

Environmental Values amongst Prospective School Teachers from Tribal Community

Vidhya Meena^[1]

Prof. (Dr.) K.M. Goyal^[2]

Abstract: Present piece of work was designed keeping in mind the importance of teacher to trained and inculcate the values in next generation. The values which Prospective teachers have will be transmitting as such in next generation. Findings reveal that environmental education must be in correlated with religious beliefs. Environmental values related to religion, healthcare, entertainment and scientific sense are more prevail in male rather than female on the other hand aesthetic and social senses are better in female in compare to male prospective teachers. Religious and healthcare sense is better in Arts faculty prospective teachers rather than the commerce teachers. Entertainment, aesthetic, social and scientific senses are more prevail in commerce prospective teachers

Key Words: Prospective teachers, Environmental values, Religious belief, Healthcare issues.

I. INTRODUCTION

Values reflect in the behaviour of a person and it decides his/her entire interaction in society and his contribution to nation. Values of prospective teacher are of immense importance he/she inculcate these in an entire generation and thus have a broad impact on the future of a nation. Anything capable of being appreciated is a value..... [1]. By values we refer to objects or situations or activities which are liked or approved by human beings [2]. A teacher has a very important role in society. He through torchlight on the path of an entire generation by his/her own value and that reflect in behaviour of students too. According to Vekataiaha (2007) Education is the only way to develop values and it should be an important vision when planning education. Education without values is waste, Education without values is crime and Education without mission is life burden [3]. Values education and environmental education for sustainability are both spheres of education research that have manifested rapid and overlapping development in recent years [4]. Defining values, as for defining environmental education for sustainability, provides the opportunity for considerable debate. However, for present purposes the following definition will be adopted. Values are "... the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good or desirable" [5]

Recently the emphasis in environmental education has involved clarification of understandings approach. Education for "promotes critical reflection ... lifestyle changes that are more compatible with sustainability, It seeks to build capacity for active participation"[6]. Education for the environment empowers people and provides learners with skills to take positive action so that current and future generations have a critical understanding of how complex systems, such as environments and ecosystems, economic and socio-political systems, work [7]

Environmental values are one of the most important values now a day and even since ancient time. Environmental problems are becoming global threats very fast. Keeping in

mind this much importance even university grant commission make environmental education compulsory for each undergraduate student.

Keeping in mind these facts this study was plan to measure environmental values of prospective teachers from tribal community of Rajasthan so that these findings can be useful for further planning in teacher education.

II. METHODOLOGY

Survey method was used for this study, for this a self generated questionnaire was used. Randomly 646 teachers from 15 teachers training colleges affiliated from University of Kota and MDS University, Ajmer were asked to fill the questionnaire. For this survey environmental values were classified related to religion, healthcare, entertainment, aesthetic, social and scientific sense. Questionnaire has total 38 questions based on trypoint scale. Questionnaire have negative and positive both type of statements. A prospective teacher may answer in three ways i.e. agreed, Neutral or disagree. 3, 2 and 1 point was taking in score for agreed, Neutral and Disagreed answer respectively for positive sentences. For negative sentences it was reversed as 1,2 and 3 for Agreed, Neutral and Disagreed answers respectively. On the basis of their answer a score matrix was prepared and analyse for further findings. These prospective teachers were categorised for Sex (Male and Female) and for faculty (Arts and Commerce) for analysis purpose.

III. RESULTS AND DISCUSSION

Score analysis of from questionnaire data revealed that these prospective teachers from tribal community are very well aware about environmental issues. Data analysis on sex basis clearly shows that Environmental values related to religion, healthcare, entertainment and scientific sense are more prevail in male rather than female on the other hand aesthetic and social senses are better in female in compare to male prospective teachers (Table 1). If go for the faculty basis only

^[1] Research Scholar, Education Department, Bhagwant University, Ajmer, E-mail: vidhyameena1974@gmail.com

^[2] Principal, Radha Krishan Teachers Training College, Kuchaman City, Nagore

religious and healthcare sense is better in Arts faculty prospective teachers rather than the commerce teachers. Entertainment, aesthetic, social and scientific senses are more prevail in commerce prospective teachers. Findings of both the groups clearly indicates that for these teachers environmental concern is due to their religious thought and health concern rather than the other ones (Table 2). This clearly reflects that in tribal community if education planners want to much more focus on environmental issues than they should connect education their religious beliefs and healthcare parameter rather going for the scientific, aesthetic or entertainment issues.

These observations are just contradictory to observations of Pal (1969), who conclude that teachers gave last preference to religious values. It may be due to the limitation of this study is only up to the tribal community and these people are having much more concern with their religious beliefs in comparison to other communities [8]. Similarly this study also doesn't support the results laid by K Akkar (1971) and Macheil (1991) as they conclude that teachers tranee gave first preference to Social Values [9,10]. These findings supports the findings of Kanti (2013) that prospective teacher give importance to social values rather than the political ones and values differs in male and female prospective teachers [11].

Table1. Environmental Values of Prospective Teachers (Male and Female)

Parameter	Sex	NO	Mean Score
Religious	M	326	18.09
	F	320	17.39
Healthcare	M	326	18.30
	F	320	17.61
Entertainment	M	326	15.52
	F	320	15.26
Aesthetic	M	326	15.54
	F	320	15.68
Social	M	326	15.40
	F	320	15.49
Scientific	M	326	16.12
	F	320	15.86

Table 2. Table1. Environmental Values of Prospective Teachers (Male and Female)

Parameter	Faculty	NO	Mean Score
Religious	A	320	17.84
	C	326	17.64
Healthcare	A	320	17.98
	C	326	17.95
Entertainment	A	320	15.29
	C	326	15.48
Aesthetic	A	320	15.29
	C	326	15.92
Social	A	320	15.23
	C	326	15.66
Scientific	M	320	15.89
	F	326	16.09

IV. CONCLUSION

This study shows that religious belief and health care issues are most prevailing factor for environmental values rather than the other ones. Sex or faculty wise bifurcation has little displacement of values but broadly findings suggest that if we can connect environmental education with religion and healthcare that we can enhance environmental values in prospective teachers from tribal community and broadly in society. If environmental education is to make sense for teachers and educational agencies then we had better rethink how we define it. And, if Wade (1996) is correct in predicting that we are experiencing a period of significant reform, then this is an opportune time to renew and revitalize this field—to do this rethinking [12]. However, there are indicators that we should be particularly attentive at this time. A number of national and state committees have been formed to look at, amongst other things for environmental education. Lastly, that there is a positive and significant relationship between attitudes and practices is easily explained, at least on theoretical grounds. As since most of the prospective teachers possessed positive attitudes, they are expected to practice responsible environmental behaviour.

V. REFERENCES

- Ebel Robert, L.** (1969). *Encyclopedia of educational research*. Fourth edition, London: The Macmillan corporation.
- Ruby.** (1960). In Asma, Noor & N. Venkataiah. A study of creativity of B.Ed trainees in Bangalore city in relation to values, personality adjustment and achievement motivation. Unpublished Ph.D thesis, university of Mysore.
- Venkataiah. N.** (2007). *Value education*. New Delhi: APH publishing corporation, pp.1-9
- Elaine L., Caroline M. and Catherine B.** (2008), Getting down and dirty: Values in education for sustainability, *Issues in Educational Research*, 18(2), 138-155
- Halstead, J., Taylor, J., & Taylor, M.** (2000). Learning and teaching about values: A review of recent research. *Cambridge Journal of Education*, 30(2), 169-202.
- Tilbury, D., Coleman, V. & Garlick, D.** (2005). A national review of environmental education and its contribution to sustainability in Australia: School education. Canberra: Australian Government Department of the Environment and Heritage and Australian Research Institute in Education for Sustainability (ARIES).
- Tilbury, D. & Cooke, K.** (2005). A national review of environmental education and its contribution to sustainability in Australia: Frameworks for sustainability - Key findings [CD]. Canberra: Australian Government Department of Environment and Heritage and Australian Research Institute in Education for Sustainability
- Pal, S.K.** (1969). *Personality study of Engineering, Law, Medical and Teacher training of students*. Allahabad: United publishers.

9. **Kakkar, S.B.** (1971). Values scores of teacher trainees and college teachers. *Indian journal of applied psychology*, Vol. 8, pp. 77–80.
10. **Macheil, Jeremiach Bernand.** (1991). Study of life roles and values of senior undergraduate education student, *Dissertation abstract international*, vol.51, No.11.
11. **Kanti K.S.** (2013). A study of Value Preferences of Prospective Secondary School Teachers, *International Journal of Education and Psychological Research*, Vol.2, Issue 3, 42-47
12. **Wade, K.** (1996). EE teacher inservice education: The need for new perspectives. *Journal of Environmental Education*, 27(2), 11-17.