
A comparative study on Environmental Awareness between Primary and Secondary School Teachers

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Abstract:

Generally, Environment is defined as the sum total of all the situations and conditions that a living being experiences in his life. In the Tbilisi Declaration (1977) 'Environmental Awareness' was mentioned as a very important objective of Environmental Education. To protect our environment from different hazards (natural or man-made) it is very important to develop the awareness among people. Environmental values must be developed right from childhood. After family, Teachers play a very significant role in inculcating these values among the young minds. Hence, in this study it has been tried to understand the different levels of the environmental awareness of the primary and secondary school teachers and also to find out if there is any influence of the stages of teaching on the environmental awareness of the teachers.

Keywords: Environment, environmental awareness, stages of teaching, impact of stages of teaching on environmental awareness.

Introduction:

If we discuss about the various aims and objectives of modern education system, there is no doubt that developing environmental values among the young learners is one of them. We are experiencing various kinds of environmental hazards now-a-days, thus it is important to educate people enough so that we can protect our environment. Environmental values consider the moral and ethical relationship between man and environment. These values develop only as the

result of increased environmental awareness regarding the adverse situations or degradation of our surrounding. Environmental awareness is nothing but understanding the fragility of our environment and adopting the necessary measures to protect it. Environmental awareness serves as an educational tool which helps people to understand the economic, aesthetic and biological importance of preserving the different environmental resources and help people to understand the harmful impacts of man-made alterations (**Harry Moss**). Children are the future citizens of our country therefore, it is very important to make them environmentally aware right from the childhood so that they can be developed as environmentally responsible citizens.

In developing this awareness, after family, the school or more distinctly the teachers are solely responsible. Different studies are conducted in different regions to understand the environmental awareness among the teachers and to identify the skilled and efficient teachers for creating awareness. In a study, **Dr. (Mrs.) Vipinder Nagra** has found that secondary school teachers are more aware than elementary school teachers and there exist a significant difference between the urban and rural school teachers. Again, **Maryam Larijani** in her study has mentioned that female teachers are more aware than the male teachers and teachers working in private schools are more aware than the teachers working in government schools. Again a different study states that there is no impact of residence, professional qualification, subject of teaching and type of service on the secondary school teachers (**K.Leelavathi, D.Pragathi, G.VijayaLkshmi and M.Sivarathnam Reddy**, 2015). In an another study **Kumud Ghosh** has found that Secondary School students (Golaghat district, Assam) possess strong positive correlation between environmental awareness and attitude towards environmental education and the teachers also play a very important role in developing awareness among students regarding environment .

The numerous studies regarding the environmental awareness among the school teachers state the need and significance of the present study in this field. It has also been observed that no such study is conducted in Kokrajhar District related to the present area of research. So, the investigator has conducted the comparative study between the primary and secondary school teachers in relation to their levels of environmental awareness.

Objectives:

1. To measure the level of environmental awareness of the secondary school teachers.
2. To measure the level of environmental awareness among the primary school teachers.
3. To study the impact of stages of teaching (primary and secondary) on the awareness towards environment.

Hypothesis:

H₀ – The levels of environmental awareness between primary and secondary teachers are

independent of the stages of teaching.

Delimitation of the study:

- The present study is confined to a sample of 200 school teachers only, 98 secondary teachers and 102 primary teachers.
- The study is limited to the primary and secondary school teachers of Kokrajhar District, Assam (India) irrespective of their gender (male/female), locality (urban/rural) and management type (private/government).
- Educational qualification of all the teachers is Graduation with D.El.Ed/B.ed.

Methodology:

The present study aims at measuring, comparing and understanding the levels of environmental education awareness among the primary and secondary school teachers of Kokrajhar District, Assam. So, to achieve the objectives of this study Survey Method was selected. The methodology of the present study can be described as follows:

SAMPLE:

Here, the investigator selected the sample of 200 teachers (98 secondary school teachers and 102 primary school teachers) from different schools of Kokrajhar District irrespective of their gender (male/female), management type (government/private) and locality (urban/rural).

TOOL:

For the present study the investigator had used a standardized questionnaire *Environmental Education Awareness Test*, developed by Dr. (Mrs.) Vipinder Nagra. The test developer has also provided a scoring key an *Interpretation Table* to compute the raw scores. The Interpretation Table is given below:

<i>Raw Scores</i>	<i>Level of Environmental Education Awareness</i>
68 and above	Very High
62-67	High
56-61	Above Average
47-55	Average
41-46	Below Average
35-40	Low
34 and below	Very Low

DATA COLLECTION:

The investigator, at first, distributed the questionnaire to the different primary and secondary school teachers by applying *convenient sampling method*. The sample was simply directed to give tick marks on the option (one among four) which they thought as a correct response of the given statement in the questionnaire.

DATA ANALYSIS:

There were total 100 questions in the questionnaire. Each correct answer got a score of 1 mark and there was no mark for wrong or un-attempted item. The maximum score that a respondent could get is 100 marks. The sum total of the correct answers is called raw scores. After computing raw scores the levels of environmental awareness were determined with the help of the Interpretation Table.

STATISTICAL ANALYSIS:

The following statistical techniques are used in the present study-

- Simple percentage.
- Graphical Representation of data.
- Chi-square (χ^2).

Findings of the study:

Raw scores were calculated for each primary and secondary school teacher. Then, the teachers were categorized separately according to their level of awareness. While computing the scores to understand the level or category of Environmental Awareness of 200 (primary 102 and secondary 98) school teachers, the investigator has found the following result-

TABLE A

Stages of teaching	Environmental Education Awareness							Total
	Very high	High	Above Average	Average	Below Average	Low	Very Low	
Primary	19(19%)	18(17.6%)	17(16.7%)	12(11.8%)	16(15.7%)	11(10.8%)	9(8.8%)	102
Secondary	30(31%)	18(18.4%)	19(19.4%)	7(7.14%)	8(8.16%)	9(9.18%)	7(7.1%)	98

A slight difference can be seen while interpreting the percentage of scores. In case of the Primary school teachers, they scored highest in 'very high' category (19%) of awareness and the lowest scores can be seen in 'very low' category (8.8%). The same result is computed in case of secondary teachers also. The secondary teachers also scored highest in 'very high' category (31%) of awareness and the lowest in 'very low' category (7.1%). The null hypothesis of the

study can be tested by applying chi-square (χ^2) test which is shown in the following table-

TABLE B

Value	df	Critical value at 1% level	Critical value at 5% level
$\chi^2 = 6.9$	6	16.812	12.592

With the help Table B it can be shown that the association between Environmental Awareness and stages of teaching has been analyzed through chi-square (χ^2). The computed χ^2 value is 6.9, which is much less than the critical values at 5% and 1% level at degrees of freedom (df) 6. Hence it is not significant and null hypothesis (H_0) is accepted. So, we can say that the levels of environmental awareness between primary and secondary teachers are independent of their stages of teaching.

Conclusion:

The result of the present study shows that there is no significant difference regarding Environmental Awareness between primary and secondary school teachers of Kokrajhar. Whatever difference is found, that is very negligible and their awareness is independent of their stages of teaching.

References:

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