

A Study of Environmentally Ethical Behaviour of Pupil Teachers’ When They are Faced With Environmentally Unethical Situation With Respect to their Discipline, Habitation and Gender

Dr. Ajay Kumar Singh*
Puneet Kumar Chaubey**

Abstract

The main purpose of this present study was to know the pupil teachers’ ability to recognize environmentally ethical behaviours when they are faced with environmentally unethical situation with respect to their academic disciplines, habitation and gender. The tool used in this study, which is constructed and validated by Anupam Singh (2008). After the analysis of the data, the result is showed that There is no significant difference in the ability to recognize environmentally ethical behaviours in environmentally unethical situation between Science and non-science pupil teacher and There is no significant difference in the ability to recognize environmentally ethical behaviours in environmentally unethical situation between rural and urban students. But the ability of female pupil teachers to recognize environmentally ethical behaviours in environmentally unethical situation was found to be more significant than that of boys.

Introduction

Environment has been defined as the sum total of all the conditions that surround organism. It provides opportunity to every individual organism to develop and flourish utilizing its resources. Environment has the unique capacity to balance the damages done by organisms in the process of their development through self regulating system. History of human kind is evidence of this fact; however, industrial revolution and development of modern science accelerated the pace of natural resource utilization beyond the adjustment capacity of the nature. Our developmental policies and practices have become exploitative of nature leading to environmental degradation. As a result, we are faced with sacrifices of natural resources, pollution based land erosion, global warming etc. to maintain a few and poor quality of environment as a whole. The extent of damages done to the biodiversity and ecosystem can not be assessed exactly. This has practically threatened the very existence of humanity on the earth. Now, it is being increasingly realized all over the world that humanity needs a new relationship with nature, a new set of cultural values.

Living in harmony with nature seems the only solutions to these problems. People have to made aware of the environment and it’s challenges. It requires right kind of attitude and commitment on the part of people.

Since environment includes all living and non-living things, a broader sensitivity on the part of people is required to understand their place and role in the larger context of the ecosystem.

“Education should lay emphasis on emotional and attitudinal aspect of learner’s responsibility towards environment.” (NCERT, 2005). For judging and choosing environmentally responsible behavior one requires knowledge of ethical dimensions along with knowledge, awareness about environmental problems, skills , experience, problem solving ability etc. One has to be aware of the place, role and importance of the stakeholders of environment as well as the values associated with them and ecosystem.

* Assistant Professor, Faculty of Education (K). BHU, Varanasi

** Ex M.Ed. Student, Faculty of Education (K). BHU, Varanasi

Emphasizing the need of ethics Valasquez (2007) has provided following two steps for moral decision making:

- (1) Analyzing the moral issues: Get the fact
- (2) An appeal to value: What ought to be?

In every decision making process, be it environment related or others, ultimately we have to consider ethical aspect of that decision. So, we have to inculcate ethical aspect of environment in education.

Education related with environment must be presented in two sections. The first section called 'perception' shall be deal with knowledge, awareness and skill related abilities; intended to enhance perceptual abilities of a learner. The second section 'determination' will utilize the base developed by first section to develop proper attitudes, and ethical outlook so that learners may exercise their decisions and show desired behaviours and actions.

Need of the Study

A reflective thinking on the above raised issues reflected that, Environmental Ethics needs to be promoted at various levels of the society in order to think and act in an environmentally ethical manner. The scenario regarding the status of Environmental Education (EE) reflected that in spite of the deteriorating status of environment, study of environment has so far not received adequate attention in our academic programmes. Recognizing this fact, the Honourable Supreme Court of India directed the University Grants Commission (UGC) to introduce a basic course on environment at every level in University/ College education. Accordingly, the matter was considered by UGC and it was decided that a six month compulsory core module on environmental studies may be prepared and compulsory implemented in all the University/College of India. The Environmental Education(EE) aims to take the learner from awareness to action. It becomes meaningful if it takes place in real life problems and is geared towards understanding and solving real life problem. Practical activities and first hand experiences are essentials for creating this understanding. The above proposal of EE will shape the India of tomorrow. But, no programme of education reform can be implemented without the willing and active co-operation of teachers. They are one of the main pillars of the society responsible for educating young people for different walks of life. Teachers should be essentially thought about Environmental Ethics. As pupil teachers are upcoming teachers of society so they should behave in environmentally ethical manner. So there is a need to assess the behaviour of pupil teachers in environmentally unethical situation. The present study is an attempt for fulfillment of this need.

Objectives of Study

1. To study pupil teachers' ability to recognize environmentally ethical behaviours when they are faced with environmentally unethical situation with respect to their academic disciplines.
2. To study pupil teachers' ability to recognize environmentally ethical behaviours when they are faced with environmentally unethical situation with reference to their inhabitation.
3. To study pupil teachers' ability to recognize environmentally ethical behaviors when they are faced with environmentally unethical situation with respect to their sex.

Null Hypotheses

H₀₁ There is no significant difference in the ability to recognize environmentally ethical behaviours in environmentally unethical situation between Science and Art group students.

H₀₂ There is no significant difference in the ability to recognize environmentally ethical behaviours in environmentally unethical situation between rural and urban students.

H₀₃ There is no significant difference in the ability to recognize environmentally ethical behaviour in environmentally unethical situation between male and female pupil teacher.

Methods of the Study

The researcher for conducting the present study has used descriptive survey method of research.

Population of the Study

The population of the study was consisted of the pupil teachers of Faculty of Education (K), Banaras Hindu University, Varanasi in the session 2013-14. There were 185 Males and 140 Females in this batch of B.Ed.

Sample

In the present study, stratified random sampling technique was used to draw the sample from the population. The population was, first, stratified based on three disciplines of the study, which are science and non-science. Then 79 pupil teachers were taken from science and 71 pupil teachers taken from non-science group of Faculty of Education (K), Banaras Hindu University, Varanasi in the session 2013-14. In this way, the sample size was 150 of the present study.

Tool Used

For measuring the Environmentally Ethical Behaviour of Pupil Teachers researcher has used "The Environmental Ethics Opinionnaire" constructed and standardized by Anupam Singh (2008). The Opinionnaire contains 62 items, each items being a statement followed by a three-point scale: "agree", "some what", "Cannot Say" and 'disagree". The test has content validity and calculated reliability value by split half method is 0.71.

Statistical Techniques Used

First the mean and standard deviation of the data were calculated with the help of the score-obtained. Mean and standard deviation were calculated from the scores of the groups, distinguished according to the objectives the two means is significant. After that 't' test was used. The formulas used are as follows:

Result & Discussion

Objective No. 01 To study the pupil teachers' ability to recognize environmentally ethical behaviours when they are faced with environmentally unethical situation with respect to their academic disciplines.

H₀₁ There is no significant difference in the ability to recognize environmentally ethical behaviours in environmentally unethical situation between Science and non-science pupil teacher.

Table -01: t-ratio of Environmentally Unethical Situation of Science and Non-Science Pupil Teachers

Variable	Discipline	N	Mean	SD	df	t	Level of Significance (At 0.05 level)
Environmentally Unethical Situation & Discipline	Science	79	127.60	18.94	148	0.26	Not Significant
	Non-science	71	128.42	18.63			

Analysis and Interpretation

The table – 01 reveals that the obtained t value (0.26) is less than the table t-value (1.96) at 0.05 level of significance and df 148, which means that there is no significant difference in the ability of pupil teachers of B.H.U. to recognize environmentally ethical behaviour in regards to academic discipline. So, the null hypothesis is not rejected.

As interpreted earlier that there is no any difference in the ability of pupil teachers to recognize environmentally ethical behavior regarding academic discipline. It may be due to the reason that although their academic disciplines are different but they are living nearly in same social environment. They are following nearly same social norms, practices and ethos related to environment. Therefore, their ability to recognize environmentally ethical behavior in unethical situation is almost same. The mean of science and arts group students in recognizing the ethical behaviour is comparatively lower than their means in recognizing unethical situation. It may be due the greedy wishes of human being to use most of the natural resources without caring for its preservation and bad effect of their type of activities. All the human beings whether they are from science background or not, always try to utilize various resources but they are not careful for their proper preservance, although they know that it is very dangerous for them and for upcoming generations.

Objective No. 02 To study the pupil teachers’ ability to recognize environmentally ethical behaviours when they are faced with environmentally unethical situation with respect to their inhabitation.

H₀₂ There is no significant difference in the ability to recognize environmentally ethical behaviours in environmentally unethical situation between rural and urban students.

Table -02: t-ratio of Environmentally Unethical Situation of Rural and Urban Pupil Teachers

Variable	Habitation	N	Mean	SD	df	t	Level of Significance (At 0.05 level)
Environmentally Unethical Situation & Habitation	Rural	79	126.86	17.25	148	0.76	Not Significant
	Urban	71	129.25	20.61			

Analysis and Interpretation

The table – 02 reveals that the difference between the mean is not significant on the basis of the ‘t’ test at 0.05 level of significance and df 148 since the obtained t-value (0.76) is less than the table t value (1.96). So, the null hypothesis is not rejected.

The above interpretation reflects that the ability of pupil- teachers to recognize environmentally ethical behaviour in unethical situation is same with respect to inhabitation. It

may be due to increased sensitivity of urban areas where various type of pollutions viz. air, water, noise etc. are making the life very complex and full of various type of dangerous diseases. Pupil- teachers belonging to urban and rural areas both are living in the same type of social and natural environment during their educational practices so they suffer from the same type of pollutions and environmental problems thus their behaviour towards environment is nearly same. The obtained mean values in table – 02 is also less than the mean values obtained in table – 01 showing the ability to recognize unethical situation with same variables. It may be due to the greedy wishes of the rural and urban areas people to use most of the natural resources in relatively unethical manner although they have ability to recognize unethical situation. Due to such type of false thinking and behavioural practices, environment has been robbed of all mystery, awe, reverence, respect, admiration, and made merely a resource for human and industrial use. This attitudinal and behavioural shift, together with purposive multiplication of consumeristic wants, led to plunder and despoliation of nature.

Objective No. 03 To study the pupil teachers' ability to recognize environmentally ethical behaviors when they are faced with environmentally unethical situation with respect to their sex.

H₀₃ There is no significant difference in the ability to recognize environmentally ethical behaviours in environmentally unethical situation between male and female students.

Table -03: t-ratio of environmentally ethical behavior of Male and Female Pupil Teachers

Variable	Gender	N	Mean	SD	df	t	Level of Significance (At 0.05 level)
Environmentally ethical behavior & Gender	Male	80	124.93	14.63	148	2.04	Not Significant
	Female	70	131.05	22.03			

Analysis and Interpretation

In the above table – 03, calculated t-value at the significance level of 0.05, on 148 degree of freedom is 2.04 which is greater than the table t-value at 0.05 level of significance which is 1.96. This is statistically significant. Thus, the null hypothesis is rejected.

The female teachers are proved to act and behave more in accordance to the ethical behaviour with environment but this result is contradicted with Anupam Singh (2008). It may be due to their soft nature towards every living and non-living beings. Generally, females are more sensitive due to the presence of values like motherly attitude, care, love, tolerance, sympathy etc. In females living styles, preferences in life and attitude towards nature & other brother species, there is inclusion of earlier said values and a sense of harmony, so they behave more ethically to environment than males. Another reason may be of their involvement in the household activities and kitchen where they face the absence of fresh water, vegetables etc. which might develop a sense in them to behave in such an ethically manner with environment that the availability of fresh water, air, vegetables and soil may be ensured. Although females' ability to recognize environmentally ethical behaviour is more than that of males but the mean of both of them (F=131.05 and M=124.93) are comparatively lower than their means in ability to recognize unethical situation (F=152.92 and M=148.38), it means that although they recognize the unethical situations well, but they do not behave in the same extent of ethical behaviour in unethical situations.

Major Finding

1. Regarding the academic discipline, the researcher had not found significant differences in the ability to recognize environmentally ethical behaviors in environmentally unethical situation.

2. Inhabitation had been appeared to be not significant determinant of the ability to recognize environmentally ethical behaviour in unethical situations.

3. The ability of female pupil teachers to recognize environmentally ethical behaviours in environmentally unethical situation was found to be more significant than that of boys.

Conclusion

Finally it may be concluded that in the base of above finding, the academic discipline, the researcher had not found significant differences in the ability to recognize environmentally ethical behaviors in environmentally unethical situation. Inhabitation had been appeared to be not significant determinant of the ability to recognize environmentally ethical behaviour in unethical situations. The ability of female pupil teachers to recognize environmentally ethical behaviours in environmentally unethical situation was found to be more significant than that of boys.

REFERANCES :

- Ambasth, R. S. (1997). Ecological and Environmental Studies in Education: Fifth survey of educational research 1988-92. Vol I, August , NCERT, P.P. 651-659.
- Annual report (2000-2001), *Ministry of environment & forest, Govt. of India*, pp.149- 150.
- Rathore, H.C.S. et.al. (2008) . A study on Teacher's Environmental Ethics: Society and Environmental Ethics . Alumni Association of education, B.H.U. , Varanasi.
- Seema (1997). A survey of awareness of college students regarding environmental pollution . An unpublished M.Ed. dissertation, Faculty of Education , B.H.U. , Varanasi.
- Singh , Anupam (2008) . Development of a module of Environmental Ethics Education for pupil teachers. Ph.D. (education). Banaras Hindu University , Varanasi.
- Singh, B.D. et.al. (2004). *Undergraduate course of Environmental studies, (Only for BHU students)*. Faculty of Science, Banaras Hindu University, Varanasi.
- Singh, S. (2001). Environmental Geography (Hindi Edition). Allahabad. Prayag Pustak Bhavan.
- Singh, S. K. & Singh, N. S. (2007) Environmental Ethics: A Reorientation of Environment related Ethical Perspective, *University News*, Vol.45 (44), Oct, 29-Nov. 04, 2007, pp. 54-58
-