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A STUDY OF ENVIRONMENTAL AWARENESS OF SECONDARY TEACHER TRAINEES IN RELATION TO THEIR DEMOGRAPHIC VARIABLES PERSONALITY FACTORS, SELF-CONCEPT AND STUDY HABITS



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ABSTRACT

The purpose of the study was to analyse Independent and Demographic Combined effects of Variables viz., Personality Factors, Self-Concept and Study Habits on Academic Achievement in Environmental Science. The sample of the present study includes 186 female secondary Teacher Trainees selected randomly from Karnatak University, Dharwad Jurisdiction. The study revealed that, i) The secondary school female teacher trainees with extroversion personality factor are more prone to the environmental awareness than those female teacher trainees with int roversion personality factor; ii) The secondary school female teacher trainees with lower self concept are more prone to the environmental awareness than those female teacher trainees with higher self concept.

Introduction

The purpose of the present study was made an attempt to know the comparison of some selected demographic variables in respect of Environmental Awareness of Secondary Teacher Trainees in Relation to their Personality Factors, Self-Concept and Study Habits. In general some define personality as "one's social stimulus value". Others define it as, "the sum total of innate dispositions, impulses, appetites, instincts, tendencies and habits". Another type of definition says that "personality is more than the sum of its parts and that more than is its pattern or organization". Some people define personality as "an individual's characteristic pattern of adjustment".

According to Cattell (1950), "Personality is that which permits a prediction of what person will do in a given situation". The term 'self concept' is only of twentieth-century origin. Writings on the individuality of the behaving organism up to this century concerned themselves with a very imprecisely defined and vague Self which was equated with such metaphysical concepts as 'soul', 'will' and 'spirit'.

However, this sort of account restricts the self to unscientific speculation in theological and philosophic terms. It was not until the seventeenth century in Western Europe, a relatively stimulating intellectual era, that the dawning of a new dualism occurred different from the existing dichotomy; this was a dualism of consciousness and content which has developed into an acceptable distinction between the concept of self and the self concept. Descartes made the original contribution. His cogito ergo sum (I think, therefore I am) emphasised the centrality of the self in consciousness. Locke and Hume developed this notion and introduced the other side of the equation in emphasizing the content of sensory experience. Locke (1960) conceived of man as a 'thinking intelligent

being that has reason and reflection and can consider self as itself' (p. 188). Hume (1928), too, argued in favour of sense-based identity, claiming 'for my part when I enter most intimately into what I call myself I always stumble on some particular perception or other . . . , I never can catch myself at any time without a perception and never can observe anything but the perception'. Study Habits have been described in different ways. According to Sorenson 'Effective methods of study consist basically in applying those fundamental principles which underline efficiency.'

This rigid dogma placed self-concept study under considerable pressure since self-referent constructs necessarily imply a central focus on internal experience, subjective interpretation and self-report. As a result of this methodological clash, in which the Behaviourists won the early battles, a relative neglect of psychological study of the self-concept occurred. Behaviourism was very attractive, it must be faced, with its offering of reliable, replicable, statistical results relating overt measurable stimuli, responses and reinforcement together under controlled experimental conditions, contrasting so starkly with the ambiguities of self terminology, and dearth of empirical evidence on the self. Only a few brave souls continued to discuss the 'self' during the first half of this century.

Review of Related Literature

Saran (1975) studied the teacher's attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience and found that The attitude of teachers towards the teaching profession was positive; (ii) Interest was positively related with attitude towards the teaching profession. The teachers who had a positive attitude showed more interest in literary and mechanical fields, while teachers with negative attitude showed more interest in the field of agriculture

and sports; Ramkumar, V. (1969) studied the self-concept and achievement in school subjects of prospective university entrants and found that (i) positive relationship existed between self-concept and achievement ($r = .43$), between self-concept and intelligence ($r = .11$) and intelligence and achievement ($r = .25$); (ii) high and low achievers could be differentiated on their self-concept scores: they could also be differentiated when drawn from the subsamples as boys, girls, forward community urban and rural studying small or big size families and ordinal positions in the family; Nagaraju, M.T.V. et al., (2001), Studied habits of X class pupils in relation to certain factors and found that (1) There is no impact of the Caste on study habits of the pupils.

(2) There is no impact of the Income of the family on study habits of the pupils; Maikhuri, R. and Pande, Shashi Kiran. (1997) studied the self-concept of adolescents in relation to their academic achievement and found that (i) Academic achievement and self-concept were not significantly related. (ii) Significant relationship was observed with academic achievement of adolescents having high and low self-concept. Minnakodi, B. (1997) studied the higher B.Ed., students' achievement in zoology in relation to anxiety, achievement-motivation and self-concept and found that (i) There was a significant difference between boys and girls on achievement scores, achievement-motivation, but not on anxiety or self-concept. (ii) The rural and urban students did not differ on their achievement, but on anxiety, achievement-motivation and self-concept, they differed significantly.

Objectives

For the present study the following objectives were framed

Female Teacher Trainees

1. To study the effect of personality factors of female teacher trainees on their environmental awareness.
2. To study the effect of self-concept of female teacher trainees on their environmental awareness.
3. To study the effect of study habits of female teacher trainees on their environmental awareness.
4. To study the interaction effect of personality factor and self-concept of female teacher trainees on their environmental awareness.
5. To study the interaction effect of self-concept and study habits of female teacher trainees on their environmental awareness.
6. To study the interaction effect of personality factor and study habits of female teacher trainees on their environmental awareness.
7. To study the interaction effect of personality factor, self-concept and study habits of female teacher trainees on their environmental awareness.

Hypotheses

1. Effects of extroversion and introversion personality of female teacher trainees differ significantly in terms

2. of their influence on environmental awareness.
3. Effects of high and low self-concept of female teacher trainees differ significantly in terms of their influence on environmental awareness.
4. Interaction effect of personality factors X self-concept of female teacher trainees differ significantly in terms of their influence on environmental awareness.
5. Interaction effect of self-concept X study habits of female teacher trainees differ significantly in terms of their influence on environmental awareness.

Methodology Research Design

Ex Post Facto research design was used in the present study (Kerlinger, 1964 p. 379). Ex Post Facto research is systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulatable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

Sample

Random sampling technique was used to select the sample. The sample consisted of 186 female B.Ed., teacher trainees belonging to Karnatak University Jurisdiction.

Tools

The following tools were used for the collection of required data;

1. Environmental Awareness Test - Constructed and Standardized by investigator.
2. Personality Factors - Cattell's 16 Personality Factor.
3. Self-concept Scale - Constructed and standardized by investigator.
4. Study Habits - Constructed by M. Mukhopadhyaya and D. N. Sansanwal.

Results

The data were analyzed using 3-way ANOVA technique with a view to identify independent and combined effect of selected variables on Environmental Awareness. The results of the analysis are given in Tables 1 and 2.

Statistical Analysis

In order to study the comparison scores of female with personality factors and self-concept and study habits the differential analysis were computed and tested for significance as show in the following table-1.

Findings-Female Teacher trainees

1. The secondary school female teacher trainees with extroversion personality factor are more prone to the environmental awareness than those female teacher trainees with introversion personality factor.
2. The secondary school female teacher trainees with lower

self concept are more prone to the environmental awareness than those female teacher trainees with higher self concept.3. The secondary school female teacher trainees with higher study habits are more prone to the environmental awareness than those female teacher trainees with lower study habits. 4. Female teacher trainees with extroversion/introversion personality factor and lower/higher self concept differ significantly in respect to their proneness to environmental awareness.5. Female teacher trainees with extroversion/introversion personality factor, lower/higher self concept and lower/higher study habits do not differ significantly in respect to their proneness to environmental awareness. To know the pair wise comparisons of treatment groups with respect to environmental awareness were compared by using Scheffe's multiple post hoc procedures and corresponding simultaneous confidence intervals are presented in the following table. See Table No 2

The above table result reveals the following:

* The female teacher trainees with extroversion personality group and higher self concept are more prone to the environmental awareness than those female teacher trainees with introversion personality factor and lower self concept.* The female teacher trainees with extroversion personality group and lower study habits are more prone to the environmental awareness than those female teacher trainees with introversion personality group and higher study habits are more prone to the environmental awareness than the female teacher trainees with extroversion personality factor group and lower study habits.* The female teacher trainees with extroversion personality factor group and lower study habits are more prone to the environmental awareness than the female teacher trainees with extroversion personality factor group and lower study habits.* The female teacher trainees with extroversion personality factor group and lower study habits are more prone to the environmental awareness than the female teacher trainees with extroversion personality factor group and lower study habits.*

the female teacher trainees with extroversion personality factor group and lower self concept.* The female teacher trainees with introversion personality group and lower self concept are more prone to the environmental awareness than the female teacher trainees with extroversion personality factor group and lower self concept.* The female teacher trainees with extroversion personality group and higher study habits are more prone to the environmental awareness than the female teacher trainees with extroversion personality factor group and lower study habits.* The female teacher trainees with introversion personality group and higher study habits are more prone to the environmental awareness than the female teacher trainees with extroversion personality factor group and lower study habits.* The female teacher trainees with extroversion personality factor group and lower study habits are more prone to the environmental awareness than those female teacher trainees with introversion personality factor; ii) The secondary school female teacher trainees with lower self concept are more prone to the environmental awareness than those female teacher trainees with higher self concept; iii) The secondary school female teacher trainees with higher study habits are more prone to the environmental awareness than those female teacher trainees with lower study habits; iv) Female teacher trainees with extroversion/introversion personality factor and lower/higher self concept differ significantly in respect to their proneness to environmental awareness; v) Female teacher trainees with extroversion/introversion personality factor and lower/higher study habits differ significantly in respect to their proneness to environmental awareness; vi) Female teacher trainees with lower/higher self concept and lower/higher study habits do not differ significantly in respect to their proneness to environmental awareness ; vii) Female teacher trainees with extroversion/introversion personality factor, lower/higher self concept and lower/higher study habits do not differ significantly in respect to their proneness to environmental awareness.

Discussion and Conclusion :- i) The secondary school female teacher trainees with extroversion personality factor are more prone to the environmental awareness than those female teacher trainees with introversion personality factor; ii) The secondary school female teacher trainees with lower self concept are more prone to the environmental awareness than those female teacher trainees with higher self concept; iii) The secondary school female teacher trainees with higher study habits are more prone to the environmental awareness than those female teacher trainees with lower study habits; iv) Female teacher trainees with extroversion/introversion personality factor and lower/higher self concept differ significantly in respect to their proneness to environmental awareness; v) Female teacher trainees with extroversion/introversion personality factor and lower/higher study habits differ significantly in respect to their proneness to environmental awareness; vi) Female teacher trainees with lower/higher self concept and lower/higher study habits do not differ significantly in respect to their proneness to environmental awareness.

Table-1: Summary table of ANOVA with respect to environmental awareness of female samples.

Source variation	DF	SS	MSS	F-value	P-value	Signi.
Main effects						
A	1	88.8896	88.8896	5.5227	<0.05	S
B	1	286.4033	286.4033	17.7943	<0.05	S
C	1	100.2816	100.2816	6.2305	<0.05	S
2way interactions						
A x B	1	78.3710	78.3710	4.8692	<0.05	S
A x C	1	63.6567	63.6567	3.9550	<0.05	S
B x C	1	20.0412	20.0412	1.2452	>0.05	NS
3way interactions						
A x B x C	1	29.5675	29.5675	1.8370	>0.05	NS
Error	278	4474.4634	16.0952			
Total	285	5141.6742				

Table-2: Comparison of means of treatment groups on environmental awareness -Scheffe's 95% confidence intervals- female samples

No	Comparison of treatment groups	Corresponding means	95% CI	p-value			
Significance							
1	a1b1-a1b2	48.7694	45.8235	1.6246	4.2673	<0.05	S
2	a1b2-a2b1	45.8235	49.3125	-5.1186	-1.8595	<0.05	S
3	a1b2-a2b2	45.8235	47.7770	-3.2047	-0.7024	<0.05	S
4	a1c1-a1c2	48.2814	46.3115	0.6465	3.2932	<0.05	S
5	a1c2-a2c1	46.3115	48.8857	-4.0155	-1.1329	<0.05	S
6	a1c2-a2c2	46.3115	48.2038	-3.0949	-0.6897	<0.05	S

to the environmental awareness than the female teacher trainees with extroversion personality factor group and lower self concept.* The female teacher trainees with introversion personality group and higher self concept are more prone to the environmental awareness than

significantly in respect to their proneness to environmental awareness ; vii) Female teacher trainees with extroversion/introversion personality factor, lower/higher self concept and lower/higher study habits do not differ significantly in respect to their proneness to environmental awareness.

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