

A study of teaching methods being adopted for teaching of environmental education at secondary level

Pawan Kr Arya

Assistant Professor, Delhi Institute of Rural Development (DIRD), Delhi, India

Abstract

Environment is a source of happiness to man & his happiness will be heightened all the more, if he learns to love and appreciate nature. Not only that since he is a social animal, he wants the company of the other people. Hence the need to understand the social environment. To study the teaching methods adopted for teaching of environmental education at secondary level in Govt. schools, to study the teaching methods adopted for teaching of environmental education at secondary level in Public schools, to study the difference between the teaching methods adopted for teaching of environmental education at secondary level in Govt. schools and Public schools, to study the teaching methods adopted for teaching of environmental education at secondary level in urban area schools, to study the teaching methods adopted for teaching of environmental education at secondary level in rural area schools and to study the difference between the teaching methods adopted for teaching of environmental education at secondary level in Urban and rural area schools. In the present study Tohana block was the field of this study. The stratified random sampling technique was employed for the selection of the sample. A sample of 20 teachers of environmental education of xth standard was taken from rural and urban area of Tohana block. The teachers were selected from the Govt. and private schools.

Keywords: teaching methods, environmental education, secondary level

Introduction

Nature is fascinating. It embodies the spirit of the creator. The soft green leaf moving gently in the breeze, the drop of dew quivering on the petal of a rose, the koel singing hidden in mango grove, all are so enchanting, so enthralling. No less is the chills with its hazel eyes, silken hair, rosy cheeks, toothless mouth and tender skin. Its father, the man, too is very handsome and is perhaps most unique creation of the God; unique in the sense it is man who has made the world so beautiful. He has converted the wild forests into parks, gardens & cities. But in doing that he had made the environment polluted and unsafe for the human life. How to alert the man from this? Obviously environmental education is the answer. Environmental education is the way of implementing the goals of environmental protection. Environmental Education is not a separate branch of science or subject of study; it should be carried out according to the principle of lifelong integral education. Men's environment is so beautiful: The sky the lakes, the starry nights, the moon, the flowers, the trees, the birds etc. all are breathe taking. Not only the natural environment, but also the Taj Mahal, the Qutab Minar and many other things fascinate men. Why not the teaching on these topics within the walls of the classroom? In short a lot of teaching learning can be carried out through environment.

Statement of Problem

"A study of teaching methods being adopted for teaching of environmental Education at secondary level."

Operational Definition

Methods of Teaching: Methods of teaching is a systematic procedure or process by which a contact is developed between

the students and the subject matter for attaining the educational goals.

Environmental Education: Environmental education is a way of implementing the goals of environmental protection. Environmental Education is not a separate branch of science or subject of study; it should be carried out according to the principle of lifelong integral education.

Secondary Level: It includes classes VIth to Xth.

Objectives

1. To study the teaching methods adopted for teaching of environmental education at secondary level in Govt. schools.
2. To study the teaching methods adopted for teaching of environmental education at secondary level in Public schools.
3. To study the difference between the teaching methods adopted for teaching of environmental education at secondary level in Govt. schools and Public schools.
4. To study the teaching methods adopted for teaching of environmental education at secondary level in urban area schools.
5. To study the teaching methods adopted for teaching of environmental education at secondary level in rural area schools.
6. To study the difference between the teaching methods adopted for teaching of environmental education at secondary level in Urban and rural area schools.

Hypothesis

1. There is no significant difference between the teaching

methods being adopted for teaching of environmental education in Govt. and public schools.

- There is no significant difference between the teaching methods being adopted for teaching of environmental education in rural and urban area schools.

Delimitation of Study

In this study, the teachers of environmental education working in Govt. and public schools of rural and urban area of Tohana block was taken.

Population

In this study, the twenty teachers of environmental education working in Govt. and public schools of rural and urban area of Tohana block were selected as population.

Sample

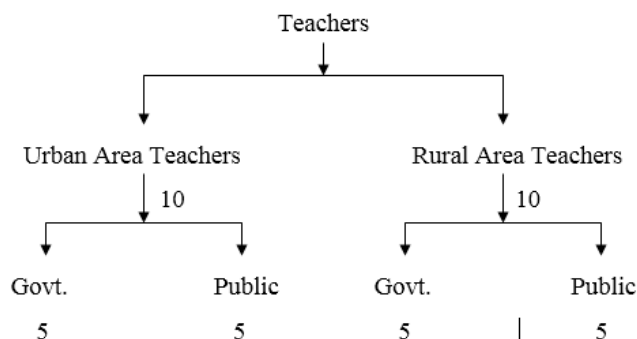
The sample has been defined as “a miniature picture of the entire group of aggregate from which it has been taken.” According to Good, “A sample is a miniature population. To be true, sample must be representative of population and must be adequate in number.”

A sample is the small proportion selected for observation and analysis. It is not feasible to contact each and every element of population.

The investigator has to be connected with some individuals who would represent the whole population. The representative proportion of the population is called sample.

In the present study Tohana block was the field of this study. The stratified random sampling technique was employed for the selection of the sample. A sample of 20 teachers of

environmental education of xth standard was taken from rural and urban area of Tohana block. The teachers were selected from the Govt. and private schools.



Tool

In order to achieve the objectives of study the researcher used the self-prepared questionnaire.

Statistical Technique

For analyzing the data received from the questionnaire simple percentage technique and Chi-square test was used.

Analysis and Interpretation

Tabulation of data

In the present study the results have been analyzed and interpreted with the help of ‘simple percentage technique’ and the comparison of difference between the teaching methods used in different type of schools was done with the help of ‘Chi Square’ test.

Table 1: Environmental Education Teaching Methods in Govt. Schools

Teaching Methods	Traditional Method	Demonstration Method	Field Visit	A.V. Aids	Question-Answer Method	Discussion Method	Project Method
%	17	13	18	22	10	16	4

Table 1 shows the percentage of the teaching methods used to teach Environmental Education in Govt. school. It is clear from the above table that in Govt. schools use of A.V. aids method is popular than the others methods. Project Method is used very less by the Govt. school teachers to teach

environmental education. The discussion method, demonstration method, traditional methods and question answer method are also used by the teachers to teach environmental education at secondary level. All the methods are used by the teachers of Govt. schools.

Table 2: Environmental Education Teaching Methods in Public Schools

Teaching Methods	Traditional Method	Demonstration Method	Field Visit	A.V. Aids	Question-Answer Method	Discussion Method	Project Method
%	8	16	21	22	13	16	3

Table 2 shows the percentage of the teaching methods used to teach Environmental Education in Public school. It is clear from the above table that in Public schools use of A.V. aids method is popular in Public schools like the Govt. schools. Field visit and use of A.V. aids methods are very popular among the teachers of the public school. Same as the Govt. school’s teachers Project method is used very less in Public schools also. Demonstration method and Question-Answer method and Discussion method are also used by the teachers to teach the content matter of Environmental Education. Traditional Method is not popular among the teachers of

Public schools.

Table 3: Difference between Environmental Education Teaching Methods in Public and Govt. Schools.

X ²	Table Value	Level	Application
4.08	12.592	0.05	Accepted

Table 3 shows the difference between Environmental Education teaching methods adopted in Govt. and Public Schools. The researcher tried to know the methods of teaching being adopted for teaching of Environmental Education in

Public and Govt. schools. It is investigated that which methods are adopted by the teachers. To know it Chi-Square statistical method was used. The calculated value of the Govt. and public schools teachers is 4.08 and degree of freedom 6 on significant level .05, the Chi-Square value is 12.592 that is

more than the calculated value. Thus the null hypothesis is accepted with sure of 95% that there is no significant difference between the teaching methods being adopted for teaching of Environmental Education in Govt. and Public Schools.

Table 4: Environmental Education teaching Methods In Urban Areas

Teaching Methods	Traditional Method	Demonstration Method	Field Visit	A.V. Aids	Question-Answer Method	Discussion Method	Project Method
%	13	9	19	22	16	18	3

Table 4 shows the percentage of the teaching methods used to teach Environmental Education in urban areas school. It is clear from the above table that in urban schools use of A.V. aids method is popular in Public schools like the Govt. schools. Field visit and use of A.V. aids and field visits methods are very popular among the teachers of the urban area school. Same as the Govt. school’s teachers and the

Public school’s teacher Project method is used very less in urban areas schools also. Demonstration method, Question-Answer method and Discussion method are also used by the teachers to teach the content matter of Environmental Education. Traditional Method is also used by the teachers of the urban area schools to teach some topics of Environmental Education.

Table 5: Environmental Education Teaching Methods in Rural Areas

Teaching Methods	Traditional Method	Demonstration Method	Field Visit	A.V. Aids	Question-Answer Method	Discussion Method	Project Method
%	14	13	2	19	11	15	7

Table 5 shows the percentage of the teaching methods used to teach Environmental Education in rural areas school. It is clear from the above table that in rural schools use of A.V. aids method is popular in Public schools, Govt. schools and the urban areas schools. Field visit method is very popular among the teachers of the rural area school. Same as in the Govt. school’s teachers, the Public school’s teacher and the urban area school teachers project method is used very less in rural areas schools also. Traditional Method is used more than demonstration method and question answer method by the teachers of the rural area schools to teach some topics of Environmental Education. Discussion method is also used by the teachers of rural areas school.

- by the teachers.
- 2. There is no significant difference between the teaching methods being adopted in Govt. and Public schools.
- 3. There is no significant difference between the teaching methods being adopted in rural and urban areas.
- 4. Use of A.V. aids method is used by all the teachers of Govt. and Public schools of rural and urban areas.
- 5. Field visits method is also become very popular among all the teachers of different schools.
- 6. Question- answer method and discussion method is also used to teach many topics of environmental education.
- 7. Project method is not used as the other methods used to teach environmental education in all the teachers of Govt. and Public schools of rural and urban areas.
- 8. Traditional method is not used so widely as before.

Table 6: Difference between Environmental Education Teaching Methods in Rural and Urban Schools.

X ²	Table Value	Level	Application
3.72	12.592	0.05	Accepted

Table 6 shows the difference between Environmental Education teaching methods adopted in urban and rural areas schools. The researcher tried to know the methods of teaching being adopted for teaching of Environmental Education in urban and rural areas schools. It is investigated that which methods are adopted by the teachers. To know it Chi-Square statistical method was used. The calculated value of urban and rural areas schools teachers is 3.72 and degree of freedom 6 on significant level .05, the Chi-Square table value is 12.592 that are more than the calculated value. Thus the null hypothesis is accepted with sure of 95% that there is no significant difference between the teaching methods being adopted for teaching of Environmental Education in urban and rural areas schools.

Educational Implications

- 1. Proper teaching methods help the students to achieve the objectives not only related to the lower level of cognitive abilities but higher abilities also.
- 2. Proper teaching methods help the students in self-learning.
- 3. With the help of proper and effective teaching methods desired improvement in quality of teaching process can be achieved.
- 4. Teacher’s efforts and proper teaching methods can increase the student’s participation in the classroom.
- 5. Different teaching methods make the learning more interesting and motivate the students to learn.

Conclusion

Environmental Education is as complex and complicated term as the ‘environment itself. It cuts across many disciplines, sectors, realms, eco-systems and spheres and hence environmental education needs to be planned and implemented systematically. As for as teaching of environmental education is concerned, it means controlling

Main findings

- 1. Different methods are used for teaching of different topics

the environment, establishing proper ecological equilibrium which entails proper use and conservation of resources and also involves control of environmental pollution. Environmental education tends to undo the role of rote-learning laid even now as an inheritance of the medieval system of education.

Environmental issues are intimately connected with the social, political and economic policies of the nation. It can not be taught in isolation only as a 'science' subject. It must be linked to rural issues that enable one to search the relative between poverty and natural resources.

Education should not be through of packing ill assorted and unwanted information into the heads of the students. It should not become a dead weight crushing all originality in them and turning them into mere automata as Mahatma Gandhi put it.

References

1. Sneha, Archana. Innovations of teaching Environmental science at primary level, *Quest in Education*. 2002, 24.
2. Trivedi PR. *Environmental Education*, APH Publishing Corporation, New Delhi.
3. Ruduramamba B. *Problem of Teaching*” A.P.H Publishing Corporation, New Delhi, 2004.
4. Rao VK, Reddy RS. *Environmental Education*” Common Wealth Publishers, New Delhi.
5. Reddy, R. Lokananda and Jeevanantham. Curricular factors in school effectiveness and learning achievement at primary stage. *Edutracks*. 2004, III.
6. Reddy Jayaprakash R. *Methods of teaching*. A.P.H Publishing Corporation, New Delhi, 2004.
7. Koul Lokesh. *Methodology of educational research*. Vikas Publishing House New Delhi, 2004.
8. Mrunalini T. Curriculum transaction in different social contexts. *Edutracks*. 2004, III.
9. Nasrin. *Environmental Education*. APH Publishing Corporation, New Delhi, 2004.
10. Jamir Samba. *Environmental Education in school system- Overview and challenges*, Asia pacific Environmental Education research seminar, 2004.
11. *Journal of Community Guidance and research*. 2008; 25(3).
12. Ayodji. student's perception of EE elements in Nigerian Secondary school curricula”, *Perspective in Education*. 2003, 29.
13. Bharti, Sudha Krishna. teaching strategies in pre-school programmes in the states of Haryana and Rajasthan, *Journal of Indian Education*. 2003, 29.