"A STUDY OF ENVIRONMENTAL RESPONSIBLE BEHAVIOUR OF PUPIL-TEACHERS"

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Abstract

Environmental responsible behaviour includes a measure of how empowered one feels to change situations in one's life, or self efficacy An individual reveals how capable he or she feels in making an impact on an environmental issue. The present study is based on the environmental responsible behaviour of pupil-teachers of Garhwal Central University and affiliated colleges. Pupil-teachers of Birla Campus, Srinagar, Dr. B.G.R. Campus, Pauri, A.B.P. Govt. P.G. College, Agastyamuni and Govt. P.G. College Gopeshwar were selected as sample of the study. Self developed standardized tool and descriptive research method was used in the present study. 't' test and 'F' test of significance were used. The present study shows that there was found a significant difference between environmental responsible behaviour of male and female pupil-teachers. The results of the study shows that no significance difference was observed between the environmental responsible behaviour of pupil-teachers on the basis of their caste, living area, family type and subject stream.

Environmental responsible behavior of citizen play most important role in maintaining lean, clean and green environment. Environmental responsible behavior and environmental ethics are very significantly correlated. Nayal and Pant (2013) found that female pupil-teachers, science stream pupil-teachers were Superior in environmental ethics than male and arts stream pupil-teachers whereas rural and urban pupil-teachers were observed similar in environmental ethics.

Definitions of the key variables used in the present study:- The key variable used in the present study are defind as under-

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Environment – Environment has different meaning for different people. most definitions include the physical, chemical and biological components that influence the life of an organism. definitions of environment are as follows:

- The sum of all external conditions affecting the life, development and survival of an organism.
- The complex set of physical, geographic, biological, social, cultural and political conditions that surround an individual or organism and that ultimately determines its form and nature of its survival.
- The interaction of climate, soil, topography and other plants and animals in any given area and an organism's environment influences its form, behaviour and survival.

The term environment etymologically means surrounding. Thus environment is a complex of so many things (light, temperature, soil, water etc.) which surrounds an organism. Any external force, substance or condition, which surrounds and effects the life of a organism in any way, becomes a factor of its environment.

Behaviour – behaviour is the range of actions and mannerisms made by organisms, systems or artificial entities in conjuction with their environment, which includes the other systems or organism around as well as the physical environment. It is the response of the system or organism to various stimuli or inputs, wheather internal or external, conscious or subconscious, overt or covert and voluntary or involuntary. We can also define behaviour as the manner in which something functions or operates.

Behaviour is –

- Manner of conducting oneself.
- The aggregate of all the responses made by an organism in any situation.
- A specific response of a certain organism to a specific stimulus or group of stimuli.

Environmental Responsible Behaviour – According to Sivek and Hungerford (1990) " The behaviour is considerd environmentally responsible, when the actions of an individual or group advocate the sustainable or diminished use of natural resources". Smith-Sebasto and D'Acasto mention about the categories of environmental actions that are related to environmentally responsible behaviour as civic action, educational action, financial action, legal action and physical action.

Environmental responsible 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 issue. If a person has high self efficacy, it is more likely that he or she will act to resolve an environmental problem.

Objectives of the study –

(1) To study the environmental responsible behaviour of pupil teachers on the basis of sex.
(2) To study the environmental responsible behaviour of pupil teachers on the basis of caste.
(3) To study the environmental responsible behaviour of pupil teachers on the basis of their social belongingness.
(4) To study the environmental responsible behaviour of pupil teachers on the basis of their kinds of training institution.
(5) To study the environmental responsible behaviour of pupil teachers on the basis of family type.
(6) To study the environmental responsible behaviour of pupil teachers on the basis of their academic stream.

Hypotheses –

(1) There is no significance difference in environmental responsible behaviour of pupil teachers on the basis of sex.
(2) There is no significant difference in environmental responsible behaviour of pupil teachers on the basis of caste.
(3) There is no significance difference in environmental responsible behaviour of pupil teachers on the basis of their social belongingness.
(4) There is no significant difference in environmental responsible behaviour of pupil teachers on the basis of their kind of training institution.
(5) There is no significance difference in environmental responsible behaviour of pupil teachers on the basis of type of family.
(6) There is no significance difference in environmental responsible behaviour of pupil teachers on the basis of academic stream.

Method – The descriptive or survey research method was deployed for present investigation.

Population of the study – Pupil teachers of Birla Campus Srinagar, Dr. B.G.R. Campus Pauri, Govt. P.G. College Gopeshwar and A.B.P. Govt. P.G. College Agustyamuni of Garhwal Central University, Srinagar were the population of the study.

Sample and sampling method – keeping the subject of the study in view and for representative sample, 350 pupil teachers were randomly selected to the present investigation.

Research tool – The research tool developed standarized by Dr. G.S.Nayal and Mithlesh Topal was deployed in the present investigation.

Statistics methods – To fulfill the objectives of the study the investigators used the 't' test and 'F' test.

Analysis and Interpretation of data –

Table 1 – Environmental responsible behaviour of pupil teachers on the basis of sex

Sex	N	M	S.D.	't' value	Significance level
Male	221	24.79	6.48	2.52	.05
Female	129	26.32	4.81		

Data presented in table 1 shows that females were found higher in their environmental responsible behavior than male pupil-teachers (t=2.52). The difference was found statistically significant at 0.05 level of significance.

Table 2 – Environmental responsible behaviour of pupil teachers on the basis of caste

Caste	N	M	S.D.	't' value	Significance level
General	236	24.627	4.02	0.674	n.s.
Reserved	114	25.031	5.76		

Data presented in table 2 shows that both the sample group were found similar in their environmental responsible behavior. Because no statistically significant difference was found between the mean value of environmental responsible behavior of general caste and reserved caste pupil-teachers (t=0.67).

Table 3 – Environmental responsible behaviour of pupil teachers on the basis of social belongingness

Social belongingness	N	M	S.D.	't' value	Significance level
Rural	180	24.98	5.69	0.90	n.s.
Urban	170	25.34	6.14		

Data presented in table 3 shows that no statistically significance was found between the environmental responsible behavior mean scores of rural and urban pupil-teachers (t=0.90). It means rural and urban pupil-teachers were found more or less similar in their environmental responsible behavior.

Table 4 – Environmental responsible behaviour of pupil teachers on the basis of type of training institution

Institution type	N	M	S.D.	't' value	Significance level
Govt.	226	23.29	6.29	3.30	0.05
Self financed	124	24.96	3.17		

Data presented in table 4 shows that self- financed school pupil-teachers were found higher in their environmental responsible behavior mean scores tha govt. school training institutes pupil-teachers. The difference was statistically significant at 0.05 level of significance (t=3.30).

Table 5 – Environmental responsible behaviour of pupil teachers on the basis of type of family

Type of family	N	M	S.D.	't' value	Significance level
Joint	187	24.84	7.37	1.45	n.s.
Nuclear	163	23.77	6.44		

Data presented in table 5 shows that no statistically significant difference was found in environmental responsible behavior mean scores of pupil-teachers related to joint and nuclear family (t=1.45). It means the pupil-teachers belonging to joint family and nuclear family were found more or less similar in their environmental responsible behavior.

Table 6 – Environmental responsible behaviour of pupil teachers on the basis of academic stream

Academic stream	N	M
Science	126	27.91
Art	218	25.84
Commerce	6	23

Source of varience	D.f.	Sum of squares	Mean square variation	'F'
Between	2	416.84	208.42	3.37
Within	347	21454.25	61.82	

Data presented in table 6 shows that no significant difference were found in environmental responsible behaviour of science, art and commerce stream pupil teachers in their environmental responsible behavior mean scores (F=3.37). It means all the groups belonging to science, art and commerce stream were found similar in environmental responsible behavior.

Conclusion –

- The present study shows that there is a significant difference between environmental responsible behaviour of male and female pupil teachers. Female pupil-teachers were found higher in environmental responsible behaviour than male pupil-teachers.
- No significant difference was found in environmental responsible behaviour of pupil teachers on the basis of caste.
- No significant difference was found in environmental responsible behaviour of rural and urban background pupil-teacherss.

- On the basis of type of training institutions, significant difference was found in environment responsible behaviour of pupil teachers. Students of self financed institutes were found higher in environmental responsible behaviour than students of govt. colleges.
- No significant difference was found in environment responsible behaviour of students with joint and nuclear family.
- On the basis of subject stream, no significant difference was found in environment responsible behaviour of pupil teachers i.e., science, arts and commerce pupil-teachers were found similar in their environmental responsible behavior.

Suggetions –

- The present study focuses on a small area. It can be done in broad area.
- Similar type of study can be done in higher secondary and secondary level of education.
- Present study is based on descriptive research method. Study based on experimental method can be done also.
- A comparative study can be done between the students of general schools and eco-schools.

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