



ENVIRONMENTAL AWARENESS AMONG B.ED. PUPIL TEACHERS: A STUDY OF KNOWLEDGE, ATTITUDES AND BEHAVIOUR

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Abstract

Environmental sustainability has become a central concern in contemporary education, placing significant responsibility on teacher preparation programs. B.Ed. pupil teachers, as future educators, are expected to demonstrate both awareness and responsible environmental behaviour. This study investigates the level of environmental awareness among pupil teachers and examines the relationship between their knowledge, attitudes, and practices. A descriptive survey method was employed with a sample of 80 pupil teachers from Haryana. Statistical tools such as mean, standard deviation, t-test, and correlation were used for analysis. The findings reveal that although learners possess moderate awareness and positive attitudes, a clear gap exists between knowledge and actual practices. The study emphasizes the need for experiential and action-oriented environmental education in teacher training programs.

Keywords

Environmental awareness, B.Ed. pupil teachers, environmental behaviour, sustainability, teacher education

1. Introduction

Environmental challenges such as pollution, climate change, and depletion of natural resources have intensified the need for environmentally responsible citizens. Education plays a crucial role in shaping such responsibility, and teacher education programs occupy a central position in this process.

B.Ed. pupil teachers are expected not only to understand environmental issues but also to model sustainable practices for their future students. However, it is often observed that while learners are aware of environmental concerns, this awareness does not consistently translate into behaviour. This study seeks to examine this gap using both descriptive and statistical approaches.

2. Conceptual Framework

2.1 Environmental Awareness

Environmental awareness refers to an individual's understanding of environmental issues and the importance of conservation.

2.2 Environmental Attitude

It reflects the beliefs and values that influence an individual's concern for environmental protection.



2.3 Environmental Behaviour

Environmental behaviour includes practical actions such as reducing waste, conserving energy, and adopting eco-friendly habits.

3. Objectives of the Study

1. To assess the level of environmental awareness among B.Ed. pupil teachers
2. To examine their attitudes towards environmental protection
3. To analyze their environmental practices
4. To study the relationship between awareness, attitude, and behaviour

4. Hypotheses of the Study

The following null hypotheses were formulated:

H₀₁: There is no significant difference in environmental awareness among B.Ed. pupil teachers.

H₀₂: There is no significant difference between environmental knowledge and environmental behaviour.

H₀₃: There is no significant relationship between environmental attitude and environmental practices.

5. Methodology

5.1 Research Design

A descriptive survey method was adopted.

5.2 Sample

The study included 80 B.Ed. pupil teachers from teacher education institutions in Haryana.

5.3 Tools Used

- a. Environmental awareness questionnaire
- b. Observation and informal interaction

5.4 Statistical Techniques

Mean, Standard Deviation, t-test & Correlation coefficient

6. Analysis and Interpretation



6.1 Level of Environmental Awareness

The mean score indicates that pupil teachers possess a moderate level of environmental awareness. Most respondents are familiar with general environmental issues such as pollution and conservation.

However, the relatively high standard deviation suggests variation in awareness levels among learners. While some students demonstrate strong understanding, others show only basic knowledge.

☞ **Result:** The null hypothesis (H_{01}) is **rejected**.

Interpretation:

There exists a **significant difference in the level of environmental awareness among pupil teachers**. This indicates that environmental understanding is not uniform and varies from learner to learner, possibly due to differences in background, exposure, and interest.

6.2 Comparison between Knowledge and Behaviour

A t-test was applied to compare environmental knowledge and environmental behaviour scores. The calculated t-value exceeded the critical value at the 0.05 level of significance.

☞ **Result:** The null hypothesis (H_{02}) is rejected.

Interpretation:

There is a statistically significant difference between what pupil teachers know and how they behave. This indicates that knowledge alone does not ensure environmentally responsible action.

6.3 Relationship between Attitude and Behaviour

The correlation between environmental attitude and environmental practices was found to be positive but weak.

☞ **Result:** The null hypothesis (H_{03}) is partially rejected.

Interpretation:

Although learners express positive attitudes towards environmental protection, these attitudes have limited influence on their actual behaviour. This suggests that additional factors affect the translation of attitude into action.

6.4 Overall Findings

The combined analysis highlights three key observations:

- ✓ Environmental awareness is present but varies among individuals
 - ✓ A significant gap exists between knowledge and behaviour
 - ✓ Positive attitudes do not strongly guarantee responsible practices
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7. Discussion

The findings reveal that environmental awareness among pupil teachers is largely theoretical. While learners are informed about environmental issues, they lack consistent engagement in sustainable practices.

This pattern reflects the limitations of traditional teaching approaches that emphasize knowledge acquisition over behavioural development. Without opportunities for practical involvement, learners are unable to internalize environmental values.

The statistical results further confirm that awareness, attitude, and behaviour are not automatically aligned, emphasizing the need for more holistic educational strategies.

8. Educational Implications

To improve environmental awareness and practices among pupil teachers, the following measures are recommended:

- ✓ Incorporating project-based and activity-oriented learning
- ✓ Organizing field visits and environmental campaigns
- ✓ Promoting participation in eco-clubs
- ✓ Integrating sustainability concepts across subjects
- ✓ Encouraging reflective and discussion-based learning

Such approaches can help bridge the gap between knowledge and action.

9. Conclusion

The study concludes that B.Ed. pupil teachers possess moderate environmental awareness and positive attitudes but demonstrate limited practical engagement. Statistical analysis confirms a significant difference between knowledge and behaviour, along with a weak relationship between attitude and practice.

These findings highlight the need to redesign teacher education programs to include experiential learning and active participation. Developing environmentally responsible teachers is essential for fostering sustainable practices in future generations.

10. References

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