

## The Awareness of Green House Effect on Weather among B.Ed. Students

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### ORIGINAL ARTICAL



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### Abstract

The purpose of this study was to examine 'The Awareness of Green House Effect on Weather among B.Ed. Students'. For this purpose the investigator has constructed a Questionnaire on "Green House Effect on Weather" containing five dimensions for B.Ed. Students to collect the data. The researcher has selected two B.Ed. colleges [Education College (Urban) & Aurangabad B.Ed. College (Rural)] in Murshidabad district. The questioners were supplied to 50 students (25 boys & 25 girls). The Global warming is the current increase in temperature of the Earth's surface (both land and water) as well as its atmosphere. The Green House Gases (CO<sub>2</sub>, O<sub>3</sub>, CH<sub>4</sub>, N<sub>2</sub>O, CO, and NH<sub>3</sub>) are the vital reason for the Global warming.

**Keywords** : Green House, Global warming, Awareness, Urban and Rural Areas.

### Introduction :

Global Warming is the term used to describe a gradual increase in the average temperature of gradual increase in the average temperature of earth's atmosphere and its oceans, a change that is believed to be permanently changing earth climate.

Global Warming is the observed and projected increase in the average temperature of earth's atmosphere and

oceans due to green house gas emissions like CFC, CH<sub>4</sub>, N<sub>2</sub>O, CO, Hydro carbons on account of human activities. The effects of Green house gas due to increase in Green House Gas warms the planet; decrease in Green House Gas cools the planet. Unfortunately there is a steep increase of the temperature in the last three decades. Global warming is not only affecting the nature, but it affects the life and homes of millions of people. The changes of global warming are visible from the highest mountains to deep in the oceans and it extinguished different parts of the earth and it's also creates rich bio-diversity.

Because of this face weather, climate thermal condition gets totally change. Human induced changes in global climate caused by release of green house gases into the atmosphere, largely from the burning of fossil fuels, have been correlated with global warming (encyclopaedia McGraw hill science and technology (2001). Further there is a potential increase in average global atmospheric temperatures resulting from the green house effect". Encyclopaedia Britannica (2003)

Now a day's global warming is considered as burning problem and its challenge to entire world and its scientific society. It is a worldwide environmental program by which there is an abnormal increase to the level of temperature particularly in natural environment. The change of global warming are visible from the highest mountain to deep in the ocean and it's extinguished different parts of the earth and it's also create rich bio-diversity. The high raised temperature reflects the large heat capacity at the ocean. Drastic increased in atmospheric speeding up the melting ice-cap's, get glacier and Ice Mountains. Sea warming leads to increase wind warming which makes cyclone, Hurricanes and typhoons more violent and frequent. Meeting an ice-caps and glacier will lead to increase in sea-level postal arrears going beneath water, soil erosion etc.

To inculcate the ideas about global warming effect the weather to school teacher and school related functionaries. Teacher must know about the effect at weather on environmental then only student will get the authentic Information on regarding the world environment or the concept at global warming. To complete the present aspect of the title at the research the investigator tried out the awareness on weather of elementary school teacher.

### **Objective :**

- i) To examine the awareness of green house effect on weather among B.Ed. students' based on gender, location and stream variations.

### **Hypotheses :**

- H<sub>1</sub>: There is no significant difference of B.Ed. students' awareness of green house effect on weather due to gender variation.
- H<sub>2</sub>: There is no significant difference of B.Ed. students' awareness of green house effect on weather due to local variation.
- H<sub>3</sub>: There is no significant difference of B.Ed. students' awareness of green house effect on weather due to stream variation.

## Delimitations of the Study :

- **Sample :** The samples were selected from Domkol and Suti II(Aurangabad) Block in Murshidabad district only.50 students of B.Ed. were selected from two B.Ed. colleges of different area.
- **Number of Candidate :** 25 boys (13 rural & 12 urban), 25girlsstudents (12 rural & 13 urban)and 25 Science (13 boys & 12 girls), 25 Arts(12 boys & 13 girls) of B.Ed.
- **Gender :** Boys & Girls, **Location :** Urban & Rural, Stream: Science & Arts.
- **Area :** Education College, Domkol and Aurangabad B.Ed. College, Aurangabad.
- **Area of Content :** 3 point likert's scale of 20 statements ofGreen House Effect on Weather containing Increase in the sea level, Change in the climate, Endangers in the existence at living animals, Increase the temperature and Harmful effect ozone depletion dimension.
- **Class :** B.Ed. 1<sup>st</sup> Semester Students Only.

## Methodology:

In this present study, the investigator has followed the Normative Survey design of ex-post facto type.

## Sample :

The present study is conducted upon the B.Ed. students of West Bengal from the district Murshidabad, taking two institutions under the WBUTTEPA. Stratified random sampling collected for the study. The researcher selected two colleges in Murshidabad district. One urban [Private – Education College, Domkol, Murshidabad] and one rural [Private – Aurangabad B.Ed. College, Aurangabad, Murshidabad] institutions with gender, location and streams variation. The questioners were supplied to 50 B.Ed. students (25 boys & 25 girls).

## Tool :

For this purpose the investigator has constructed a self developed Questionnaire on Green House Effect on Weathercontaining Increase in the sea level, Change in the climate, Endangers in the existence at living animals, Increase the temperature and Harmful effect ozone depletion.

## Blue Print of Question Paper :

SL.NO.	Dimension	Item No.
1.	Increase in the sea level	1 — 4
2.	Change in the climate	5 — 8
3.	Endangers in the existence at living animals	9 — 12
4.	Increase the temperature	15 — 16
5.	Harmful effect ozone depletion	17 — 20

## Data Analysis :

Table-1

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Green House Effect on Weather Scores	Equal variances assumed	.029	.866	-1.353	48	.182	-.720	.532	-1.790	.350

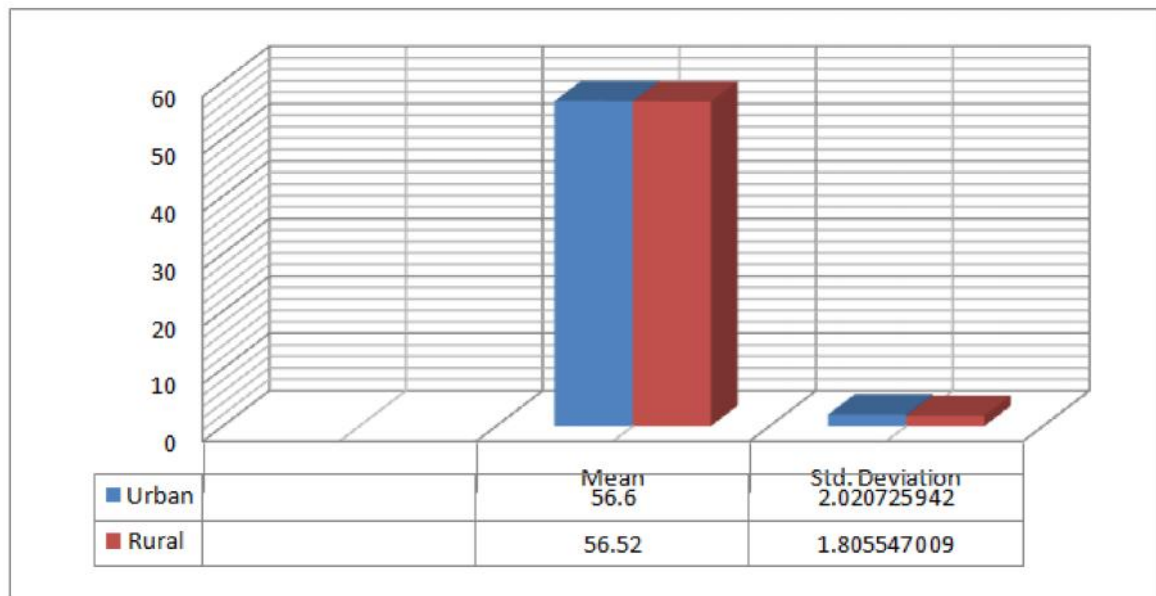


Graph-1: Bar-diagram showing awareness of green house effect on weather of B.Ed. students' due to gender variation.

Table-2

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Green House Effect on Weather Scores	Equal variances assumed	.327	.570	.148	48	.883	.080	.542	-1.010	1.170



Graph-2: Bar-diagram showing awareness of green house effect on weather of B.Ed. students' due to location variation.

Table-3:

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Green House Effect on Weather Scores	Equal variances assumed	.007	.936	.592	48	.556	.320	.540	-.766	1.406



Graph-3: Bar-diagram showing awareness of green house effect on weather of B.Ed. students' due to stream variation.

**Discussion :**

For Null Hypothesis 1 was tested at statistical significance level of 0.05 and the results showed that at  $df = 48$ ,  $p = 0.182$  which is greater than 0.05. Therefore we fail to reject the Null Hypothesis 1. This implies there is no significant difference of B.Ed. students' awareness of green house effect on weather due to gender variation.

For Null Hypothesis 2 was tested at statistical significance level of 0.05 and the results showed that at  $df = 48$ ,  $p = 0.883$  which is greater than 0.05. Therefore we fail to reject the Null Hypothesis 2. This implies there is no significant difference of B.Ed. students' awareness of green house effect on weather due to local variation.

For Null Hypothesis 3 was tested at statistical significance level of 0.05 and the results showed that at  $df = 48$ ,  $p = 0.556$  which is greater than 0.05. Therefore we fail to reject the Null Hypothesis 3. This implies there is no significant difference of B.Ed. students' awareness of green house effect on weather due to stream variation.

### **Finding :**

- There is no significant difference of B.Ed. students' awareness of green house effect on weather due to gender variation.
- There is no significant difference of B.Ed. students' awareness of green house effect on weather due to local variation.
- There is no significant difference of B.Ed. students' awareness of green house effect on weather due to stream variation.

### **Conclusion :**

From the above discussion, the awareness of green house effect on weather among B.Ed. students are not significantly differ based on gender, local and stream variation. To prevent measures should be adopted to check the Environmental Degradation due to Green House Gases:- use of unconventional and renewable, control of conventional energy, development of public consciousness etc.

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