

Awareness of Eco-Friendly Practices Among Student Teachers

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Abstract:

Environmental degradation has become a pressing global concern, and teachers play a central role in shaping environmentally responsible citizens. Prospective teachers, in particular, need strong awareness of eco-friendly practices to promote sustainability in classrooms and communities. The present study aimed to assess the level of awareness of eco-friendly practices among student teachers. A descriptive survey method was adopted for the study. A sample of student teachers were selected using a stratified sampling technique from teacher education institutions. Data were collected using a self-prepared Eco-Friendly Practices Awareness Scale, its validity and reliability were established. The data were analyzed using descriptive statistics, such as mean and standard deviation, and inferential statistics, such as the t-test and ANOVA. The findings revealed that Student Teachers students possess a moderate level of awareness of eco-friendly practices. Significant differences were observed in certain demographic variables, while others showed no significant difference. The study recommends integrating environmental education, practical activities, and awareness programmes into the teacher education curriculum. Strengthening eco-friendly awareness among future teachers can contribute significantly to sustainable development.

Keywords: Eco-friendly practices, Environmental awareness, Student teachers, Teacher education, Sustainability

INTRODUCTION

Environmental problems such as climate change, pollution, resource depletion, and increasing waste are largely caused by human activity, and solving them requires a change in people's attitudes and daily behavior. Education is the most effective means of bringing about this change by building awareness and a sense of responsibility. Eco-friendly practices include conserving water and energy, reducing, reusing, and recycling waste, avoiding single-use plastics, and planting trees. Awareness of these practices is the first step towards adopting them. Teachers play a key role in shaping environmentally responsible citizens through teaching, co-curricular activities, and personal example.

The National Education Policy 2020 also stresses environmental awareness and sustainability as part of holistic education. Student Teachers, as prospective teachers, will soon pass these values on to the next generation, so their level of awareness directly affects how effectively they can promote sustainability in schools. It is therefore important to assess how aware student teachers are of eco-friendly practices and whether this awareness differs by gender, locality, stream of study, and type of institution. The present study addresses this need, and its findings can help teacher educators and curriculum planners strengthen environmental education in teacher preparation.

SIGNIFICANCE OF THE STUDY

Student Teachers, as prospective teachers, need to shape the environmental attitudes of many school students, so assessing their awareness of eco-friendly practices is very important. Student-teachers helps them recognise their own awareness and adopt eco-friendly practices. Teacher educators identify gaps and guide activities, workshops, and projects. Curriculum planners and policymakers support stronger environmental education in teacher education, in line with NEP 2020. Institutions: encourages green campus

initiatives. Schools and society: informed teachers inspire students towards sustainable living. Hence the investigator wants to study the awareness of eco-friendly practices among student teachers

OBJECTIVES OF THE STUDY

1. To assess the level of awareness of eco-friendly practices among Student Teachers.
2. To identify the major sources of environmental awareness information among student-teachers.
3. To find out the difference in awareness of eco-friendly practices among Student Teachers with respect to their participation in environmental programmes.

HYPOTHESES OF THE STUDY

1. The level of awareness of eco-friendly practices among Student Teachers students is not high (i.e., it is average or moderate).
2. There is no significant difference in the awareness of eco-friendly practices between environmental programs attend by Student Teachers.
3. There is no significant difference in the awareness of eco-friendly practices among Student Teachers students with respect to their source of environmental awareness information.

METHODOLOGY

The present study adopted the survey method, which is suitable for collecting information from a large group of respondents about their existing level of awareness. The population of the study consisted of student teachers studying in teacher education colleges. A sample of 150 Student teachers were selected using the stratified random sampling technique to represent eco-friendly programmed attended students .

Tool used: Data were collected using the Eco-Friendly Practices Awareness Scale, prepared by the investigator and validate by experts and guide. It consists of 29 items covering areas such as Environmental Awareness, Energy Conservation, Waste Management, Eco-Friendly Behavior in campus.

Procedure of data collection: After obtaining permission from the heads of the institutions, the investigator met the students, explained the purpose of the study, and assured them of confidentiality. The scale was then administered, and the completed responses were collected for scoring.

Statistical techniques used: Mean and standard deviation were used to find the level of awareness. The Percentage analysis and Chi-Square Test was used to compare awareness across the different sources of environmental awareness

Data analysis

Objective 1: To find out the level of awareness of Eco-friendly practices with respect to participation in sources of information.

Table1: Level of awareness of eco-friendly practices by source of information (N = 150)

Source	Low		Average		High	
	N	%	N	%	N	%
College	12	17.4	55	79.7	2	2.9
Media	2	5.4	26	70.3	9	24.3
Others	9	20.5	24	54.5	11	25.0
Total	23	15.3	105	70.0	22	14.7

$\chi^2 = 17.824$, $df = 4$, $p = .001$ (significant at 0.01 level)

Figure 1: Level of awareness of Eco-friendly practices by source of information (N=150)

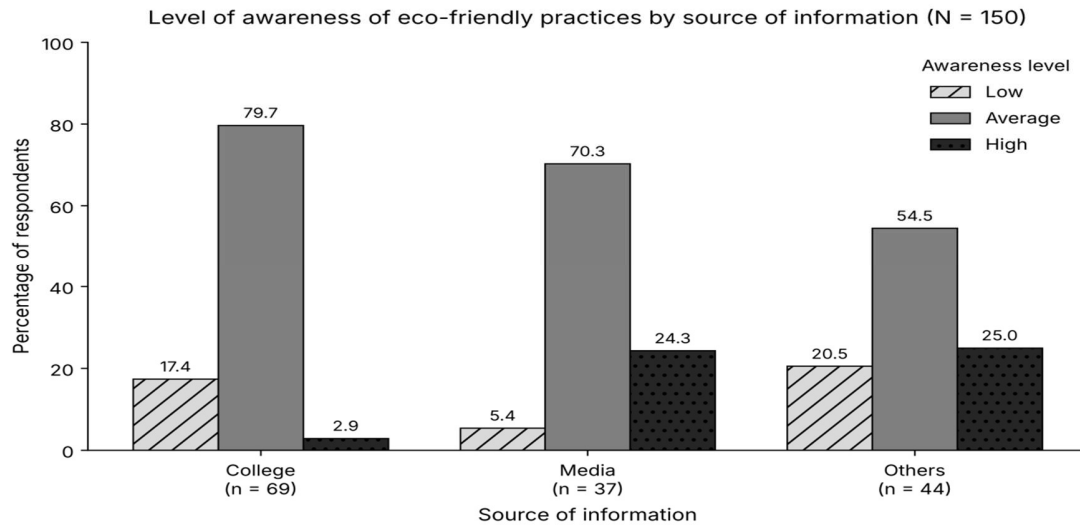


Table 2 : Level of awareness of eco-friendly practices by programmes attended (N = 150)

Programmes attended	Low		Average		High	
	N	%	N	%	N	%
0	3	15.0	17	85.0	0	0.0
1 to 2	15	16.5	65	71.4	11	12.1
2 to 5	3	16.7	12	66.7	3	16.7
Above 5	2	9.5	11	52.4	8	38.1
Total	23	15.3	105	70.0	22	14.7

$\chi^2 = 13.447$, $df = 6$, $p = .036$ (significant at 0.05 level)

Figure 2: Level of eco-friendly practices by programmes attended(N=150)

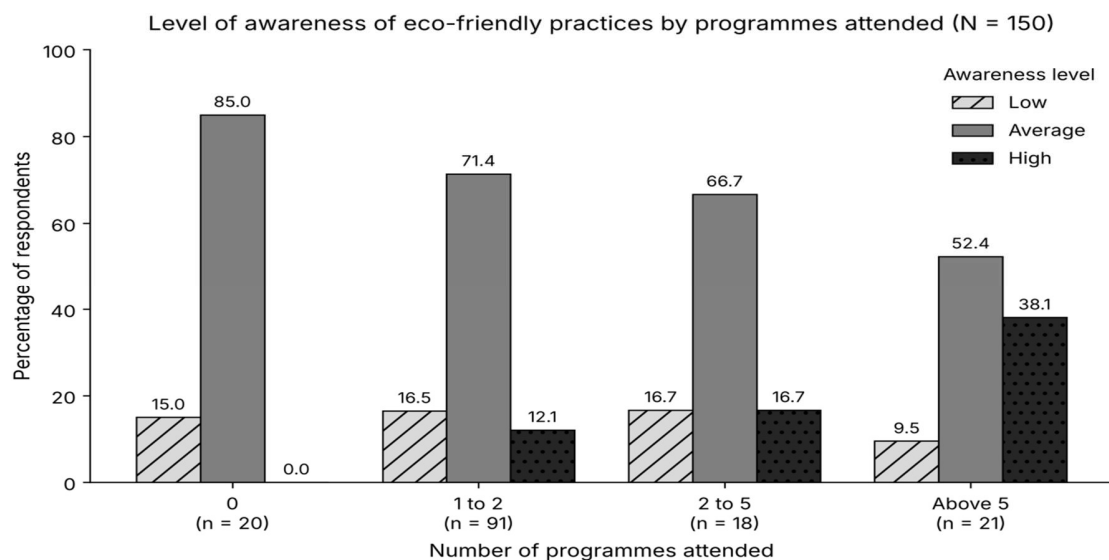


Table 3:
Table: Chi-square test of significance

Statistical Measure	Chi-square (χ^2)	Degrees of freedom (df)	p-value	Level of significance	Result
Value	13.474	6	.036	.05	Significant

Interpretation: The calculated p-value (.036) is less than the level of significance (.05), so the result is statistically significant. The null hypothesis is rejected. Equivalently, the calculated χ^2 value (13.447) is greater than the table value at the .05 level for df 6 (12.592).

Findings

1. Most Student teachers (70%) have an average level of awareness of eco-friendly practices. 15.3% are low and 14.7% are high.
2. Awareness is significantly associated with the source of environmental awareness ($\chi^2 = 17.824$, $p < .01$). Source 1 had the largest share of average awareness (79.7%) and the smallest share of high awareness (2.9%). Sources 2 and 3 had about a quarter of students at the high level (24.3% and 25.0%).
3. Awareness is significantly associated with the programme attended ($\chi^2 = 13.447$, $p < .05$). High awareness was greatest in programme 4 (38.1%) and absent in programme 1 (0%).
4. The linear-by-linear association is significant for both variables ($p = .039$ and $p = .008$), so awareness shifts in a consistent direction across the ordered categories. This holds only if the codes are ordinal.

CONCLUSION

The present study reveals that student teachers’ awareness of eco-friendly practices is mostly at an average level. The findings also show that their awareness differs significantly with both the source of environmental awareness and the programme attended. Hence, the null hypotheses are rejected. This suggests that where and how student teachers learn about the environment has a real influence on how aware they are teacher education institutions should therefore strengthen the more effective sources of awareness, such as practical and experience-based learning. They should also add eco-friendly activities to the programmes where awareness is low. Such efforts will help future teachers develop sound environmental knowledge and attitudes, and enable them to promote sustainable practices among their own students in the classroom
“The greatest threat to our planet is the belief that someone else will save it.”

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