

# A Study on Environmental Healthy Practices of B.Ed., Students

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**Abstract:** The main objectives of this Study is to find out the Environmental Healthy Practices of B.Ed., Students. For the present study, Normative Survey method is adopted. Random sampling technique is used in the selection of the sample for 200 B.Ed., Students studying in Cuddalore district of Tamilnadu. The Environmental Healthy Practices Inventory validated by Raja Sounder (2017) has been used in this study. The findings shows that B.Ed., Students have high level of Environmental Healthy Practices

**Keywords:** Environmental, Healthy Practices, B.Ed., Students

## Introduction

We are responsible in a time when there are numerous prospects for the spread of exotic diseases, the growth and occurrence of more illnesses among the world's population due to globalisation and quick travel, and the contamination of water, air, and land. Global warming, Ebola, Zika, lead in our water supply, outdated sewer and water systems, deteriorating electrical infrastructure, deteriorating roads and bridges—the list of problems we face today is endless. Environmental Pollution, Protection, Quality, and Sustainability is a comprehensive strategy to address all environmental problems that have an impact on human health and the global preservation of the environment.

Public health's division of environmental health is focused on all facets of the built and natural environments. Environmental health is defined by the World Health Organization (WHO) as the components of human health and disease that are influenced by environmental variables. It also refers to the theory and practise of evaluating and managing environmental elements that may have an impact on health.

Environmental health in schools is influenced by the intricate interactions of the building's materials, insulation, carpets, art, music, and science rooms, computer labs, health rooms, playground equipment, food preparation areas, waste management, cleaning products, pest management, fragrances, parking lots, bus areas, heating/cooling equipment, and ventilation, as well as the school's location and its students.

## Environmental health is crucial

Increasing quality of life and years of healthy living requires maintaining a healthy environment. Environmental factors are to blame for 23% of all deaths worldwide and 26% of deaths among children under the age of five. There are many different and extensive environmental influences. Exposure to dangerous compounds in the environment, such as those in the soil, water, and food

People whose health status is already at risk are those who are most affected by poor environmental quality. The socioeconomic and environmental elements that raise the risk of exposure and disease must therefore be addressed in environmental health.

## Knowledge of Environmental Health

The Environmental Health topic area's 6 themes highlight environmental factors and their connections to health.

### Ambient Air Quality

Premature death, cancer, and long-term harm to the cardiovascular and respiratory systems are all associated with poor air quality. Although there has been progress in reducing emissions that contribute to unhealthy air, in 2008, 127 million Americans lived in counties where the national air quality criteria were exceeded. 2 A vital first step in developing a healthy environment is to reduce air pollution.

## **Groundwater**

Drinking water and recreational waters both have quality issues with surface and ground water. Mild to severe disease can be brought on by chemical or infectious agent contamination. Environmental health includes safeguarding water resources and reducing exposure to tainted water sources.

## **Hazardous wastes and toxic substances**

It is yet unclear how poisonous compounds and hazardous wastes affect human health. There is continuing research to learn more about the potential health effects of these exposures. In the interim, exposure reduction initiatives are ongoing. For environmental health to exist, exposure to poisonous substances and hazardous wastes must be reduced.

## **Residences**

The majority of people's time is spent at home, at work, or at school. Some of these settings could put individuals in danger from electrical and fire dangers, indoor air pollution, inadequate heating, and sanitation.

## **Dangers of lead-based paint**

These dangers may affect people's health and safety. Environmental health depends on maintaining healthy homes and communities.

## **Changing Climate**

Global warming and climate change are hot topics right now in news outlets, social media, and organisations. It's best to start with the weather to comprehend. The temperature and circumstances you can observe outside your window are the weather. It can snow one day and be clear and blue the next. The climate in which we live influences many of these changes in the weather. Climate refers to the typical or average weather behaviour over a lengthy period of time in a particular location.

Climate change is more concerned with changes in a place's climate than it is with daily variations in the weather. A weather change would occur if snow fell in Boston on a Wednesday instead of the Monday predicted by the forecast. However, climate change is to blame if Boston had only 23 inches of snow as opposed to its usual 44 inches. What then triggers climate change? There are many distinct theories among scientists. Some of them are evident, like when the sun is closer to us and when it is farther away. The sun occasionally emits energy at higher or lower levels.

There are many variables that are beyond our control, but most scientists concur that people and contemporary comforts also contribute to the issue. Coal, gas, and oil are used as energy sources by technology, including cars and central heating, and when these materials are used, they leak gases into the atmosphere. A place's climate progressively changes as a result of the warming effects of many of these gases on the air. NASA scientists estimate that over the past century, the earth's climate warmed by about one degree Fahrenheit. Although it may not seem like much, even a single degree of warming may cause climates to change, ice caps to melt, and oceans to rise.

## **Need and Importance of this Study**

The practise of environmental health takes place within the context of environmental processes that have an impact on people's health on a physical, chemical, biological, social, and psychosocial level, as well as actions to change these processes in order to promote health for both current and future generations. In the field of environmental health practise, there are numerous professional specialties and participants, all of whom are crucial to the process. Environmental health practise is a three-phase process that includes determining the health impact, developing policies, and ensuring that actions are taken. In developing nations, measures to avoid infectious diseases and fight poverty are prioritised more, but as economies change, so are these objectives. Impacts on the environment at large are being avoided with growing urgency. Hence the investigator decide to take up this study.

## **Statement of the Problem**

Even while economic transformations in emerging nations open up new opportunities, the rapid speed of global change—including population increase, economic globalisation, resource depletion, and climate change—is posing difficulties for environmental health practise. The precautionary principle, sustainable development, and the "polluter pays" idea are among the international policy objectives that have been broadly accepted. Utilizing the most advanced technology to reduce pollution, requiring environmental impact

assessments, taking into account economic effects and equality (environmental justice), and being able to handle problems affecting entire ecosystems are all examples of policy approaches. The effectiveness of the rule of law in a nation has a significant impact on ensuring that policies are implemented. Command and control, pollution prevention, and environmental monitoring are all methods. Countries have increasingly boosted their usage of "right-to-know" strategies. In order to increase people's responsibility and awareness, environmental education is crucial. International agreements are increasingly being utilised to stop destructive environmental practises, In connection with this, the investigator has decided to take up a problem, which can be stated as **“A Study on Environmental Healthy Practices of B.Ed., Students”**.

### Objectives of this Study

The present study has the following objectives:-

1. To find out the B.Ed., Students' level of Environmental Healthy Practices.
2. To find out whether there is any significant difference between Male and Female B.Ed., Students with respect to their Environmental Healthy Practices.
3. To find out whether there is any significant difference between rural and urban located B.Ed., Students with respect to their Environmental Healthy Practices.
4. To find out whether there is any significant difference between Arts and Science subject B.Ed., Students with respect to their Environmental Healthy Practices.
5. To find out whether there is any significant difference between Nuclear and Joint family B.Ed., Students with respect to their Environmental Healthy Practices.

### Hypotheses of this Study

Suitable null hypotheses were framed.

### Method

In the present study, Normative Survey method is adopted.

### Sample

Random sampling technique is used in the selection of the sample for 200 B.Ed., Students studying in Cuddalore district of Tamilnadu.

### Tool used in this Study

The Environmental Healthy Practices Inventory validated by Raja Sounder (2017) has been used in this study. In order to find out the Environmental Healthy Practices of B.Ed., Students, the mean and S.D have been calculated.

**Table No.1**  
**The Mean and SD of Environmental Healthy Practices scores of B.Ed., Students**

| N   | Mean  | SD    |
|-----|-------|-------|
| 200 | 15.18 | 2.223 |

### Entire Sample

It is evident from the above Table that the calculated mean score of entire sample indicates that the B.Ed., Students have high level of Environmental Healthy Practices.

### Null hypothesis

There is no significant difference between male and female B.Ed., Students with respect to their Environmental Healthy Practices.

In order to test the above Null hypothesis 't' value is calculated.

**Table No.2**  
**Significance of difference between Male and Female B.Ed., Students with respect to their Environmental Healthy Practices**

| Gender | N   | Mean  | SD    | t-value | Significance at 0.05 level |
|--------|-----|-------|-------|---------|----------------------------|
| Male   | 64  | 14.86 | 2.34  | 1.08    | Not significant            |
| Female | 136 | 15.35 | 2.332 |         |                            |

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Male and Female B.Ed., Students with respect to their Environmental Healthy Practices.

#### Null hypothesis

There is no significant difference between rural and urban located B.Ed., Students with respect to their Environmental Healthy Practices.

In order to test the above Null hypothesis 't' value is calculated.

**Table No.3**

#### Significance of difference between rural and urban located B.Ed., Students with respect to their Environmental Healthy Practices

| Locality | N   | Mean  | SD   | t-value | Significance at 0.05 level |
|----------|-----|-------|------|---------|----------------------------|
| Rural    | 112 | 15.83 | 1.68 | 7.56    | Significant                |
| Urban    | 88  | 13.76 | 2.01 |         |                            |

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between rural and urban B.Ed., Students with respect to their Environmental Healthy Practices.

#### Null hypothesis

There is no significant difference between Arts and Science subject B.Ed., Students with respect to their Environmental Healthy Practices.

In order to test the above Null hypothesis 't' value is calculated.

**Table No.4**

#### Significance of difference between Arts and Science subject B.Ed., Students with respect to their Environmental Healthy Practices

| Subject | N   | Mean  | SD   | t-value | Significance at 0.05 level |
|---------|-----|-------|------|---------|----------------------------|
| Arts    | 141 | 14.98 | 2.14 | 1.32    | Not significant            |
| Science | 59  | 15.36 | 2.17 |         |                            |

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Arts and Science subject B.Ed., Students with respect to their Environmental Healthy Practices.

### SUMMARY OF FINDINGS

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

- B.Ed., Students are having high level of Environmental Healthy Practices.
- There is no significant difference between Male and Female B.Ed., Students with respect to their Environmental Healthy Practices.
- There is significant difference between rural and urban B.Ed., Students with respect to their Environmental Healthy Practices.
- There is significant difference between Nuclear and Joint family B.Ed., Students with respect to their Environmental Healthy Practices.

### Conclusion

There are theoretical and empirical reasons to believe that Teacher Education is a period of final preparation, and that the learning about good things is an essential one. Along with Teacher education

curriculum content, more practical activities to enhance and sustain environmental health practices also should be included in Teacher Education curriculum.

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