



A STUDY OF THE COMPETENCIES AND COMMITMENT OF TEACHERS WORKING AT ELEMENTARY LEVEL ON ENVIRONMENTAL EDUCATION

Education

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ABSTRACT

The environmental scenario of India is very wide. As ours is a country highly diverse climatically, geologically, geographically, edaphically, floristically, faunistically, ethnically, lingually, socially, and economically. They are to be made aware of health, family planning, nutrition, rural development, slum improvement, sanitation, hygiene, water and food contamination, fodder, fuel wood etc. To provide competency – based education, competent teachers are required. A competent teacher can be an instrumental in enhancing the quality of teaching and learning. Teacher competency depends greatly on his / her knowledge and mastery of different subjects and skills in using pedagogical practices. Commitment to the learner including love for the learner, readiness to help learners is concerned for their all-round development, etc. Commitment to the society such as, awareness and concern for teachers, work and concern for families, communities and the nation.

KEYWORDS

Competency, Commitment, Environment, pedagogical practices, all-round development.

INTRODUCTION

Environment is a broad concept. The issue of environmental education has been thoroughly discussed at several national and international seminars, workshops and conferences. The most relevant to the subject is a Chinese perception about education which says: "If you plan for one year, plant rice, if you plan for ten years, plant trees, but if you plan for one hundred years, educate the people". In fact education is to be regarded as investment of the highest order, which, in time to come, becomes an asset. The environmental scenario of India is very wide. As ours is a country highly diverse climatically, geologically, geographically, edaphically, floristically, faunistically, ethnically, lingually, socially, and economically. At the first level, special attention must be paid to school going children and women (about 50 % of the population). They are to be made aware of health, family planning, nutrition, rural development, slum improvement, sanitation, hygiene, water and food contamination, fodder, fuel wood etc. Non – governmental organizations have to play a significant role. In the directory of the Department of Environment, Government of India, there are more than 200 non – governmental organizations of which nearly 150 work in the area of environmental education and awareness.

Review Of Related Literature

Gupta A (1986) conducted a study on "The Study of Attitude of Teachers Towards Environmental Education". The conclusions of the study are

- The mean attitude score for all the groups of teachers showed a favorable attitude towards environmental education.
- The college teachers felt the need for organization of environmental education teaching for the general group and special group of learners.
- The teachers pointed out constraints like crowded classrooms, lack of time for proper planning of activities, loss of interest in the absence of regular follow-up action etc., on implementation of environmental education programmes.

Kaur Amarjit (1988) conducted a study on "Development of Professional Competency of Social Studies and Mathematics Teachers as Related to Process and Structure Variables of Educational Environment in Government In-service Training Centers". The Major findings of the study are

- In-service education and training significantly contributed to the development of professional competency of social studies and mathematics teachers as related to process variables that is, teaching effectiveness and educational awareness of teachers and structure variable that is, teacher attitude and rigidity – flexibility of teachers.
- Process and structure variables had a positive bearing on product variables, that is, achievement of teachers and school results of teachers.
- Achievement of teachers as a criterion measure of professional competency was positively correlated with only one of the process variable, that is teaching effectiveness.

Rajguru A.R. (1988) Conducted a study on the topic "a Study of the Role of Head master of Central Schools and Primary Corporation Schools to suggest Remedies to Improve their Competencies". The following are the findings of the study

- It was found that 64.5 % central school headmasters were aware of their roles.
- Central school headmasters guided the primary school headmasters in their work and also visited them regularly.
- Each central school headmaster had to work for 45 hours in a week. Teaching was for 12 hours, lesson observation for 18 hours, and 15 hours for other activities.

Shah Nawaj (1990) worked on "The Environmental Awareness and Attitudes (Towards Environmental Issues) of Secondary and Higher Secondary School Teachers and Students at Udaipur". The following are the findings of the study

- He found a very high level, awareness on the part of teachers and students regarding the environment and this was more in the urban than in the rural groups.
- It was found that 95 % of the teachers and 94% of the students possessed positive environmental attitudes.
- Teachers had more awareness of the environment than students.
- Trained and untrained did not differ on environmental awareness.
- Girls possessed significantly more awareness of the environment than boys.

Bast, Satpal Kaur (1991) conducted a study on the, "Teaching Competency of Language Teachers in Relation to their Job Satisfaction, Locus – of – Control and professional Burnout". The results of the study are as follows

- There was no difference between the teaching competency and job satisfaction of teachers on the basis of their locus of control.
- Female teachers urban school language teachers and higher secondary level language teachers were found more externally controlled and satisfied with their jobs than the rural and high school language teachers.
- The findings indicated that language teachers had a moderate sense of personal accomplishment and success, and so they did not experience any professional burnout.

Need Of The Study

About 80 % of our natural resources are highly polluted. Even the mighty and holy rivers like Ganges, Yamuna, Cauvery, Godavari and Krishna and their tributaries have polluted. Because of water pollution people have lost their livelihood due to the death of fish from pollution. Industrial pollution has seriously effected public health, fishing and agricultural operations. Air pollution from industries and automobiles is posing a serious threat to the health and welfare of the mankind. Automobile pollution forms 60 % of the air pollution in urban areas. New Delhi, Kolkata and Bombay are some of the highly polluted metropolises in India. Three – fourth of the traffic constables in Ahmedabad are reported to serious problems of respiratory disorders

and cancer due to continued exposure to automobile and industrial pollution. Citizens of Bombay are paying Rs. 500 Crores per year towards medical expenses for air pollution related diseases. The pollution of air and water due to automobiles, industries and the pesticides result in food adulteration and the consequential reduction in natural powers of immunity. The fast-growing incidence of cancer, aids and other debilitating sicknesses are posing threats to the survival of man.

OBJECTIVES OF THE STUDY:

The objectives of the study are

- To study the competency levels of the teachers working at elementary level on environmental education.
- To study the commitment levels of the teachers working at elementary level on environmental education.

HYPOTHESES OF THE STUDY:

- There is no significant difference among elementary school teachers towards their competencies and commitment on the basis of their gender.
- There is no significant difference among elementary school teachers towards their competencies and commitment vis-a-vis the location of the school.

Research Methodology

Selection Of The Sample:

A sample of 120 members were selected randomly for the present study. The sample was selected randomly based on the four different variables, which includes gender, medium of instruction, type of management of schools and location of the school.

Nature Of The Sample:

For the present study, random sampling method was adopted. The sample has been taken from private and government managed schools of Warangal district.

Table Showing The Nature Of The Sample Based On The Gender:

S. No.	Gender	Number	Percentage (%)
1.	Male	49	41%
2.	Female	71	59%
	Total	120	100%

The sample includes 41 of male and 59% of the female teachers.

Table Showing Nature Of The Sample Based On Medium Of Instruction:

S. No	Medium of instruction	Number	Percentage (%)
1.	Telugu	76	63%
2.	English	44	37%
	Total	120	100%

The sample includes 63% of the teachers working in Telugu medium schools and 37% of the teachers working in English medium schools.

Table Showing Nature Of The Sample Based On The Type Of Management:

S. No	Type of Management	Number	Percentage(%)
1	government	80	67%
2	private	40	33%
	Total	120	100%

The sample includes 67% of the teachers working in government schools and 33% of the teachers working in private schools.

Table showing the Nature of the sample based on location of the school:

S.No	Location of the school	Number	Percentage(%)
1	Rural	68	57%
2	urban	52	43%
	Total	120	100%

Statistical Analysis:

After data collection, mean and standard deviation, were calculated to study the influence of various variable related to the present study. The inferential statistics such as critical ratio (or) t-test was used to test the hypothesis. Each statement among the variables to be studied, even the level of significance has also been calculated, following the t-test.

Data analysis and Interpretation

Hypothesis 1: The variable groups of elementary school teachers do not differ in their mean scores of competencies and commitment towards the concept of global warming and greenhouse effect.

Table Showing The Competencies And Commitments Towards The Concept Of Global Warming And Greenhouse Effect.

Selected variable groups	Sample size	Mean score	SD score	t-value	LoS
Gender				0.016	N.S
Male	49	3.693	1.245		
Female	71	3.690	1.063		
Medium of instruction				3.245	S (0.01)
Telugu	76	3.272	1.353		
English	44	3.934	0.914		
Type of management				4.149	S (0.01)
Government	80	4.025	0.779		
Private	40	3.025	1.423		
Location of the school				0.338	N.S
Rural	68	3.661	1.229		
Urban	52	3.730	1.011		

Interpretation:

It is seen from the above table that the calculated t-value is 0.016, which is less than the table values (1.96 and 2.58). hence, the null hypothesis is accepted at 0.01 and 0.05 levels according to the gender.

It is evident from the table that the calculated t-value is 3.245, which is more than the table value (2.58). Hence the null hypothesis is rejected at 0.01 level with regard to the medium of instruction.

It is perceptible from the table that the calculated t-value is 4.149, which is more than the table value (2.58). Hence the null hypothesis is rejected at 0.01 level with respect to the type of management.

It is apparent from the table the calculated t-value is 0.338, which is more than the table value (1.96 and 2.58). Hence the null hypothesis is accepted at 0.01 and 0.05 levels in accordance with location of the school.

From the above interpretation it is construed that the selected variable groups of elementary school teachers do not differ significantly on the concept of global warming and greenhouse effect, except the groups based on the medium of instruction, and type of management.

The above interpretation of the data clearly shows that the gender and location of the school as factors are not influencing the competency and commitment levels of the teachers working in elementary schools on the concepts of global warming and greenhouse effect. Whereas the medium of instruction and type of management of school in which the teacher is working is showing impact on the competency and commitment levels of the teachers on the concept of global warming and greenhouse effect.

Hypothesis 2: The variable groups of elementary school teachers do not differ in their mean scores of competencies and commitment towards the concept of environment.

Table Showing The Competencies And Commitments Towards The Concept Of Environment.

Selected variable groups	Sample size	Mean score	SD score	t-value	LoS
Gender				0.733	N.S
Male	49	4.591	0.761		
Female	71	4.478	0.923		
Medium of instruction				1.36	N.S
Telugu	76	4.386	1.039		
English	44	4.605	0.731		
Type of management				2.5	S (0.05)
Government	80	4.687	0.628		
Private	40	4.2	1.136		
Location of the school				1.11	N.S
Rural	68	4.602	0.794		
Urban	52	4.423	0.936		

Interpretation:

The above table that the calculated t-value is 0.733, which is less than the table values (1.96 and 2.58). hence, the null hypothesis is accepted

at 0.01 and 0.05 levels according to the gender.

It is evident from the table that the calculated t-value is 1.36, which is less than the table value (1.96 and 2.58). Hence, the null hypothesis is accepted at 0.01 and 0.05 levels with regard to the medium of instruction.

It is seen from the table that the calculated t-value is 2.5, which is more than the table value (1.96). Hence the null hypothesis is rejected at 0.05 level with respect to the type of management.

It is apparent from the table the calculated t-value is 1.11, which is less than the table value (1.96 and 2.58). Hence the null hypothesis is accepted at 0.01 and 0.05 levels in accordance with location of the school.

From the above interpretation it is construed that the selected variable groups of elementary school teachers do not differ significantly on the concept of environment, except the groups based on the type of management.

The above interpretation of the data clearly shows that the gender, medium of instruction and location of the school as factors are not influencing the competencies and commitment levels of the teachers working in elementary schools on the concepts of environment. Whereas the and type of management of school in which the teacher is working is showing impact on the competency and commitment levels of the teachers on environment related concepts.

CONCLUSION

The study clearly shows that the gender, medium of instruction and location of the school as factors are not influencing the competencies and commitment levels of the teachers working in the elementary schools on environmental related concepts. Where, as the type of management of the school in which the teachers is working is showing impact on the competency and commitment levels of the teachers on environmental related concepts. The present study shows that the gender and location of the school as factors are not influencing the competencies and commitment levels of the teachers working in the elementary schools on the concepts of global warming and greenhouse effect. Whereas, the medium of instruction and type of the management of the school in which the teacher the is working is showing impact on the competency and commitment levels of the teachers on the concept of global warming and greenhouse effect.

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