

AWARENESS OF ENVIRONMENTAL DEPLETION AMONG THE STUDENT TEACHERS OF GREATER MUMBAI

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Abstract

The study was carried out with a sample of 130 student teachers from various colleges of education situated in Mumbai Region. A researcher made environmental depletion scale based on five major aspects of environmental depletion known as Eco-system destruction, Habitat destruction, Extinction of Wildlife, Climate Change, Water Scarcity and Energy shortage and Pollution was used for this research study. The results indicated that there was no Significant difference in the Environmental depletion awareness scores between the male and female student teachers of Mumbai Region. For Graduate and Post Graduate student teachers, there existed a significant difference Environmental depletion awareness score. Further Between the experienced and Inexperienced student teachers, there existed a highly significant difference in the Environmental depletion awareness scores. The results indicated that the environmental depletion awareness differs among student teachers due to experience and educational qualifications and not based on gender revealing that experience and higher educational qualifications definitely play a pivotal role in creating environmental depletion awareness.

Keywords: Awareness, Environmental Depletion, Student Teachers, Greater Mumbai



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Introduction

Increasing commercial activities in all emergent countries result in more energy and demand consumption, which research has proven that it always leads to environmental depletion. A traditional belief among all is that the problem of environmental depletion shall be resolved as soon as these countries become economically more strong as they shall afford to implement Pro- environmental policies and regulations and technology that is eco- friendly. However, many research studies have revealed that many such countries have already in place various legal environmental policies and frameworks, yet they have failed in sustaining environment. The main issue there is not the absence of legal framework but lack of participation by people

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in environmental sustaining activities and also not having environmentally literate populace. The recent environmental issues and climate change need environmentally literate populace and complete participation by them to eradicate these problems.

The Human Development Report of 1998 (UNDP) also affirms this fact and has stated that growth in consumption and unbalanced consumption patterns are placing extraordinary pressure on the environment. In this background, adopting pro-environmental behaviour has to be a part of everybody's life if environment has to be sustained.

However, it is still not clear what can motivate and compel people to participate in eco-friendly actions and activities. It is perceived that the lack of awareness of environment and its depletion around the world may be the most common reason for people not working towards protecting environment. Here, the assumption is made that strong environmental awareness means exhibiting strong environmental behaviour. Policies and Frameworks shall not be successful if people are not aware about environment, issues, its impact and the need to sustain it. Every individual has to contribute towards making people environmentally literate and the teachers in making have a special role and responsibility towards achieving this objective. If young minds are educated and trained from the school age, the objective of sustaining environment shall be achieved very comfortably and easily. This paper attempts to study the environmental awareness of student teachers of Mumbai Region as the budding teachers are considered to be the brand ambassadors of bringing any desired change in the society.

Rationale

All human beings living on this beautiful planet earth have an honest responsibility to protect it, its resources and work for its sustainable development for our future generations. Depletion and degradation of environment is damaging the health of our planet and its consequences shall have severe hazardous impact on humans, plants and animals in future. It is therefore, very imperative that we try to realise the consequences of our daily actions on the environment. The demand of the time is that we do not only need to be environmental literates but should take steps to save our planet and try to undo the damage already caused by human activities.

There is no doubt that human activities are largely to be blamed for harming and destroying the environment. The reality is that concentrations of greenhouse gases have amplified by more than a third since the industrial revolution started and it clearly brings forth the impact of our actions. Even if the connections between our actions and the severe environmental depletion is

not clear, it cannot be ruled out that we shall not be affected by its consequences. That is why it becomes duty and responsibility of every human being to develop and enhance environmental awareness and bring transformations in our behaviour towards sustaining it.

We are at a point where it has become imperative to teach children about the importance of environmental awareness so as to ensure their safe future. It is the future generations that will be largely affected if we continue to act in the same manner and continue destroying our environment. Therefore, we must equip our children with the tools necessary to behave in a responsible and informed way towards the environment. Who has to play a crucial role in this regard and it is none other than the future teachers.

Thus, through this research, an attempt was made to study the environmental awareness of the student teachers of Mumbai Region.

Problem Statement:

Awareness of Environmental Depletion Among the Student Teachers of Greater Mumbai Objectives

1. To study the awareness of Environmental depletion among the student teachers of Greater Mumbai.
2. To compare the awareness of Environmental depletion among the male and female student teachers of Mumbai Region.
3. To compare the awareness of Environmental depletion among the Graduate and Post graduate student teachers of Mumbai Region.
4. To compare the awareness of Environmental depletion among the Experienced and Inexperienced student teachers of Mumbai Region.

Hypotheses

1. There is no significant difference in the awareness of Environmental depletion among the male and female student teachers of Mumbai Region.
2. There is no significant difference in the awareness of Environmental depletion among the Graduate and Post graduate student teachers of Mumbai Region.
3. There is no significant difference in the awareness of Environmental depletion among the Experienced and Inexperienced student teachers of Mumbai Region

Methodology

The present research adopted Comparative type descriptive research design to awareness of Environmental Depletion Among the Student Teachers of Greater Mumbai.

Sampling Technique

For the present research study the Random Sampling Technique was used to select the sample.

Sample

The sample for the present research study comprised of 130 student teachers of different Colleges of Education of Mumbai Region.

Tools:

An Environmental depletion awareness 5 point rating scale was constructed by the researcher. The tool was prepared, keeping in view the major aspects of environmental depletion based on various research studies which are as:

- Eco-system destruction
- Habitat destruction
- Extinction of Wildlife
- Climate Change, Water Scarcity and Energy shortage
- Pollution

Analysis and Interpretation

Hypotheses-1

Null Hypotheses:

There is no significant difference in the awareness of Environmental depletion among the male and female student teachers of Mumbai Region.

The statistical technique used to test this hypothesis was t-test.

Table No – 1: Difference between male and Female Student Teachers

Category	N	Mean	SD	't' Value	Sig. 0.01 Level
Male	30	90.87	13.69	0.88	NS
Female	100	91.04	17.08		

Interpretation of 't'- $df = 130 - 2 = 128$, at 0.05 level tabulated = 1.960 and at 0.01 level tabulated $t = 2.576$, Since the obtained t value is less than tabulated t, **the null hypothesis is accepted.**

Conclusion: There is no significant difference in the awareness of Environmental depletion between the male and female student teachers of Mumbai Region.

Hypotheses-2

Null Hypotheses

There is no significant difference in the awareness of Environmental depletion among the Graduate and Post graduate student teachers of Mumbai Region.

The statistical technique used to test this hypothesis was t-test.

Table No – 2: Difference between Graduate and Post Graduate Student Teachers

Category	N	Mean	SD	't' Value	Sig. 0.01 Level
Graduate	50	93.82	17.96	4.29	HIGHLY S
Post Graduate	80	110	18.80		

Interpretation of 't'- $df = 130 - 2 = 128$, at 0.05 level tabulated = 1.960 and at 0.01 level tabulated $t = 2.576$, Since the obtained t value is more than tabulated t, **the null hypothesis is rejected.**

Conclusion: There is highly significant difference in the awareness of Environmental depletion between the Graduate and Post Graduate student teachers of Mumbai Region.

Hypotheses-3

Null Hypotheses:

There is no significant difference in the awareness of Environmental depletion among the Experienced and Inexperienced student teachers of Mumbai Region

The statistical technique used to test this hypothesis was t-test.

Table No – 3: Difference between Experienced and Inexperienced Student Teachers

Category	N	Mean	SD	't' Value	Sig. 0.01 Level
Graduate	40	90.25	17.93	9.95	HIGHLY S
Post Graduate	90	109.88	18.70		

Interpretation of 't'- $df = 130 - 2 = 128$, at 0.05 level tabulated = 1.960 and at 0.01 level tabulated $t = 2.576$, Since the obtained t value is more than tabulated t, **the null hypothesis is rejected.**

Conclusion: There is highly significant difference in the awareness of Environmental depletion between the Experienced and Inexperienced student teachers of Mumbai Region.

Findings of the Study

Testing of the hypotheses revealed the following-

1. There exists no significant difference in the awareness of Environmental depletion between the male and female student teachers of Mumbai Region.
2. The 't' value showed that there exists significant difference in the Environmental Depletion awareness between the Graduate and Post Graduate student teachers of Mumbai Region.
3. The 't' value of hypotheses no-3 also showed that there exists highly significant difference in the awareness of Environmental depletion between the Experienced and Inexperienced student teachers of Mumbai Region.

Discussion

The results of the hypotheses testing revealed some noteworthy facts. The 't' value of Hypotheses No-1, showed that there is no significant difference in the awareness of Environmental depletion between the male and female student teachers of Mumbai Region at both 0.01 and 0.05 levels. This can be attributed to the fact that in the present challenging times both males and female student teachers work hard to keep themselves abreast with the current developments related to Environmental depletion and how it is imperative for them to be aware of the same as they have to instil the ability as well empathy towards sustaining the environment in the young minds of future generation. Both male and female student teachers exhibited equal awareness in all the major aspects of environmental depletion based on various research studies which are, Eco-system destruction, Habitat destruction, Extinction of Wildlife, Climate Change, Water Scarcity and Energy shortage and Pollution. This again indicated that they are completely ready to mould the young minds in the classrooms.

The 't' value of hypotheses No-2, again revealed some interesting details. It conveyed that there exists significant difference in the Environmental Depletion awareness between the Graduate and Post Graduate student teachers of Mumbai Region. This evidence can be accredited to the fact that at Post Graduate level the students are being taught in a research-intensive environment and are encouraged to develop their critical thinking and research skills. At Post Graduate Level the students also gain the special expertise and skills to apply the gained knowledge in new situations and have a huge, life-changing and often life-saving impact

whereas at the Graduate level, the students may not be exposed to scientific literature and they find it difficult to cope with the scientific knowledge and information at the higher level which involves critical, creative and Problem solving thinking.

The 't' value of hypotheses No-3 further uncovered an interesting fact that there exists highly significant difference in the awareness of Environmental depletion between the Experienced and Inexperienced student teachers of Mumbai Region. This data has given a vivid picture of how experienced and inexperienced student teachers differ in their awareness regarding Environmental Depletion. The reason for the same can be ascribed to the fact that experienced teachers have been working and developing environmental skills more during their teaching years to understand the fragility of our environment and the importance of its protection whereas inexperienced teachers still have to learn, work more and develop skills to question the environmental issues affecting own earth and community as well.

Conclusion

Student Teachers shall always play a crucial role in educating their students in future about environment and this is workable only when the students teachers themselves have the required knowledge and level of environmental depletion awareness. The fact is that in Programme student teachers enrolled are from different backgrounds, they differ in academics, experience, age etc. This makes the need for including a module on 'Environment and its depletion' in all core courses of B.Ed. Programme very imperative which shall promote environmental depletion awareness among all student teachers. This shall help student teachers to develop the unique antecedent skills f required or a blossoming environmental scientist. Promoting environmental awareness is an easy way to become an environmental steward and participate in creating a brighter future for our coming generations and this is possible only through our future teachers.

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