

Environmental Ethics of Pupil-Teachers of Government and Self- Financed Teacher Education Institutions: A Comparative Study In Relation To Their Gender and Stream



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Abstract

The aim of the present paper is to study the environmental ethics of pupil-teachers of government and self-financed teacher education institutions in relation to their demographic characteristics such as gender and stream of education. Descriptive survey method was employed in the present study. Researcher selected total 800 teacher trainees from government and self-financed teacher education institutions affiliated to H.N.B. Garhwal University, Srinagar (Garhwal) Uttarakhand. The researcher used Environmental Ethics Scale constructed by Dr. Haseen Taj in the present study. It was obtained in the results of study that significant difference was found between male and female pupil-teachers of government teacher education institutions in relation to their environmental ethics, whereas no significant difference was found between male and female pupil-teacher of self-financed teacher education institutions in relation to their environmental ethics. Stream wise analysis shows that no significant difference was found between pupil-teachers having science and arts stream in relation to their environmental ethics and studying in government teacher education institutions, whereas significant difference was found between science and arts groups pupil-teachers of self-financed teacher education institutions in relation to their environmental ethics in which science group pupil-teachers shows higher degree of environmental ethics in relation to arts group pupil-teachers.

Keywords: Environmental Ethics, Demographic Characteristics, Government and Self- Financed Institutions.

Introduction

The earth is the only planet known to support life, as we know it. It supplies us with all the resources, the materials. we use and the food that we eat or drink. All living organisms have a specific surrounding or medium with which they continuously interact, from which they derive substance and to which they are fully adopted. This surrounding is generally called their environment. Thus, as a whole it can be said that environment is the sum total of living and non-living components, influences and events surrounding an organism. A human being's environment includes such factors as temperature, food supply, and other people that surround him. A plant's environment may be made up of soil, sunlight, and animals that will eat the plant. A rock's environment may be made up of seaweed, water and fish.

Environmental ethics as an academic discipline came into the scene in west during 1970's. Now, environmental ethics is accepted to be a major academic discipline throughout the world. Although conceived under the philosophy of applied ethics, environmental ethics surpasses all the academic barriers and this subject is not limited in academic world alone. It is in the hands of the teachers to integrate and develop the sense of environmental ethics among the students in a natural way while teaching the syllabus.

Environmental ethics is relatively a new field of philosophical ethics, concerned with describing the values carried by the non-human natural world and prescribing an appropriate ethical response to ensure

preservation or restoration of those values. Environmental ethics is the discipline in philosophy that studies the moral relationship of human beings to, and also the value and moral status of the environment and its non-human contents. In other words, "Environmental ethics is theory and practice about appropriate concern for, values in and duties regarding the natural world."

However, the studies found related to the field of study from the literature reviewed have been presented below Maria (2017) Studied "Environmental Ethics among Higher Secondary Students." For this study, and found that significant difference was observed in Environmental Ethics of Higher Secondary students with respect to subject group.

Aziz, Mathew and Mallick (2015) undertook research work on "A Study of Environmental Awareness and Environmental Ethics among the Primary and Secondary School Teachers of Allahabad." Analysis of data also indicated that there was significant and positive relationship between the environmental ethics and environmental awareness of primary as well secondary teachers of Allahabad. This also indicated that there was significant and positive relationship between the Environmental Awareness and Environmental Ethics of male as well as female teachers of Allahabad.

Baruah and Devi (2014) studied entitle "Environmental ethics and women in Assamese community: A case study in Guwahati city, Assam." This study also revealed that women actively participating in environmental activities were 35%. Women took active part in household decision making but there was a lack of substantive inclusion and participation of women in decision making at all levels in environmental activities. Women had the moral obligation and strong feelings of concern for the environment. Omran (2014) studied "The Effect of educating Environmental Ethics on Behaviour and Attitude to Environmental Protection and found the foundation of environmental ethics had direct influence on human relation with environment and giving information on science without paying attention to environmental ethics and attitude had constrained effect on environmental behaviour.

In the literature of environmental ethics, the distinction between instrumental and intrinsic value has been of considerable importance. The former is the value of things as means to further some ends, whereas the latter is the value of things as ends in themselves regardless of whether they are also useful as means to other ends. Because the intrinsically valuable is that which is good as an end in itself, it commonly agreed that something's possession of intrinsic value generates a prima facie direct moral duty on the part of moral agents to protect it or at least refrain from damaging it.

Objectives of the Study

1. To study the environmental ethics of male and female pupil-teachers studying in government teacher education institutions.
2. To study the environmental ethics of male and female pupil-teachers studying in self-financed teacher education institutions.

3. To study the environmental ethics of pupil-teachers of science and arts stream studying in government teacher education institutions.
4. To study the environmental ethics of pupil-teachers of science and arts stream studying in self-financed teacher education institutions.

Hypothesis of the Study

1. There exists no significant difference found between male and female pupil-teachers in relation to their environmental ethics studying in government teacher education institutions.
2. There exists no significant difference found between male and female pupil-teachers in relation to their environmental ethics studying in self-financed teacher education institutions.
3. There exists no significant difference found between pupil-teachers of science and arts groups in relation to their environmental ethics studying in government teacher education institutions.
4. There exists no significant difference found between pupil-teachers of science and arts groups in relation to their environmental ethics studying in self-financed teacher education institutions.

Research Methodology

The aim of the present paper is to study the environmental ethics of pupil-teachers of government and self-financed teacher education institutions in relation to their demographic characteristics such as gender and stream of education; hence investigator framed the research design in the following manner -

Research Method

In the light of aim of the present paper, the investigation was followed descriptive survey method to assess the environmental ethics of pupil-teachers of government and self-financed teacher education institutions.

Sample Design

There are 8 government and 53 self-financed teacher education institutions affiliated to H.N.B. Garhwal University, Srinagar (Garhwal), Uttarakhand. In the present study, 800 teacher trainees (400 trainees from the government teacher education institutions and 400 trainees from the self-financed teacher education institutions) were selected through stratified random sampling method.

Tools of the Study

In the present study, the researcher used Environmental ethics scale constructed by Dr. Haseen Taj which is standardized tool and also demographic sheets were administrated with above tool for the data collection.

Findings of the Study

1. To study the environmental ethics of male and female pupil-teachers studying in government teacher education institutions

In relation to study the environmental ethics of male and female pupil-teachers studying in government teacher education institutions, the investigator obtained CR-value between male and female pupil-teachers in relation to their environmental ethics and obtained statistical values cited in the table-1 as under-

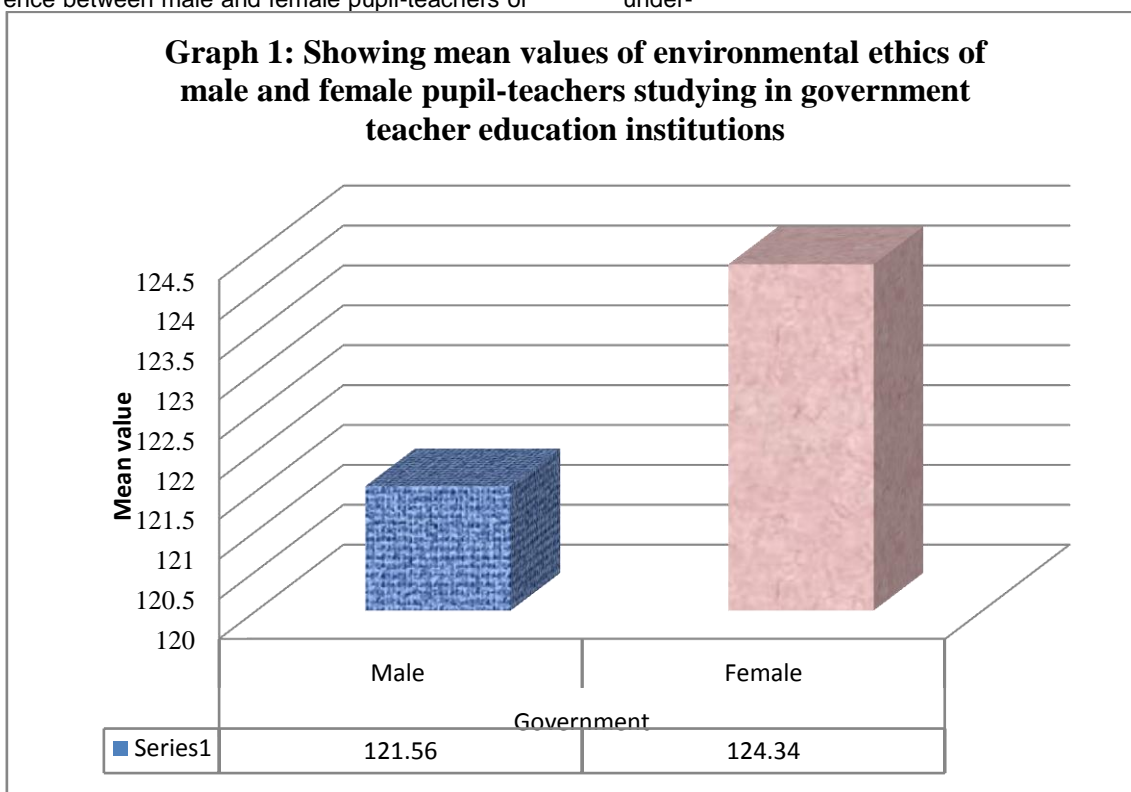
Table 1: Statistical Values of Environmental Ethics of Male and Female Pupil-Teachers Studying In Government Teacher Education Institutions

Institutes	Gender	N	M	S.D.	CR value	p-value and df
Government	Male	200	121.56	7.25	3.79	p<0.01 df (398)
	Female	200	124.34	7.39		

It is clear seen from the above table that the mean value of environmental ethics of female pupil-teachers was found greater than the mean value of environmental ethics of male pupil-teachers and also CR-value was calculated for significant difference between male and female pupil-teachers in relation to their environmental ethics and obtained CR-value i.e. 3.79 was found significant at 0.01 level of confidence. Hence it can say that there exists significant difference between male and female pupil-teachers of

government teacher education institutions in relation to their environmental ethics. It is noted that female pupil-teachers expressed more environmental ethics than the male pupil-teachers; it may be due to dominancy of aesthetic sense, environmental affinity and pro-environmental behaviors, often found in the female group better than the male group.

The results are showing in the table 1 also presented through graph 1 as indicated below as under-



2. To study the environmental ethics of male and female pupil-teachers studying in self-financed teacher education institutions.

In relation to study the environmental ethics of male and female pupil-teachers studying in self-

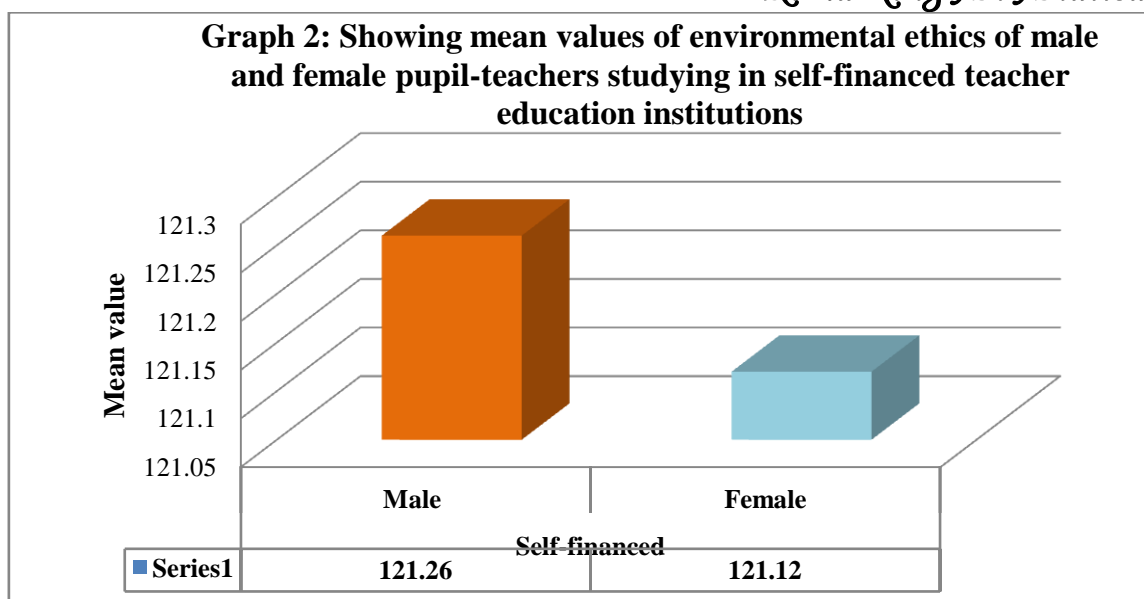
Table 2: Statistical Values of Environmental Ethics of Male and Female Pupil-Teachers Studying In Self-Financed Teacher Education Institutions

Institutes	Gender	N	M	S.D.	CR value	p-value and df
Self-financed	Male	200	121.26	7.12	0.191	p>0.05 df (398)
	Female	200	121.12	8.06		

It is clear seen from the above table that the mean values of environmental ethics of male and female pupil-teacher were found identical and also CR-value was calculated for significant difference between male and female pupil-teachers in relation to their environmental ethics and calculated CR-value i.e. 0.191 was found insignificant at 0.05 level of

confidence. Hence it can say that there exists no significant difference between male and female pupil-teachers of self-financed teacher education institutions in relation to their environmental ethics.

The results are showing in the table 2 also presented through graph 2 as indicated below as under-



3. To study the environmental ethics of pupil-teachers of science and arts stream studying in government teacher education institutions.

the investigator obtained CR-value between science and arts groups pupil-teachers in relation to their environmental ethics and obtained statistical values cited in the table-3 as under-

In relation to study the environmental ethics of pupil-teachers having science and arts stream

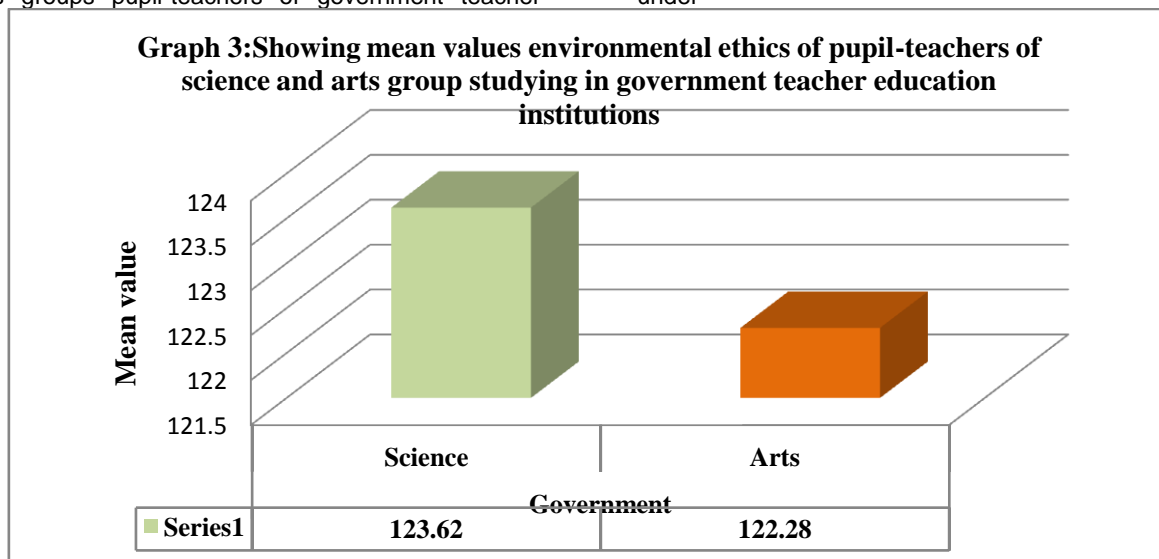
Table 3: Statistical Values of Environmental Ethics of Pupil-Teachers of Science and Arts Group Studying In Government Teacher Education Institutions

Institutes	Stream	N	M	S.D.	CR value	p-value and df
Government	Science	200	123.62	7.44	1.81	p>0.05 df (398)
	Arts	200	122.28	7.39		

It is clear seen from the above table that the mean value of environmental ethics of science group pupil-teachers was found greater than the mean value of environmental ethics of arts group pupil-teachers and also CR-value was calculated for significant difference between science and arts groups pupil-teachers in relation to their environmental ethics and obtained CR-value i.e. 1.81 was found insignificant at 0.05 level of confidence. Hence it can say that there exists no significant difference between science and arts groups pupil-teachers of government teacher

education institutions in relation to their environmental ethics. It is noted from the table that science group of pupil-teachers found more dominate in environmental ethics than arts group of pupil-teachers, it may be due to science group of students has better knowledge about mechanism of environment interaction, cyclic functions of environment and vice-versa effect of environments than the arts group of students.

The results are showing in the table 3 also presented through graph 3 as indicated below as under-



4. To study the environmental ethics of pupil-teachers of science and arts stream studying in self-financed teacher education institutions.

In relation to study the environmental ethics of pupil-teachers having science and arts stream

studying in self-financed teacher education institutions, the investigator obtained CR-value between science and arts groups pupil-teachers in relation to their environmental ethics and obtained statistical values cited in the table-4 as under-

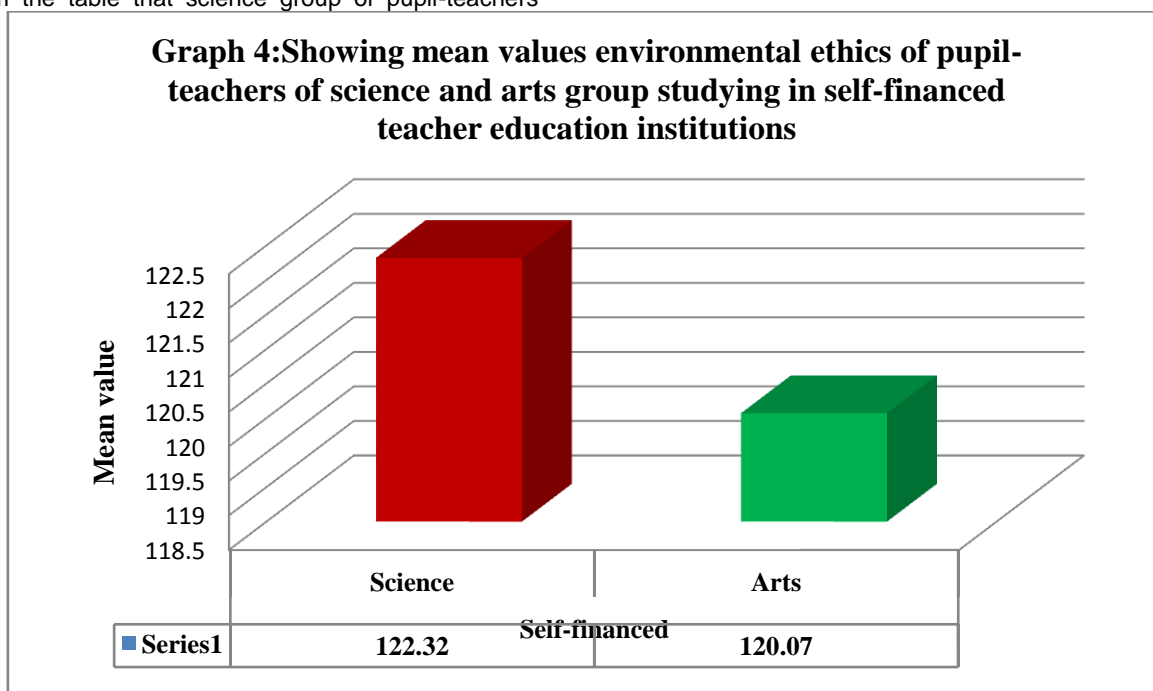
Table 4: Statistical Values of Environmental Ethics of Pupil-Teachers of Science and Arts Stream Studying In Self-Financed Teacher Education Institutions

Institutes	Stream	N	M	S.D.	CR value	p-value and df
Self-financed	Science	200	122.32	7.28	2.99	p<0.01 df (398)
	Arts	200	120.07	7.76		

It is clear seen from the above table that the mean value of environmental ethics of science group pupil-teachers was found greater than the mean value of environmental ethics of arts group pupil-teachers studying in the self-financed teacher education institutions and also CR-value was calculated for significant difference between science and arts groups pupil-teachers in relation to their environmental ethics and obtained CR-value i.e. 2.99 was found significant at 0.01 level of confidence. Hence it can say that there exists significant difference between science and arts groups pupil-teacher of self-financed teacher education institutions in relation to their environmental ethics. It is noted from the table that science group of pupil-teachers

found more dominate in environmental ethics than arts group of pupil-teachers, it may be due to science group of students has better knowledge about mechanism of environment interaction, cyclic functions of environment and vice-versa effect of environments than the arts group of students.

The results are showing in the table 4 also presented through graph 4 as indicated below as under-



Conclusion

It is concluded from the above analysis that significant difference was found between male and female pupil-teachers of government teacher education institutions in relation to their environmental ethics, whereas no significant difference was found between male and female pupil-teachers of self-financed teacher education institutions in relation to their environmental ethics. It is noted that female pupil-teachers expressed more environmental ethics than the male pupil-teachers; it may be due to dominance of aesthetic sense, environmental affinity

and pro-environmental behaviors, often found in the female group better than the male group.

Stream wise analysis shows that no significant difference found between science and arts groups pupil-teacher of government teacher education institutions in relation to their environmental ethics, whereas significant difference was found between science and arts groups pupil-teachers of self-financed teacher education institutions in relation to their environmental ethics in which science group pupil-teachers shows higher degree of environmental ethics in relation to arts group pupil-teachers. It may be due to science group of pupil-teachers found more

Remarking An Analisation

dominate in environmental ethics than arts group of pupil-teachers, it may be due to science group of students has better knowledge about mechanism of environment interaction, cyclic functions of environment and vice-versa effect of environments than the arts group of students.

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