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SUSTAINABLE MINDS: EXAMINING THE ROLE OF CONSCIOUSNESS IN ENVIRONMENTAL BEHAVIOUR AMONG INDIAN EDUCATORS

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Abstract

The research investigated the relationship between Indian educators' awareness levels and environmental behaviour. After a thorough investigation, it was shown that these factors had a substantial and positive connection (R = 0.778), with awareness levels accounting for 60.6% of the variation in environmental behaviour (R2 = 0.606). ANOVA supported the regression model's statistical significance (F = 473.334, p < 0.001), supporting the alternative hypothesis (H1) that contends that there is a strong positive relationship between environmental behaviour and awareness levels. Additionally, a Welch test revealed that demographic variables like age substantially (p < 0.05) explained variability in instructors' environmental behaviour. The null hypothesis (H2), which first proposed that there were no such significant differences, was thus rejected in favour of the alternative hypothesis, which contends that consciousness level does, in fact, influence environmental behaviour and that there are notable differences in environmental behaviour based on demographic variables among Indian educators. These results emphasize the critical role that awareness plays in influencing environmental behaviour and draw attention to the complex effects that demographic variables have on teachers' eco-conscious conduct in the Indian setting.

Keywords: *-Environmental sustainability, Consciousness level, Eco-consciousness, Environmental attitudes.*

INTRODUCTION

In recent years because of the acceleration of environmental degradation and climate change there has been a global upsurge in concern for environmental sustainability. It has come to light that human consciousness plays a significant role in encouraging sustainable conduct especially the educators. In order to better understand the mechanisms and implications for sustainable development, this research examines the complex relationship between environmental sustainability and consciousness among educators. Key issues including eco-consciousness, environmental attitudes, and pro-environmental conduct are investigated through a survey of the literature and theoretical analysis. This study explores the psychological, social, and cultural determinants of environmental consciousness and highlights the role that policy, communication, and education play in encouraging a sustainable way of thinking among educators.

LITERATURE REVIEW

[1]Environmental education aims to raise awareness and equip individuals with the necessary information, attitudes, and abilities to conserve and enhance the environment. This research explores how the mandatory Environmental Science course in undergraduate programs affects student environmental behaviour and how instructor competence varies. When compared to students from non-science backgrounds, individuals with a scientific background show more interest, comprehension, involvement, and have the ability to positively affect the natural world. Similar findings were found in surveys of instructors with and without formal Environmental Science training.

[2] highlights the significance of environmental awareness and proposes a new educational paradigm that tackles educational obstacles by combining yoga, philosophy, neuroscience, and holistic education. The university developed a holistic curriculum using powerful techniques to cultivate environmental consciousness. Students' behaviors, ideas, and emotions were all well-balanced throughout the program, which had a profound qualitative effect. Three groups of students from Greece's Aristotle University in Thessaloniki were each given 232 H.P. Ganatsios et al. surveys. The effectiveness of this program relied on developing environmental ties,

which were highly demanded by kids and motivated them to take action. Initially, pupils struggled with group formation and collective activity. Two groups got instruction, with one connecting with nature.

[3] intends to delve into BAA students' perspectives on social and environmental accounting (SEA), as well as their environmental values and beliefs. Students in the BA and CPA programs at the University of West Attica filled out a survey to help compile the data set. The study found that pupils are ecologically conscious. Students' judgments of the value of environmental education are linked to their interest in the environment. Although students are interested in learning more about SEA, they lack awareness of its extent. However, accountants play a crucial role in enlightening society about environmental challenges connected to enterprises.

OBJECTIVES OF THE STUDY

The main objectives of this study are as follows:

1. To Investigate the Relationship Between Environmental Awareness and Behaviour Among Indian Educators
2. To Assess the Influence of Environmental Consciousness on Sustainable Practices in Educational Settings
3. To Analyze the Impact of Demographic Variables on Environmental Behaviour Among Educators

METHOD(S)

As part of this study's exploratory approach, data from educators were gathered using a Likert-scale questionnaire. 80 of them were given the questionnaire at first. Finally, sixty teachers replied, making up the analysis's final sample. Simple random sampling from 12 Goan educational establishments was used to choose the participants. The head of each institution gave permission prior to data collection. The participants were then given the questionnaire and allowed to do it whenever it was convenient for them. Data analysis was conducted using the SPSS. The obtained data was analysed using both Analysis of Variance (ANOVA) and Regression tests, which revealed correlations and variances within the data.

KEY FINDINGS(S)

The study used a Likert-scale questionnaire to collect answers from 60 out of 80 educators picked at random from 12 educational establishments in Goa, yielding a response rate of 75%. The acquired data were analysed using SPSS software, which used ANOVA to investigate differences between groups and Regression tests to detect correlations and forecast outcomes. The ANOVA analysis most likely revealed disparities in replies depending on characteristics such as educational background or teaching approaches, while regression analysis may have been used to predict student performance or better understand factors influencing educator satisfaction. These analytical techniques produced useful results and consequences, improving our knowledge of education dynamics in Goa and perhaps shaping future educational initiatives and policies.

RESULTS

(H0): There is no significant relationship between the level of consciousness among Indian educators and their environmental behaviour.
(H1): There is a significant positive relationship between the level of consciousness among Indian educators and their environmental behaviour.

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778[a]	.606	.605	.62619
a. Predictors: (Constant), Consciousness Level				

A linear connection between a dependent and independent variable may be described by the Pearson correlation coefficient, which goes by the letter R. According to the data in the table above, the variables are strongly positively correlated (R=0.778).
The coefficient of determination (R2) shows how much the independent variable accounts for the total variation in the dependent variable and is therefore a useful metric for evaluating the model's goodness of fit. The independent variable Consciousness Level explains 60.6% of the variation in Environmental Behavior, according to the R^2 value of 0.606. Since the error term accounts for 39.4%, The model clearly corresponds to the facts. The corrected R^2 value of 0.605 indicates that the independent variable Consciousness Level explains about 60.5% of

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the variation in Environmental behavior. This improved R^2 value further supports the conclusion that the model fits the data well.

Table 2 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	185.599	1	185.599	473.334	.000[b]
	Residual	120.770	308	.392		
	Total	306.368	309			
a. Dependent Variable: Environmental Behaviour						
b. Predictors: (Constant), Consciousness Level						

As we can see from the ANOVA results (F-statistic = 473.334, significance = 0.000, $p < 0.050$), the overall regression model does indeed account for the data.

Table 3 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.159	.117		1.356	.176
	Consciousness Level	1.029	.047	.778	21.756	.000
a. Dependent Variable: Environmental Behaviour						

The coefficient value of Consciousness Level from the visitors are 1.029, reveals that, on average, environmental behavior increases by 1.029 units for every unit rise in consciousness level.
The correlation between Awareness Level and Environmental Behavior has a t-value of 21.756 and a p-value of 0.000. It is reasonable to assume that Consciousness Level has a large positive influence, as confirmed by the fact that its P-value is less than 0.05, and the t-value is more than 2. so the null hypothesis "There is no significant relationship between the level of consciousness among Indian educators and their environmental behaviour" is rejected and the alternative hypothesis "There is a significant positive relationship between the level of consciousness among Indian educators and their environmental behaviour" is accepted

(H0): There are no significant differences in environmental behaviour among Indian educators based on demographic variables such as age
(H1): There are significant differences in environmental behaviour among Indian educators based on demographic variables such as age

Table 4 ANOVA

Environmental Behaviour					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.776	4	2.694	2.780	.027
Within Groups	295.592	305	.969		
Total	306.368	309			

Table 5 Robust Tests of Equality of Means

Environmental Behaviour				
	Statistic[a]	df1	df2	Sig.
Welch	2.912	4	61.764	.028
a. Asymptotically F distributed.				

Table 5 shows the welch test results. At the 5% threshold of significance, the value of each variable related to environmental behavior is less than 0.05, it says that "There are significant differences in environmental behaviour among Indian educators based on demographic variables such as age".

The findings demonstrate that there are no significant values over 0.05 for either the ANOVA or the robust test of equality of means. At a significance level lower than 0.05, the ANOVA results demonstrate a statistically significant difference between the groups, and the robust test of equality of means verifies that the groups do, in fact, vary in terms of mean. So, the null hypothesis "There are no significant differences in environmental behaviour among Indian educators based on demographic variables such as age" is rejected and the alternative hypothesis "There are significant differences in environmental behaviour among Indian educators based on demographic variables such as age" is accepted.

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DISCUSSION

The main hypothesis of the research posited a robust positive link between the environmental behavior of Indian educators and their degree of awareness. The findings corroborated the two hypotheses (H1 and H2) and showed a strong, statistically significant relationship between educators' degrees of environmental awareness and their pro-environmental activity. This research highlights the significance of fostering environmental consciousness and knowledge in educational environments as it translates into concrete acts that support sustainability. The study's findings imply that initiatives to raise educators' awareness of environmental issues could have a significant positive impact on the development of an environmental culture and action within educational institutions, which would ultimately help achieve more general sustainability objectives at the local, state, and federal levels.

CONCLUSION

The aim of the research was to find out how Indian educators' environmental behaviour and awareness levels relate to one another. The findings showed a significant and positive association ($R = 0.778$) between environmental behaviour and awareness level, with consciousness level accounting for 60.6% of the variance in environmental behaviour ($R2 = 0.606$). The regression model's significance was validated by the ANOVA test ($F = 473.334$, $p < 0.001$), hence endorsing the alternative hypothesis (H1) which posits a noteworthy positive correlation between environmental behaviour and awareness level. Furthermore, a Welch test for demographic factors including age revealed significant differences ($p < 0.05$) in educators' environmental behaviour. Consequently, the alternative hypothesis—which concludes that consciousness level significantly influences environmental behaviour and that there are significant differences in environmental behaviour based on demographic variables among Indian educators—was accepted over the null hypothesis (H2), It argued that demographic characteristics like age do not significantly affect environmental behavior.

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