



## EFFECTIVENESS OF CREATIVE AWARENESS TRAINING PROGRAMME ON ECOLOGICAL AWARENESS AMONG STUDENT TEACHERS OF B.ED. TRAINING COLLEGES.

### Education

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### ABSTRACT

The study is an attempt to find the effect of creative awareness training programme on ecological awareness among student teachers. Experimental method with non equivalent pre-test post-test design was used for the study. The study group of this research consisted of 100 student teachers from B.Ed. Training colleges. The study revealed that creative awareness training programme is effective in developing ecological awareness among student teachers. Also the creative awareness programme is effective in developing ecological awareness on global applied and human level.

### KEYWORDS

Creative awareness, experiential inquiry, ecological awareness

#### 1. Introduction

We are living now during one of the most important time periods in human history. Our global species is at a turning point, the actions and decisions we take collectively over the next few decades will determine the path humanity takes far into the future towards either greater harmony or chaos, stability or destruction. A new type of thinking is essential if mankind is to survive and move toward higher level. Mother earth needs us to mature to transform ourselves from a selfish butterfly (that consume resources mindlessly) to more spiritual butterfly (like beings, who behave wisely) The time has come for our species to evolve our consciousness, to open our hearts, to question the predatory behaviour and mechanistic thinking. If the world is to change for the better it must start with a change in human consciousness in the very humanness of modern man. A change in our own consciousness change the world. This idea depends on a clear understanding and acceptance of the idea that mind affects matter, but also that matter affects mind.

Every one is creative  
Every one has creativity  
Mind creates action  
Action creates mind  
Create a beautiful mind

The true you - the soul, is no more or less than energy. You cannot be destroyed and you cannot be created. But knowing yourself, transforming your self is the ultimate creative act.

A true work of ecology is healing all the three environments simultaneously; physical, mental and spiritual. Thus our dharma must be extended and deepened to include new realms. In our times the most important task is to clean the earth to clear ourselves from mental pollution. Our minds are as polluted as our bodies, as is our air, our rivers, our soil. Preserving the continuity of the earth and the integrity of our souls are very important aspects of our present Dharma.

Meditation is the journey of self discovery. It is often seen just as a way to relax one's mind. The first element of meditation is concentration. In meditation, concentration brings us back to awareness and enables us to be more spacious in our actions and reactions. The second element of meditation to look at inquiry. This is not an intellectual inquiry or a psychological inquiry or an analytical inquiry. It is an experiential inquiry. Experiential inquiry aims to make us more aware of our body, our senses and the impact of the environment on our senses and to experience for ourselves how long things last.

Experiential inquiry brings brightness and clarity to the meditation at the same time that we are developing calm and stability with the steady development of concentration. The two together seem to produce a different kind of awareness, that is creative awareness. This awareness does not make us radar like; fixedly staring at reality, but more easily living in our moment-to-moment conditions in the present and creatively engaging with them. Cultivation of these two abilities together – concentration and inquiry- as dissolving the rigid

framework of our habits and patterns to enable them to return to their original helpful functions and creative usages.

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 awareness signifies a desire to break through the conventional pattern of perceiving – thinking – acting with new wisdom. 'Becoming aware' is not only vital for identifying a problem but also imply 'staying aware'; that is being attentive and awake to what happens with our thinking and practical problem solving activities.

#### 2. Significance of the study

We know that we hold an immense responsibility in our hands to pass on to our children the necessary knowledge, skills and understanding to ensure that they are both capable and competent to live their lives on the earth in a responsible and caring manner. An ecologically sustainable world is predicted upon the interconnection of ourselves with the entire web of life. If we loss our connection with the earth we forget we are of the earth, we begin to fabricate an illusion of our own importance along side the larger presence of our planet.

The first and paramount step in the protection of the earth is to create awareness to a large mass of people. The awareness should start with the future teachers as they can inculcate the value of environmental education to the future citizens. Therefore the present study has been proposed as a pioneering attempt to understand the influence of creative awareness training programme on ecological awareness among student teachers.

#### 3. Objectives of the study

- To find out the effect of creative awareness training programme on ecological awareness among student teachers.
- To find out whether there is any significant difference between experimental and control group with respect to the dimensions of ecological awareness.
- To find out whether there is any significant difference between experimental and control group on ecological awareness with respect to locality.

#### 4. Hypotheses of the study

- There is significant difference between experimental and control group on ecological awareness.
- There is significant difference between experimental and control group with respect to the dimensions of ecological awareness.
- There is significant difference between experimental and control group on ecological awareness with respect to locality.

### 5. Method adopted for the Study

Considering the objectives and hypotheses the researcher has chosen experimental method for the study. The non – equivalent pre –test post-test design was used for collecting the data for the study.

### 6. Tools used for the study

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

- 1) Lesson transcripts based on creative awareness training programme (Developed by the investigator)
- 2) Ecological awareness scale (Developed by the investigator)

### 7. Statistical Techniques used

In this study Mean, Standard deviation and t-test have been employed for analysis of data.

### 8. Data Analysis

**8.1. Comparison of post-test scores on ecological awareness of experimental and control group.**

Test of significance of difference between means is employed to find significant difference between experimental and control group. The analysis is given in the table below.

Group	N	Mean	SD	t-value	Level of significance
Experimental	50	102.440	5.6285	13.87	Significant at 0.05 level
Control	50	80.260	9.8038		

Comparing the post test scores of students in the experimental and control group, the t value obtained is 13.87 which is significant at 0.05 level. It shows that there is significant differences between the experimental and control group on post-test scores of ecological awareness. The mean and the t-value reveal that the experimental group shows better ecological awareness than the control group. It can be inferred that creative awareness training programme might have helped the student teachers to show better ecological awareness.

### 8.2. Comparison of experimental and control group on post test scores of ecological awareness with respect to its dimensions.

Test of significance of difference between means is employed to find significant difference between experimental and control group with respect to its dimensions. The analysis is given in the table below.

Dimension	Group	N	Mean	S.D	t
Global Ecology	Control	50	30.880	5.6700	13.15
	Experimental	50	42.540	2.6666	
Applied Ecology	Control	50	26.400	3.7198	8.9
	Experimental	50	32.360	2.8980	
Human Ecology	Control	50	22.980	2.3167	9.7
	Experimental	50	27.700	2.5092	

Comparing the ecological awareness of experimental and control group, the t-value for global ecology is 13.15, applied ecology is 8.9 and human ecology is 9.7. These are significant at 0.05 level. This shows that there is significant difference between experimental and control group with respect to their dimensions of ecological awareness in post-test scores. The mean and the t-value reveal that the experimental groups shows better ecological awareness than the control group on global, applied and human level.

### 8.3 Comparison of post test scores on ecological awareness of experimental and control group with respect to locality.

Table 5.20

Category	Group	N	Mean	SD	t-value	Level of significance
Rural	Control group	28	77.964	9.8224	12.62	Significant at 0.05 level
	Experimental Group	29	103.517	4.6570		
Urban	Control group	22	83.182	9.1788	7.26	Significant at 0.05 level
	Experimental Group	21	100.952	6.5763		

Comparing the post test scores of ecological awareness of experimental and control group, the t-value for rural student teachers is 12.62 which is significant at 0.05 level. It shows that there is significant difference between the experimental and control group of rural student teachers. The mean and t-value reveal that the experimental group show better ecological awareness than the control group.

The t-value for urban student teachers is 7.26 which significant at 0.05 level. It shows that there is significant difference between the experimental and control group of urban student teachers. The mean and t-value reveal that the experimental group show better ecological awareness than the control group.

### 9. Findings of the study

- 1) Creative awareness training programme is effective in developing ecological awareness on student teachers.
- 2) Experimental group taught through Creative awareness training programme has better ecological awareness on Global, applied and human level.
- 3) The rural and urban student teachers of experimental group has better ecological awareness than the control group.

### Conclusion

Hence it is important for the student teachers to have knowledge on ecological awareness. In order to respond in a faithful fitting way to the ecological crisis we need to be aware of what is going on with our human family and our planet earth. Dramatic changes in our way of life are needed to restore ecological balance. The researcher concluded that the creative awareness is an effective strategy which teachers need to incorporate in their teaching.

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