



ORIGINAL RESEARCH PAPER

Education

ECO-FRIENDLY BEHAVIOUR: A STUDY AMONG PRIMARY SCHOOL TEACHERS IN TIRUNELVELI DISTRICT

KEY WORDS: Eco-friendly behaviour, Environment, Natural resources, Primary school teachers

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ABSTRACT

This study aims on the eco-friendly behaviour among the primary school teachers in Tirunelveli district. For this study the investigator used survey method. The population of this study is all the primary school teachers working in Tirunelveli district. From the population, the investigator selected 1030 teachers using simple random sampling technique. The investigator used personal hygiene scale validated by the investigator and the guide (2016). Levels, 't' test Anova and Chi - square analysis were used for analyzing the data. The findings of the study showed that significant difference was found in eco-friendly behaviour among the primary school teachers.

INTRODUCTION

Environment is the home of all mankind, animal kingdom and plant life. Due to rapid industrialization and urbanization everyone has lost their relationship with environment. In the name of development people have started distancing themselves from nature. Increasing pollution and changing climatic conditions reveal this situation clearly. Environmental problems, affecting the future of all living things, are connected with the incorrect relations between man and nature. People have become alienated from nature seeing it as an endless source and as a result nature has become a tool for achieving anthropocentric objectives. Man must not injure the vitals they cannot replenish as God has not gifted man with the power to create stock even to the slightest extent. So, protection of flora and fauna for posterity is the bounden duty of the present and future generation of mankind. The whole world is now focused on the healthy environment.

Eco-friendly Behaviour

According to Sivek and Hungerford (1990) "The behaviour is considered environmentally friendly, when the actions of an individual or group advocate the sustainable or diminished use of natural resources". Environmental friendly behaviour includes a measure of how empowered one feels to change situations in one's life, or self efficacy an individual has reveals how capable he or she feels of making an impact on an environmental issues. If a person has high self efficacy, it is more likely that he or she will act to resolve an environmental problem.

Significance of the study

Today's generation of children is the first to grow up indoors. Their plugged in lives are largely devoid of exploring the natural world and all are just beginning to understand the ramifications of their virtual world. Tomorrow's leaders need to be equipped for tomorrow's challenges and everyone must adequately prepare our children for the future they will inherit. That requires a commitment to providing children with environmental behavior. Saving the planet and being more eco-friendly is the issue that everyone could make effort to contribute for the progress of the nation. It sounds to be simple but seems to be hard to follow them. A small effort from each individual is all it takes to save the world. By understanding the true meaning of eco-friendly one can implement the practices that will lead to healthier living for the planet and its inhabitants. Many of the resources, animals and plants are extinct and endangered.

This can only by human actions. If peoples had a stronger sense of conserving behaviour, it is possible for us to save them. Friendly behaviours need to be done by humans to prevent damage to the world caused by humans. The current study finds out eco-friendly behaviour among the primary school teachers in Tirunelveli district.

Objectives of the study

To find out the levels, significant difference and association of Eco-friendly behaviour among the primary school teachers in Tirunelveli district.

Hypotheses of the study

1. There is no significant difference between eco-friendly behaviour among the primary school teachers in terms of gender.
2. There is no significant difference between eco-friendly behaviour among the primary school teachers in terms of type of family.
3. There is no significant difference among eco-friendly behaviour of the primary school teachers in terms of their educational qualification.
4. There is no significant association between eco-friendly behaviour among the primary school teachers in terms of their avocation.

Research design

The investigator has used the survey method to collect the data. The population of the present study consists of all the primary school teachers, who were working in different schools in Tirunelveli revenue district. The total population is consists of 11,200 primary school teachers. The sample size consists of 1030 primary school teacher's from 16 blocks in Tirunelveli district. The investigator has used the following tool for the present study. Eco-friendly Behaviour Scale (EBS) constructed and validated by the investigator and the guide (2016).

STATISTICAL TECHNIQUES USED

Mean, 't' test, Anova and Chi-square were used to analyze the data.

ANALYSIS AND FINDINGS

1. To find out the level of Eco-friendly behaviour among the primary school teachers in Tirunelveli district.

Table 1 Level of Eco-friendly behaviour among the primary school teachers in Tirunelveli district.

Sl.No	Dimensions	Low		Moderate		High	
		N	%	N	%	N	%
1	Natural resources using behaviour	173	16.8%	723	70.2%	134	13.0%
2	Bio-diversity conservation behaviour	177	17.2%	715	69.4%	138	13.4%
3	Pollution reducing behaviour	214	20.8%	647	62.8%	169	16.4%
4	Reusing behaviour	172	16.7%	709	68.8%	149	14.5%
Eco-friendly behaviour		158	15.3%	716	69.5%	156	15.1%

S – Significant NS – Not Significant, for df 1030 at 5% level

It is inferred from the above table that the level of eco-friendly behaviour and its dimensions among primary school teachers in terms of overall sample is moderate. The level of natural resources using behaviour is high (70.2%) and pollution reducing behaviour

is low (62.8%) among the moderate levels.

H₀1: There is no significant difference in eco-friendly behaviour among the primary school teachers in terms of gender.

Table 2 Significant difference between male and female primary school teachers with regard to their eco-friendly behaviour

Sl. No	Dimensions	Gender	N	Mean	S.D	Calculated 't' value	'p' value
1	Natural resources using behaviour	Male	210	49.58	10.628	1.62	0.10 ^S
		Female	820	50.89	9.528		
2	Bio-diversity conservation behaviour	Male	210	49.01	9.810	2.31	0.02 ^S
		Female	820	50.75	9.279		
3	Pollution reducing behaviour	Male	210	49.76	11.083	1.20	0.22 ^S
		Female	820	50.78	10.411		
4	Reusing behaviour	Male	210	49.94	9.498	0.65	0.51 ^S
		Female	820	50.42	9.392		
Eco-Friendly Behaviour		Male	210	48.49	10.826	1.93	0.05 ^S
		Female	820	50.08	9.858		

S – Significant

NS – Not Significant, for df 1030 at 5% level

Table 3 Significant difference between joint and nuclear family primary school teachers with regard to their eco-friendly behaviour

Sl.No	Dimensions	Type of Family	N	Mean	S.D	Calculated 't' value	'p' value
1	Natural resources using behaviour	Joint	525	50.91	9.658	0.95	0.33 ^S
		Nuclear	505	50.32	9.888		
2	Bio-diversity conservation behaviour	Joint	525	51.03	9.627	2.21	0.02 ^S
		Nuclear	505	49.73	9.144		
3	Pollution reducing behaviour	Joint	525	51.38	10.423	2.51	0.01 ^S
		Nuclear	505	49.73	10.634		
4	Reusing behaviour	Joint	525	50.34	9.571	0.07	0.94 ^{NS}
		Nuclear	505	50.30	9.250		
Eco-Friendly Behaviour		Joint	525	50.34	10.032	1.89	0.05 ^S
		Nuclear	505	49.15	10.100		

S – Significant

NS – Not Significant, for df 1030 at 5% level

It is inferred from the above table that there is no significant difference between joint and nuclear family primary school teachers in the dimension of reusing behaviour. Hence the respective null hypothesis was accepted. But there is significant difference between joint and nuclear family primary school teachers in the dimensions – natural resources using behaviour, bio-diversity conservation behaviour, pollution reducing behaviour

and eco-friendly behaviour in total. Hence the respective null hypotheses were rejected.

H₀3: There is no significant difference among diploma, graduate and post graduate qualified primary school teachers with regard to their eco-friendly behaviour

Table 4 Significant difference among educational qualification of primary school teachers with regard to their eco-friendly behaviour

Sl.No	Dimensions	Sources of Variation	Df =2,1027		Calculated 'F' value	'p' value
			Sum of squares	Mean square		
1	Natural Resources Using Behaviour	Between	77.097	38.549	0.40	0.66 ^{NS}
		Within	98161.700	95.581		
2	Bio-diversity Conservation Behaviour	Between	166.815	83.407	0.94	0.39 ^S
		Within	90973.140	88.581		
3	Pollution Reducing Behaviour	Between	403.980	201.990	1.81	0.16 ^S
		Within	114220.036	111.217		
4	Reusing Behaviour	Between	140.471	70.236	0.79	0.45 ^S
		Within	90989.618	88.597		
Eco-Friendly Behaviour		Between	125.307	62.654	0.61	0.54 ^S
		Within	104387.980	101.644		

S – Significant

NS – Not Significant, for df 1030 at 5% level

It is inferred from the above table that there is no significant difference among the primary school teachers with regard to their eco-friendly behaviour in the dimension natural resources using behaviour. Hence the respective null hypotheses were accepted. But there is significant difference among the primary school teachers in the dimensions – bio-diversity conservation behaviour, pollution reducing behaviour, reusing behaviour and eco-friendly behaviour total. Hence the respective null hypotheses were

rejected.

H₀4: There is no significant association between eco-friendly behaviour and avocation among primary school teachers..

It is inferred from the above table that there is significant association between eco-friendly behaviour and avocation of primary school teachers. Hence the respective null hypotheses were rejected.

Table 5 Association between eco-friendly behaviour and avocation among the primary school teachers

Sl.No	Dimensions	df	Calculated X ² Value	'p' value
1	Natural resources using behaviour	4	7.221	0.125 ^s
2	Bio-diversity conservation behaviour		4.281	0.369 ^s
3	Pollution reducing behaviour		2.567	0.633 ^s
4	Reusing behaviour		3.938	0.414 ^s
Eco-friendly behaviour			5.022	0.285 ^s

S – Significant

NS – Not Significant, for df 1030 at 5% level

RESULT AND DISCUSSION

In the present study it is inferred that gender, type of family and educational qualification of primary school teachers were play a vital role in the eco-friendly behaviour. Avocation has also an impact on the eco-friendly behaviour among primary school teachers. In the present study male teachers are high in terms of their eco-friendly behaviour because they were very much influenced by the external factors (social cohesion) such as relationship between other teachers, friends, and gathered much information's from media and online resources. From the findings of table 3 it is concluded that nuclear family teachers are better than joint family in terms of their eco-friendly behaviour. This may be due to the fact that the members of nuclear family has time to engage themselves in the environmental related activities to do something to the environment for the upcoming generation. It is important to take into consideration that their personal motivation to protect the environment is a key factor. Educational qualification of a primary school teacher also plays a major role in the present study. A person with a higher qualification may have more knowledge based on the environmental issues.

CONCLUSION

One can engage in eco-friendly habits or practices by being more conscious of how he/she use resources. One can start to become eco-friendly by becoming aware of the how his choices effect the environment. There are three basic stages to becoming eco-friendly; they are Learning to consume items that cause minimal environmental harm, discovering the extent of your carbon footprint and acting to lessen that footprint on the environment, striving to support others that work to live and produce eco-friendly and sustainable communities.

If we go on using the Earth uncaringly and without replenishing it, then we are just greedy consumers. - Satish Kumar.

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