



## **Assessment Of Environmental Awareness And Attitude Among The School Teachers In Bareilly City**

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***Abstract:***

*Present study focuses on the Junior and Senior Secondary teachers' awareness, attitudes and practice of environmental education of the Bareilly city. It mainly consists of environmental education knowledge, attitude, and constraints of teaching environmental education. Quantitative data were gathered on the basis of answering of questionnaire by teachers of 30 schools of Bareilly city.*

*The study showed that teachers possessed positive attitudes towards both environmental issues and environmental education. Media and personal reading were found to be the most important sources of information for teachers. It was observed that heavy workload, lack of teaching resource materials, lack of training and time constraints are the major obstruction that hindered environmental education.*

***Key words:*** Environmental Education, Teacher's Awareness, Bareilly City.

## **1.Introduction**

During the past two decades environmental issues have grown considerably. Natural resources have been depleted by excessive use. Dramatically increasing population has caused pollution, deforestation, desertification, biodiversity loss, coral bleaching, global warming simultaneously which currently, are the major global concerns. Air and water pollution have reached alarming levels that have caused serious health problems, as well as negative impact on the environment, and inevitably influencing prospects for long-term economic growth (Krishnamaracharyulu and Reddy, 2005). The root cause of enhancement of these problems is the low level of awareness towards environmental issues. At the formal level of education the responsibility for environmental education mainly depends upon schools, college and universities and other territory institutions. (Palmer, 1998) In school system, teachers are important factors which can spread environmental education, skills, values and solutions to coming genera.

A survey of literature on environmental awareness yielded quite inconclusive results. (Shahnawaj, 1990) Studied on environmental awareness and environmental attitude of secondary and higher secondary teachers and students in Rajasthan and found that female students possessed significantly more awareness than males. In contrast, Tripathi (2000) reported boys had better awareness than girls. Sabhlok Rou (1995) found that urban teachers differed significantly from rural and tribal teachers on their awareness of environmental problems. No difference was observed between rural teachers and the tribal teachers whereas (Dinakara, 2000) reported significant difference them.

Environmental Education has been found as a basic tool to contribute to the change of conceptions, values, and attitudes (Tracana et al, 2008). Hence, it is getting attention from people who are concerned with the problem of a sustainable environment (Rii, 2000). Those individuals must learn in a formal way to reflect on the implication of their actions and act in positive ways that support and enhance the quality of life.

## **2.Materials And Methods**

In this present study, 30 junior and senior secondary schools of Bareilly city were selected for analysis. This survey included government, private and semi government schools. The teachers taught different subjects like mathss, science, social-science etc. Simple random sampling method was used to select the 100 teachers for the study.

### **3.Sampling Procedure**

To investigate the teacher's awareness, attitude and practice of environmental education 100 participants through multistage sampling technique were selected from the Bareilly city. Data related to the teachers awareness, attitudes, practice and other issues were gathered based on a questionnaire. To improve the quality of the questionnaire in all aspects, it was first distributed to 20 teachers of Madhav Rao Sindhia School and was reviewed by subject's specialists before it was given to the participants.

The questionnaire was distributed and collected through supervisor and school directors. To avoid any vocabulary problems in the test and conceptual misunderstanding in other items a half day discussion was made on the questionnaire with supervisor so that respondents can ask for clarification. Teachers in the same school were made to complete the questionnaire at the same time so that independent responses are ensured. The study had four independent variables the independent variables were gender, educational qualification and school board.

### **4.Results And Discussion**

Present study shows following finding during survey:

#### *4.1 Environmental Awareness And Gender*

Difference between female and male teacher's attitudes toward environment can be seen from table 1. it is clear that female teachers hold higher attitudes toward environment than males which are also consistent with the other studies (ek et al, 2009; jenkins and pell, 2006) and also other countries (Iarijani, 2010; zelezny, 2000). the reason of this may be of that female ones are more aware of environmental problems and individual responsibilities. in addition, females also seem to be socially responsible and make a significant contribution to environmental protection (jenkins and pell, 2006; zelezny, 2000).

#### *4.2 Environmental Awareness And Educational Board*

It is clear that CBSE board school teachers hold higher attitudes toward environment than U. P. board teachers. Further from table 1 it is clear that 88.33% of the CBSE board school teachers had higher level of environmental awareness as compared to only 86.63% of the U. P. board school teachers.

#### 4.3 Environmental Awareness And Educational Qualification Of The Teachers

Among 100 teachers, 36% were Bachelors, 48% were Masters and only 16% were Ph.D. holders. There was a higher percentage (90.93%) of Environmental Awareness in Ph.D. holders than PG teachers and graduate teachers. PG teachers was much better than graduate teachers with percentage of 89.68% while graduate teachers had only 83.61%.

Variables	Category	Total no. of Questions	Total Right Responses	Percentage of Right Responses
Gender type	Male teachers	800	689	86.12%
	Female teachers	1200	1060	88.33%
Board type	CBSE Board	1100	953	88.33%
	U.P. Board	900	795	86.63%
Educational qualification	Ph.D. Teacher	320	291	90.93%
	P.G. Teachers	960	861	89.68%
	Graduate teachers	720	602	83.61%

*Table 1: Percent values of teachers in different levels of environmental awareness with respect to their gender, age groups, and type of school*

#### 5. Conclusion And Recommendations

Differences were observed in the teacher's environmental education awareness and attitudes in accordance with the variables sex, school board and teacher's qualification. Female teachers, younger teachers, CBSE board teachers and teachers who have higher qualification are more aware and held more positive attitudes towards both the environment and environmental education indicating that these variables affect the teacher's awareness and attitudes. However, no significant differences were evident in the environmental education practice of teachers with regard to any of these variables.

The major obstacles that are hindering teacher's environmental education activities include heavy work load, lack of teaching resources, lack of training and time constraints.

Short-term training on contemporary environmental issues and environmental education should be organized for teachers. Such training should focus on older teachers, female teachers, urban teachers and teachers in academic areas other than natural sciences and social studies. The contents should emphasize on extracurricular activities and community based environmental actions.

Environmental education programs should be widely disseminated through the mass media in which teachers are target audiences.

Our environment has suffered due to anthropogenic interference. Today's need is to educate the public regarding the environmental issues like global warming, environmental degradation, etc. Environmental awareness can be created at school level by giving advanced training to teachers on environment.

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**7.Reference**

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