Received: d month yyyy | Revised: d month yyyy | Accepted: d month yyyy | Published online: d month yyyy

**RESEARCH ARTICLE/REVIEW**

**Article Title**

Journal of Climbing and Walking Robots

yyyy, Vol. XX(XX) 1–5

DOI: 10.47852/bonviewJCCEXXXXXXXX



**Author1 Name, Author2 Name and Author3 Name\***

*1 Department, Name of organization, Country, Email address.*

*2 Department, Name of organization, Country, Email address.*

*3 Department, Name of organization, Country, Email address.*

**\*Corresponding author:** Sonam Rinchen, Department of Science Education, Royal University of Bhutan, Bhutan. Email: [srinchen.sce@rub.edu.bt](mailto:srinchen.sce@rub.edu.bt)

**Abstract:** This study examined belief, concern, and practice of the in-service postgraduate science teachers towards solid waste management and recycle (SWMR) in one of the colleges of education in Bhutan. A structured online survey questionnaire was administered to 39 first-year in-service science teachers out of which 22 (13 male and 9 female) responded. The data were subjected to descriptive statistics such as determining mean and standard deviation. Further, Pearson product-moment correlation was employed in order to determine the significance of some of the demographic characteristics on their belief, concern, and practice towards SWMR. An independent samples test revealed that the only statistically significant difference between the gender is observed in theme concern (p < 0.05 = 0.028), with females reporting higher levels of concerns than the males. However, one-way ANOVA result did not show any statistically significant presence in the teaching subjects among the three themes (F (3, 18) = 0.477, p > 0.001). The Pearson’s product moment correlation revealed statistically significant relation between respondents’ belief and practice (r = 0.01, p > 0.05), whereas negative correlation (r = −.37, p > 0.05) were found between respondents’ concern and practice towards SWMR.

**Keywords:** solid waste management, recycle, in-service teachers, belief, concern, practice

# 1. Introduction

While talking about education and waste management in any sections of the society, the role that every science teacher can play in providing waste related education is pivotal compared to other subject teachers [1]. Education is a tool, that can be used to create societal level awareness on environmental problems through the formal education system [2, 3, 4, 5]. Effective and efficient waste management is an essential part of sustainable development goals, creating awareness on waste issues, can be best done in schools.

Despite, considerable amount of attention environmental issues receives from the world leaders, it’s often been a centre of discussion and debate for decades [6]. Therefore, it is imperative to study science teacher’s attitudes towards SWMR in terms of belief, concern, and practice.

Bhutan, a tiny kingdom nestled in the Himalayas is not an exception to this man-made predicament and the environmental problems which are caused by humans.

The recent study conducted by Department of Curriculum Research and Developmen [7] of waste besides households, commercial units, health centres, and offices. “In total, institutes generate around 5,400 kgs of wastes a day compared to what industries generate (5,719) kgs daily” (p. XI). The composition of waste generated from institutes is shown in Figure 1. The study further revealed that more than services. In Bhutan, the Department of Curriculum Research and Developmen [7] through their National Waste Inventory Survey had shown that “Waste management is one of the prevailing challenges in governance that have multi-fold implications on environmental, economic and social themes.”

# 2. Literature Review

Problems associated with environment and waste have received immense care globally [8]. Solid waste is defined by Detraz [9] as non-liquid and non-gaseous garbage, refuse or sludge products of human activities, regarded as useless. Solid waste must include waste items from households, commercial waste, hospital waste, and construction waste. In recent times, numerous studies were undertaken in the field of SWMR by local governments and international agencies (OECD, 2019; UNSD, 2019; World Bank, 2018). A study conducted by Dung et al. [9] concluded that waste management issues will trouble and impact cities beyond repair if adequate measures are not undertaken. Similar studies to estimate environmental awareness and attitudes of people based on their socio-demographic characteristics such as education, gender, income level, and age were undertaken amongst researchers while exploring its relations with the environment. For instance,women were significantly found more concerned with the environmental problem [10]. Environmental concern varies according to education and in come level while age does not seem to have any significance on it.

Equally, over the years, there have been few important studies in the field of education that investigated topics related to solid waste management [1, 3, 4, 8, 10] studied student’s attitudes and knowledge towards solid waste management. The findings of these studies had shown similar results that the respondents, who were college students, had shown a positive attitude towards solid wastemanagement with a low level of knowledge.

However, previous studies have neglected variables such as teaching subjects and their influence in determining their belief, concern, and practice of teachers toward SWMR. Therefore, this study which is the first of its kind in Bhutan with the in-service postgraduate teachers, thus attempts to fill the literature gap left by previous studies.

**Figure 1**

**Network teaching quality evaluation system based on big data**



# 2.1. Theoretical framework

Human behavior is complex. The relationship between behavior and attitude has been a topic of interest within the field of human psychology [11] Since then many theories within this subject evolved in order to understand and predict attitudinal influences on behavior and response. The most widely used theory in environmental behavior researches is the Theory of Reasoned Action [TRA] and its extension, Theory of Planned Behavior [TPB] postulated and popularized by Holbrook [12]. The theory is based on a premise that individual behavior and intentions are directly related to their attitudes. Interestingly, many studies on knowledge and attitudes have found to have a positive and often statistically significant relationship between the behavior and intentions. TPB framework can thus provide guidance to design inter mediation strategies to support maintain positive behavior or bring in changes [2]. The TPB has been widely used to predict a person’s intentions to participate in a specific behavior related to environmental behavioral research [11]. Hage and Soderholm [11] mentions about three conceptually independent determinants of intention in the TPB. They are attitudes towards the behavior, subjective norm, and perceived behavioral control. However, these three independent elements intention in TPB varies depending on contexts and behavior. Figure 2 shows the TPB model as conceived by Chanda [6].

**Figure 2**

**Theory of planned behavior**



# 3. Research Methodology

# 3.1. Research design

This study has employed a cross-sectional study design in order to examine the in-service postgraduate science teachers’ belief, concern, and practice towards SWMR. Salkind (2010) and Sedgwick (2014) are of the view that the cross-sectional studies which often uses questionnaire surveys as comparatively inexpensive and quick to conduct at one point in time.

# 3.2. Participants

A random sampling method was employed for the study. The sample for the study consisted of 22 first year in-service postgraduate science teachers from one of the Colleges of Education in Bhutan. 13 male (59%) teachers and 9 female (40.9%) teachers participated in the study. The sample comprised of 7 biology teachers (31.8%), 10 chemistry teachers (45.5%), and 5 Physics teachers (22.7%). Since the participation for this study was purely on a voluntary basis, only 22 out of 39 in-service postgraduate science teachers took part in the study. The overall response rate was recorded at 56%.

# *3.2.1. Instruments*

In-service first year postgraduate science teacher’s attitude towards SWMR were adapted from the Scale for the Attitudes of Pre-service Teachers towards Solid Wastes and Recycle developed by Karatekin (2013). The scale consists of 30 questions and 3 themes. The theme belief consists of 7 items, the theme concern consists of 10 items, and the theme practice has 13 items. The instrument was self-reported with structured five-point Likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree to

Strongly Agree. The values assigned to the options were 1, 2, 3, 4, and 5 respectively. The Cronbach’s Alpha for instrument reliability was recorded at 0.87 for the 30 items questionnaire.

**Table 1**

**Interpretation of the mean scale for belief, concern, and practice**

|  |  |  |
| --- | --- | --- |
| Scale | Mean Interpretation | Level |
| 1.00–2.49 | Strongly Disagree, Disagree | Low |
| 2.50–3.49 | Neutral | Medium |
| 3.50–5.00 | Agree, Strongly Agree | High |

**Table 2**

**One-way ANOVA results based on teaching subjects**

|  |  |  |
| --- | --- | --- |
| Scale | Frequency | Percentage |
| Strongly Disagree | 7 | 23.3 |
| Disagree | 11 | 36.7 |
| Not Sure | 10 | 33.3 |
| Agree |  | 0 |
| Strongly Agree | 2 | 6.7 |

\*p < 0.05.

# 4. Conclusion

To sum up, there is a great relationship between Western rhetoric and English writing, rhetoric is not only the use of rhetoric. However, the use of figures of speech can provide some very useful writing skills for English writing. Rhetoric, as a whole, is an art of persuasion. In the process of using various rhetorical devices to write, English writers should pay attention to strengthening their understanding of rhetoric itself and the knowledge covered within it, and combine the rhetorical perspective to improve their ability to use rhetorical devices such as contrastive, exaggeration and so on.

# Recommendations

The finding revealed that the lack of training for both teachers and students was the main factor that prevented them from using educational technology tools in teaching and learning Ecology. Therefore, training on educational technology for both teachers and students is recommended. Since educational technology tools have arisen excitement and curiosity amongst students, they recommended other module tutors to use educational technology tools as well. Educational technology tools integrated in the module will be further replicated by student’s teacher during teaching practice or as a full fledge teacher. Therefore, tutors were recommended to use variety of educational technology tools in learning, teaching and an assessment.

# Acknowledgement

The authors arc grateful to xxxxx at the ICAR-CentralInstitutc of Agricultural Enginccring, Bhopal, India for the assistanccin data analysis.

# Funding Support

This work is sponsored by 2019 Project of Humanities and Social Sciences of Henan Provincial Department of Education: “Research on Translation for Overseas Publicity from the Perspective of the Persuasion Theory in Western Rhetoric” (2019-ZZJH-643); 2019 Teaching Reform Project of School of Foreign Studies, North China University of Water Resources and Electric Power: “The Reforming Design and Practice of Mixed Teaching of Online and Offline Course for English Rhetoric”; 2019 Teaching Reform Project of Henan Province: A Research on the “Golden Lesson” of College English from the Perspective of Telling Chinese Stories (2019SJGLX284).

# Ethical Statement

This study does not contain any studies with human or animal subjects performed by any of the authors.

# Conflicts of Interest

The authors declare that they have no conflicts of interest to this work.

# Data Availability Statement

The data that support the findings of this study are openly available in [repository name e.g “figshare”] at [http://doi.org/[doi].](http://doi.org/%5bdoi%5d.)

# References

[1] Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211.

[2] Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Prentice-Hall.

[3] Akinbote, O. (2007). Some Nigerian primary school pupils’ knowledge, attitude and practices on water pollution. *The Social Science*, 2(1), 283–286.

[4] Avcı, D. E., & Çeliker, H. D. (2015). Waste management in ancient times and today from the perspective of teachers: Reflections to diaries. *European Journal of Economics and Business Studies, 1*(1), 8–13.

[5] Bir, R. S. (2015). *Understanding the effectiveness of the current waste management system in Thimphu city, Bhutan* [Doctoral dissertation, MSc thesis]. Ritsumeikan Asia Pacific University, 124.

[6] Chanda, R. (1999). Correlates and dimensions of environmental quality concern among residents of an African subtropical city: Gaborone, Botswana. *The Journal of Environmental Education, 30*(2), 31–39. <https://doi.org/10.1080/00958969909601868>

[7] Department of Curriculum Research and Development. (2013). *Curriculum framework of environmental science from class pre-primary to XII*. Ministry of Education, Royal Government of Bhutan.

[8] Desa, A., Abd-Kadir, N., & Yusooff, F. (2011). A study on the knowledge, attitudes, awareness status and behaviour concerning solid waste management. *Procedia Social and Behavioural Sciences*, 18(2011), 643–648.

[9] Detraz, N. (2017). *Gender and environment*. Polity Press.

[10] Dung, M. D., Mankilik, M., & Ozoji, B. E. (2017). Assessment of college students’ knowledge and attitudes toward solid waste management in north central zone of Nigeria. *Science Education International*, 28(2), 141–146.

[11] Hage,O., & Söderholm, P. (2008). An econometric analysis of regional differences in household waste collection: The case of plastic packaging waste in Sweden. *Waste Management*, 28(10), 1720–1731. https://doi.org/10.1016/j.wasman.2007.08.022

[12] Holbrook, J. (2009). Meeting challenges to sustainable development through science and technology education. *Science Education International*, 20(1–2), 44–59.