



## RELATIONSHIP BETWEEN ECOLOGICAL AWARENESS AND ECOLOGICAL ATTITUDE AMONG STUDENT TEACHERS OF B.ED TRAINING COLLEGES

### Education

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### ABSTRACT

The study is an attempt to find the relationship between ecological awareness and ecological attitude among student teachers. Survey method was used for the study. The study group consisted of 400 student teachers of B.Ed training colleges. The study revealed that there is a significant relationship between ecological awareness and ecological attitude. Also the study revealed that there is a significant relationship between ecological awareness and ecological attitude for the subgroups based on academic qualification, locality and stream of education.

### KEYWORDS

#### 1. Introduction

We are one human family and one earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice and a culture of peace. Toward this end it is imperative that we, the people of earth declare our responsibility to one another, to the greater community of life and to future generations.

The green movement is the ecology movement. Bryan Norton maintains that the principles of ecological science – relatedness, dynamism, systematicity, creativity and differential fragility constitute the point of shared agreement uniting a disparate movement. The ideological status of ecology is that of a resistant movement. An ecologically informed world view is thus seen to prescribe ways of understanding and being in the world that are at odds with entrenched ways. 'Ecological awareness' Capra writes, recognizes the fundamental interdependence of all phenomena and the embeddedness of individuals and societies in the cyclical process of nature.

A sense of ecological awareness which acknowledges the inter connectedness of people and resources is central to voluntary simplicity. From this awareness emergence a number of themes that are hallmarks of this way of life. Ecological awareness prompt recognition that earth is indeed limited with all that implies for conservation of physical resources, reduction of environmental pollution and maintenance of the beauty and integrity of the natural environment. Importantly, this concern often extends beyond purely physical resources to include other human beings as well. The growth of an ecological awareness expands the vision of voluntary simplicity outward and brings with a strong sense of social responsibility and worldly involvement to what otherwise could be a relatively isolated and self centered way of life.

Ecological awareness is the capacity not only to manifest concern for the health of natural and humanly constructed environment but to appreciate being and to live as an integral part of the larger living world. It is knowing that the human species is unique and essential yet correlated to and interdependent with all the other organs of the living system of the planet earth. Such an awareness would be the opening to significant changes in relationships at all levels of the planetary social system changes that could initiate transformational process in all spheres.

Ecological Education should not be limited to the aspect of knowledge. Most likely most people do realize what is important for the environment. However, good things are not always profitable. Further more, nature can still be destroyed, even when everyone has the appropriate knowledge. The situation not only calls for knowledge but also the peoples conviction and engagement for the environment. In short, the point is to inspire an 'ecological consciousness', so an 'ecological attitude'.

It should be noted that human attitudes always function in relation to something, and it can be defined as the relatively stable, emotionally

reinforced readiness to react to particular persons, groups or situations, in a coherent or consequent way. In this context, as Wieslaw Sztumski points out, an ecological attitude can be described as readiness to take actions aimed at preserving the more and more endangered and degraded environment, expressed by adopting the proper human environment relation. Such an attitude is worth putting into a wider cultural context. Danuta Cichy notes that ecological culture can be understood as a specific behaviour based on system of knowledge, beliefs and accepted values consistent with the principles of respect for all life and for nature and therefore through reference to values, it is strictly associated with environmental ethics.

#### 2. Significance of the study

The aim of environmental education is to acquaint the students with the surroundings of his physical, biological and social environment. The need and relevance of the concern for nature and a pro-environmental attitude and behaviour is at its peak in the present world. The present study has been proposed as a pioneering attempt to study the relationship between ecological awareness and ecological attitude among student teachers in training colleges.

#### 3. Objectives of the study

1. To find out the relationship between ecological awareness and ecological attitude among student teachers.
2. To find out the relationship between ecological awareness and ecological attitude for the subgroups based on academic qualification, locality and stream of education.

#### 4. Hypotheses of the study

1. There is significant relationship between ecological awareness and ecological attitude among student teachers.
2. There is significant relationship between ecological awareness and ecological attitude for the student teachers with respect to academic qualification.
3. There is significant relationship between ecological awareness and ecological attitude for the student teachers with respect to locality.
4. There is significant relationship between ecological awareness and ecological attitude for the student teachers with respect to stream of education.

#### 5. Method adopted for the study

Considering the objectives and hypothesis of the study the researcher has chosen survey method for obtaining data.

#### 6. Tools used for the study

The data required for the study were collected through the following tools:

- 1) Ecological awareness scale (developed by the investigator)
- 2) Ecological attitude scale (developed by the investigator)

#### 7. Statistical techniques used :

In this study Karl Pearsons coefficient of correlation has been employed for analysis of data.

**8. Data analysis**

**8.1 Relationship between ecological awareness and ecological attitude among student teachers.**

To find out whether there exist any significant relationship between ecological awareness and ecological attitude of student teachers, the scores of ecological awareness and ecological attitude of 400 students teachers were subjected to Pearson's product moment correlation test. The details are presented in table 8.1

**Table 8.1 Relationship between ecological awareness and ecological attitude.**

Sample size	Degrees of freedom	Coefficient of correlation	Result
400	398	.554	Significant at .05 level

The correlation coefficient obtained for ecological awareness and ecological attitude is .554 and it is significant at .05 level. This implies that there exist significant relationship between the two variables correlated.

**8.2 Relationship between ecological awareness and ecological attitude of student teachers with respect to academic qualification.**

To find out the relationship between ecological awareness and ecological attitude of student teachers with respect to academic qualification, Karl Pearson's product-moment correlation test is used. The details are presented in table 8.2

**Table 8.2 Relationship between ecological awareness and ecological attitude for the subgroups based on Academic qualification.**

Variables correlated	Category		N	Coefficient of Correlation
	Academic Qualification	Graduates		
Ecological Awareness and Ecological Attitude	Graduates	195	.489	
	Postgraduates	205	.586	

It can be seen from the table that the correlation coefficient obtained for ecological awareness and ecological attitude of graduate student teachers is .489 and post graduate student teachers is .586 which is significant at .05 level. It implies that there is a significant relationship between the variables correlated. Hence it is interpreted that there is a significant relationship between ecological awareness and ecological attitude with respect to academic qualification.

**Table 8.3 Relationship between ecological awareness and ecological attitude for the subgroups based on Locality.**

Variables correlated	Category		N	Coefficient of Correlation
	Locality	Rural		
Ecological Awareness and Ecological Attitude	Rural	197	.591	
	Urban	203	.517	

It can be seen from the table that the correlation coefficient obtained for ecological awareness and ecological attitude of rural student teachers is .591 and urban student teachers is .517 which is significant at .05 level. It implies that there is a significant relationship between the variables correlated. Hence it is interpreted that there is a significant relationship between ecological awareness and ecological attitude of rural and urban student teachers.

**Table 8.4 Relationship between ecological awareness and ecological attitude for the subgroups based on Stream of education.**

Variables correlated	Category		N	Coefficient of Correlation
	Stream of education	Arts		
Ecological Awareness and Ecological Attitude	Arts	197	.507	
	Science	203	.600	

It can be seen from the table that the correlation coefficient obtained for ecological awareness and ecological attitude of arts student teachers is .507 and science student teachers is .600 which is significant at .05 level. It implies that there is a significant relationship between the variables correlated. Hence it is interpreted that there is a significant relationship between ecological awareness and ecological attitude of arts and science student teachers.

**9. Findings of the study**

1. There is significant relationship between ecological awareness and ecological attitude among student teachers.

2. There is significant relationship between ecological awareness and ecological attitude of graduate student teachers.
3. There is significant relationship between ecological awareness and ecological attitude of post-graduate student teachers.
4. There is significant relationship between ecological awareness and ecological attitude of rural student teachers.
5. There is significant relationship between ecological awareness and ecological attitude of urban student teachers.
6. There is significant relationship between ecological awareness and ecological attitude of science student teachers.
7. There is significant relationship between ecological awareness and ecological attitude of arts student teachers.

**Conclusion**

To improve the quality of life, it is necessary to get familiar with the environmental issues, which may only be possible by imparting both formal and informal environmental education. It is needless to say that environmental education has a very significant role to play in environmental management and a systematic approach is needed to achieve the desired benefits to make the world a better place to live in.

**References**

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