the students' regular time table.
- ♦ Secondary science teachers are very apt to teach the subject of environment as most of the terminologies are difficult to understand by non-science teachers. If the above suggestions are taken into consideration, the secondary teachers will have less difficulty in their teaching process of environment education.

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