

A Study Of Environmental Attitude Among B.Ed. Students In Relation To Emotional Intelligence

Mohammad Sanavil*

Sayedil Islam**

Abstract

The present study was aimed to find out the attitude towards environment among B.Ed. students in relation to emotional intelligence. Descriptive research was used for this study. Using convenient sampling technique, the researchers collected a sample of 100 students from Department of Education, A.M.U., Aligarh. Taj Environmental Attitude Scale (TEAS) constructed by Dr. Haseen Taj and Roqan Emotional Intelligence Test (REIT) constructed by Prof. Roquiya Zainuddin and Anjum Ahmed were used for this study. Data was analyzed by using Pearson's product moment correlation, t-test. Findings of the study revealed the fact that there exists a significant positive relationship between environmental attitude and emotional intelligence among B.Ed. students. The study also showed that there exists a significant difference between the environmental attitude of male and female B.Ed. students.

Keywords: *Emotion, Attitude, Environmental attitude, Emotional Intelligence, B.Ed. students.*

Introduction

Environment has been defined as the sum total of all conditions and influences that affect the development and life of organisms. Environment is interwoven in the day-to-day life of human beings and man plays a great role in preserving and improving the environment for a better future. However, lopsided developmental activities are degrading

***Research scholar, Department of Teacher Training & Non-formal Education, Faculty of Education, Jamia Millia Islamia, New Delhi, India.**

****Research Scholar, Department of Education, A.M.U., Aligarh, U.P., India.**

the environment day by day. This accounts for scarcities of natural resources, which in turn threaten the economic production and consumption activities.

The environmental consequences of development tend to offset many benefits that may be accruing to individuals and to societies on account of rising incomes. There are direct costs on the health of individuals, their longevity and on the quality of life on account of deterioration in environmental quality. More importantly, environmental damage can also undermine the future attainments and productivity, if the factors of production are adversely affected.

Therefore, for a sustainable economic development, every country needs to follow a stringent environmental policy where people will be responsible for ensuring long-term development, sustainability, and suitability of efforts, and the ultimate success of projects at mobilizing local resources for meeting local needs and concerns.

Given the overwhelming emphasis being placed on the sustainability of development, it is crucial that environmental education is placed at the center stage in the developmental activities. Indeed environmental education must be accepted as a pre-requisite for sustainable development and suitable programmes must be chalked out through the formal and non-formal system.

Relationship between Emotion and Attitude

Emotions and attitude are not the same. Yet emotion influences the attitude and attitude influences emotion. Emotion is an umbrella term for all innate feelings every person has and that most people reflect through their attitude. Emotions have greater impact on our life than we realize. Emotions can affect our attitudes and behavior directly and indirectly. Thus the researcher feels that emotions and attitudes are somehow related to each other. So to make any research study related to environmental education and emotional intelligence purposeful and meaningful, it is appropriate to study the attitude towards environment in relation to emotional intelligence of that group for whom this subject is being introduced.

Significance of the Study

In the previous discussions we have seen that, in just a small fraction of time on earth, man has served as a powerful agent of change in the global environment. The time has come when we have to actively face the consequences of our uncontrolled experiments with this planet. The issues of Environmental Education have been discussed at various national and international seminars, workshops, symposium etc. The United Nations Conference on the Human Environment, convened in Stockholm in 1972, provided an impetus for renewed interest in environmental education during the 1970's. In response to Stockholm Recommendation, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Education Programme (UNEP) set up an International Environmental Education Programme (IEEP) which aims at promoting exchange of information and experiences in the fields of Environmental Education. Workshops, symposia, and studies were held during the 70's to deal with various aspects of environmental education.

The review of literature shows that no comprehensive effort has been made to study the environmental attitude and its relationship with emotional intelligence of B.Ed. students. Developing environmental awareness among public is supposed to be the foremost objective of Environmental Education (Belgrade, 1975), hence it may prove to be of great value to study Environmental attitude of pupils. In the present study therefore, an attempt has been made to study the environmental attitude and its relationship with emotional intelligence of B.Ed. students of Aligarh Muslim University. In India, at college level, the education system has incorporated many concepts of Environment and its related problems. It would be worthwhile to study how far the B.Ed. curriculum is successful in developing positive attitude towards the Environment in student-teachers. The study also aims at observing the effect of gender and emotional intelligence on student-teacher's attitude of their Environment. Considering gender and emotional intelligence as independent variables and seeing their effect on environmental attitude, the dependent variable, may provide valuable results in this field of research.

Objectives of the Study

The objectives of the study are:

1. To compare environmental attitude of male and female B.Ed. students of Aligarh Muslim University.
2. To find out the relationship between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University.
3. To figure out the relationship between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University.
4. To assess the relationship between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University.

Hypotheses of the Study

H₀1: There will be no significant difference between environmental attitude of male and female B.Ed. students of Aligarh Muslim University.

H₀2: There will be no relationship between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University.

H₀3: There will be no relationship between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University.

H₀4: There will be no relationship between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University.

Methodology and Design of the Study

Sample: The present study consists of a sample of 100 B.Ed. students collected through convenient sampling technique from Department of Education of Aligarh Muslim University.

Tools used for the study: Taj Environmental Attitude Scale (TEAS) constructed by Dr. Haseen Taj and Roqan Emotional Intelligence Test (REIT) constructed by Prof. Roquiya Zainuddin and Anjum Ahmed were used for this study.

Statistical techniques used: For data analysis purpose, investigators used: Mean, Standard Deviation (SD), t-test, and Pearson's product moment correlation.

Analysis and Interpretations

1. To compare environmental attitude of male and female B.Ed. students of Aligarh Muslim University.

In order to study the difference between male and female B.Ed. students of Aligarh Muslim University on their environmental attitude, following hypothesis was formulated:

H₀1: There will be no significant difference between environmental attitude of male and female B.Ed. students of Aligarh Muslim University.

Table 1: Showing comparison of environmental attitude of male and female B.Ed. students.

Gender	Number of Students	Mean	Standard Deviation	Degrees of Freedom	t value
Male	50	173.64	13.25074	98	0.935
Female	50	178.78	17.11818		

An examination of the Table 1 reveals that the mean value of environmental attitude of male B.Ed. students is 173.64 with a standard deviation of 13.25 and the mean value of environmental attitude of female B.Ed. students is 178.78 with a standard deviation of 17.11. On applying t-test, a ratio of 0.935 is obtained, which is statistically not significant at 0.05 levels. Therefore, the null hypothesis "There will be no significant difference between the environmental attitude of male and female B.Ed. students of Aligarh Muslim University" is accepted. This means that there is no significant difference in environmental attitude among male and female B.Ed. students.

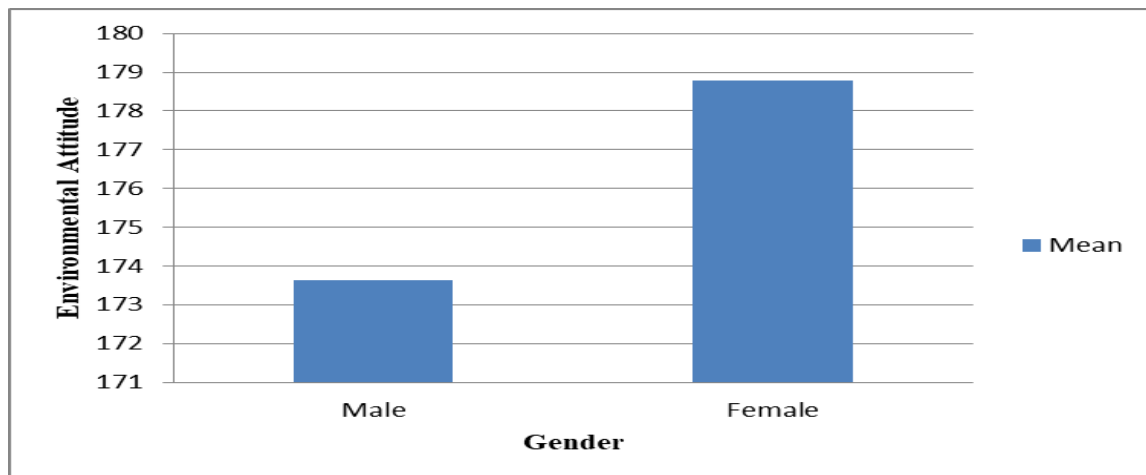


Figure 1 Showing the means of environmental attitude of male and female B.Ed. students.

Mean score of environmental attitude of both groups i.e. male and female B.Ed. students has been graphically represented in figure 1 implying that there is no significant difference in male and female B.Ed. students with respect to environmental attitude.

This finding is in line with the result of study of **Ushadevi and Dhanya (2009)**. They studied the student-teacher's environmental awareness and attitudes towards local environmental issues and found that gender differences were not significant.

This finding supports the study of **Shazli, H. K. (2012)** who conducted a research, "A study of attitude towards environmental awareness in relation to certain variables among senior secondary school students." She found that there was no significant difference between the mean scores of the boys and girls studying in 12th standard on the environmental awareness of Aligarh city.

2. To find out the relationship between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University.

In order to find out the relationship between environmental attitude and emotional intelligence of male B.Ed. students, following hypothesis was formulated:

H₀2: There will be no significant relationship between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University.

Table 2: Showing the relationship between environmental attitude and emotional intelligence of male B.Ed. students

		Environmental Attitude	Emotional Intelligence
Environmental Attitude	Pearson Correlation	1	0.457**
	Sig. (2-tailed)		0.001
	N	50	50
Emotional Intelligence	Pearson Correlation	0.457**	1
	Sig. (2-tailed)	0.001	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Product moment correlation was applied to examine the relationship between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University. It is evident from the table 2 that a significant and positive relationship ($r = 0.457$) exists between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University and it was significant at 0.01 level and hence null hypothesis was rejected.

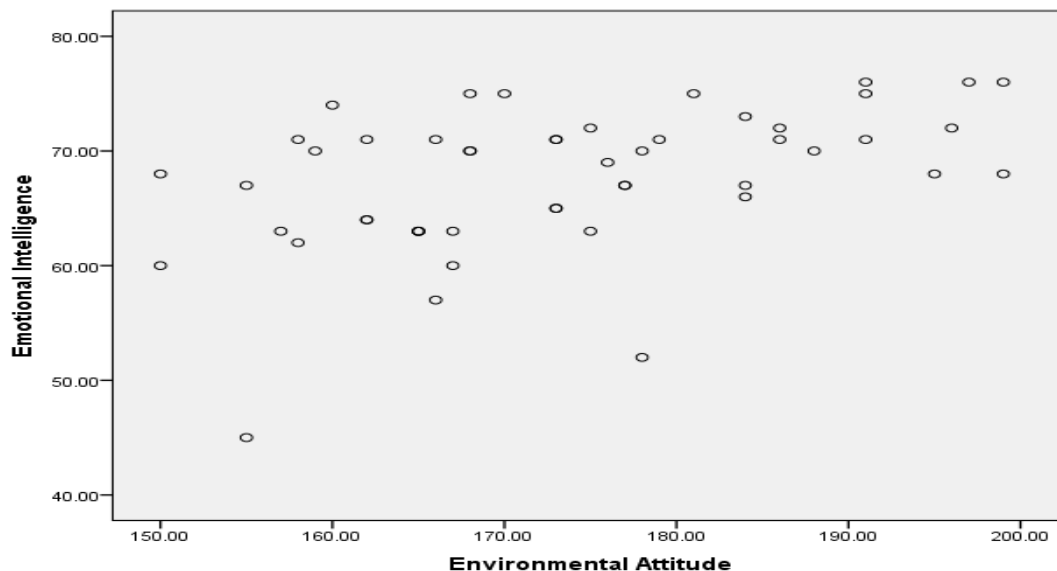


Figure 2 Showing the relationship between environmental attitude and emotional intelligence of male B.Ed. students.

Relationship between environmental attitude and emotional intelligence of male B.Ed. students has been graphically represented in figure 2 implying that a significant and positive relationship exists.

3. To figure out the relationship between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University.

Following hypothesis was formulated to find out the relationship between environmental attitude and emotional intelligence of female B.Ed. students:

H₀₃: There will be no relationship between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University.

Table 3: Showing the relationship between environmental attitude and emotional intelligence of female B.Ed. students

		Environmental Attitude	Emotional Intelligence
Environmental Attitude	Pearson Correlation	1	0.487**
	Sig. (2-tailed)		0.000
	N	50	50
Emotional Intelligence	Pearson Correlation	0.487**	1
	Sig. (2-tailed)	0.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

The relationship between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University was examined using product moment correlation. A significant and positive relationship ($r=0.487$) was found between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University as evident from table 3 and it was significant at 0.01 level and hence null hypothesis was rejected.

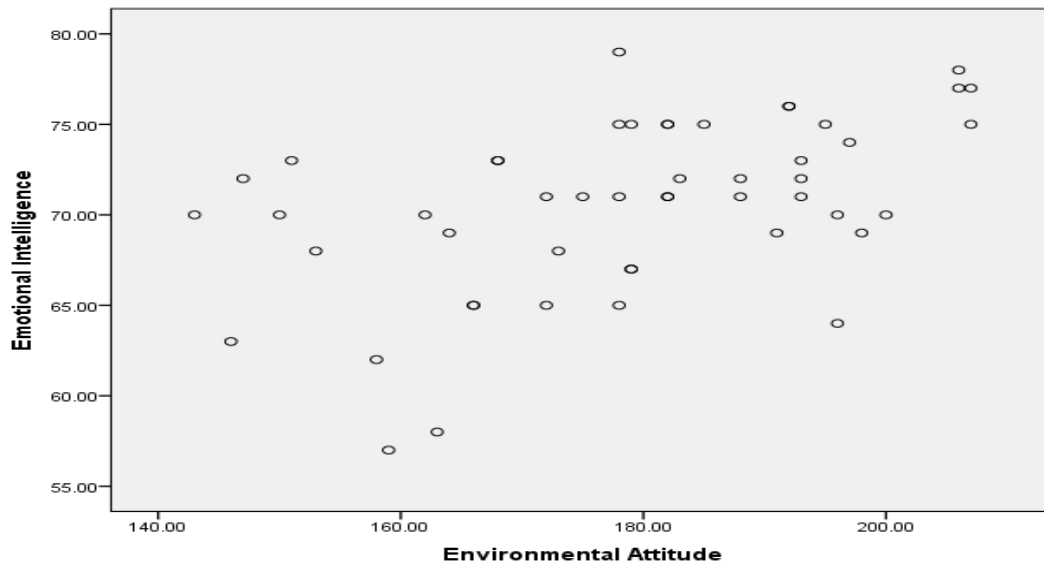


Figure 3 Showing the relationship between environmental attitude and emotional intelligence of female B.Ed. students.

Relationship between environmental attitude and emotional intelligence of female B.Ed. students has been graphically represented in figure 3 implying that a significant and positive relationship exists.

4. To assess the relationship between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University.

In order to study the relationship between environmental attitude and emotional intelligence of B.Ed. students, following hypothesis was formulated:

H₀4: There will be no relationship between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University.

Table 4: Showing the relationship between environmental attitude and emotional intelligence of B.Ed. students

		Environmental Attitude	Emotional Intelligence
Environmental Attitude	Pearson Correlation	1	0.479**
	Sig. (2-tailed)		0.000
	N	100	100
Emotional Intelligence	Pearson Correlation	0.479**	1
	Sig. (2-tailed)	0.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Using Product moment correlation the relationship between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University was examined. It is evident from table 4 that a significant and positive relationship ($r = 0.479$) exists between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University and it was significant at 0.01 level and hence null hypothesis was rejected.

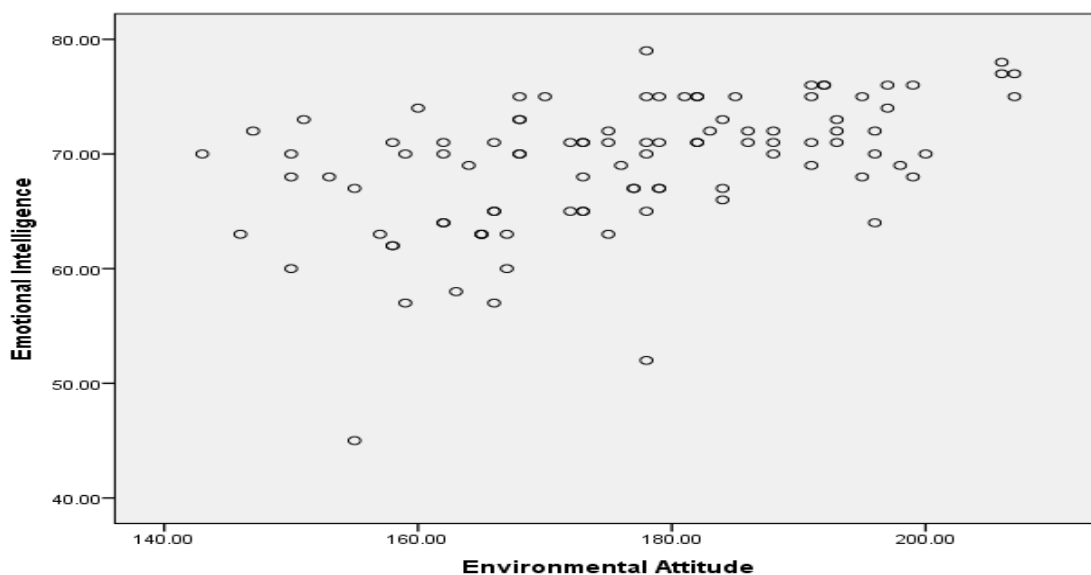


Figure 4 Showing the relationship between environmental attitude and emotional intelligence of B.Ed. students.

Relationship between environmental attitude and emotional intelligence of B.Ed. students has been graphically represented in figure 4 implying that a significant and positive relationship exists.

Findings

In the light of the objectives of the study and corresponding hypotheses framed by the investigators, the findings of the present study are as follows:

H₀1: There will be no significant difference between the environmental attitude of male and female B.Ed. students of Aligarh Muslim University.

On comparing the environmental attitude of male and female B.Ed. students of Aligarh Muslim University, it was found that there is no significant difference in the environmental attitude of male and female B.Ed. students. They more or less have same level of environmental attitude.

H₀2: There will be no relationship between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University.

On examining the relationship between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University, it was found that a significant and positive relationship ($r = 0.457$) exists between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University and it was significant at 0.01 level and hence null hypothesis was rejected.

H₀3: There will be no relationship between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University.

Study had been conducted to examine the relationship between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University. A significant and positive relationship ($r = 0.487$) was observed between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University and it was significant at 0.01 level and hence null hypothesis was rejected.

H₀4: There will be no relationship between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University.

On examining the relationship between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University, it was found that a significant and positive relationship ($r = 0.479$) exists between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University and it was significant at 0.01 level and hence null hypothesis was rejected.

Conclusions

The present study was aimed at measuring or assessing the environmental attitudes of B.Ed. students in relation to their emotional intelligence and finding out the significant difference in relation to their gender and correlation with their emotional intelligence. In order to find out the environmental attitude, “Taj Environmental Attitude Scale” and for emotional intelligence “Roqan Emotional Intelligence Test (REIT)” was used. For finding out significance of difference in relation to their gender, ‘t’ statistical technique was applied and for correlation Pearson’s product moment correlation was used on the obtained data.

Based upon the findings of this study some conclusions could be drawn. This section presents the major conclusions drawn from the present investigation.

Conclusion 1

The male and female B.Ed. students of Aligarh Muslim University possess no significant difference in their environmental attitude. They more or less have same level of environmental attitude.

Conclusion 2

Significant and positive relation exists between environmental attitude and emotional intelligence of male B.Ed. students of Aligarh Muslim University.

Conclusion 3

Significant and positive relation exists between environmental attitude and emotional intelligence of female B.Ed. students of Aligarh Muslim University.

Conclusion 4

Significant and positive relation exists between environmental attitude and emotional intelligence of B.Ed. students of Aligarh Muslim University.

Educational Implications

It is well known that education leads to the modification of behavior. It enhances knowledge, brings about changes in the personality of the individual and improves the quality of life. Thus education is a means to modify and protect the environment and inculcates a positive attitude among everyone towards environment. On the basis of the findings the investigators intend to recommend the nurturing of emotional intelligence in totality and some of its dimensions as well since Emotional Intelligence has been proved as one of the significant correlates of attitude. Needless to say that parents and teachers are an essential part of a child's environment. They play the role of a major force in shaping a child's emotions that directly affect his/her attitude. They are suggested to develop a sense of positive attitude towards environment in their children and also capability of doing things which are in favour of the environment. Parents and teachers need to develop the attitude of 'I can!' among their wards which may lead them to learn, grow and cope with inevitable problems related to the environment.

Even history shows that ancient teachers focused on learning through nature. Rabindranath Tagore said that children should be surrounded with the things of nature which have their own educational value. According to him "The highest education is that which does not merely give us information but make our life in harmony with all existence." Gandhiji also emphasized on education from the environment. He said that education should be according to the natural and social environment. Thus education and environment have always been linked with one another since early times.

1. The findings of the present study reveal that B.Ed. students have positive attitude towards environment. Thus, including more topics related to the environment in the syllabi of all courses will surely help in developing more positive attitude towards it.
2. It was found that the environmental attitude of all B.Ed. students is more or less equal regardless of their gender, and emotional intelligence is a significant and positive correlate of attitude towards environment. Thus the researcher feels that emotions and attitudes are somehow related to each other. Emotions have greater impacts on our life than we realize. Emotions can affect our attitudes and behavior directly and indirectly. So, parents and teachers should develop positive emotions in children which directly affect their attitude towards environment.
3. Environmental education should be made mandatory in school curriculum so that students develop a positive attitude towards the environment from the very start of their school life. CBSE has introduced environmental science as a compulsory subject from first to eighth standards.
4. In some schools, eco- clubs are formed to aware the students about the environment. In Aligarh Muslim University as well, there is an eco-club which organizes various conferences and workshops on the topics related to the environment.
5. Environmental education is now taught at graduation level as well. Even B.Ed. students are studying environmental education as a part of their curriculum. In Aligarh Muslim University, it is being taught in B.Ed., M.Ed., and other courses.
6. Awareness programmes and camps should be organized at different places to make people aware of the present need to protect the environment.

References

- Adeyemo, D.A. (2007). Moderating influence of emotional intelligence on the link between academic self-efficacy and achievement of university students. *Psychology and Developing Societies*, 19 (2):199-213.

- Anderson, Mike (1992). *Intelligence and Development: A Cognitive Theory*. London: Wiley-Blackwell.
- Arunmozhi, A., & Rajendran, K. (2008). Emotional Intelligence of Self-help Group Members. *Journal of Community Guidance and Research*, 25(1), 57-61.
- Bhatia, K.N. (2001). *A Treatise on Plant Ecology*, Jalandhar: Pradeep Publications.
- Bindu, P. & Thomas, I. (2006). Gender difference in emotional intelligence. *Journal of the National Academy of Psychology, India*, 51 (4), 261-268.
- Carson & Sean (1995). Introducing Environmental Education to the Secondary school. *Environmental Education*, Vol. 50, 25.
- Coertjens (2010). Do Schools Make a Difference in their Students' Environmental Attitudes and Awareness. Evidence from PISA 2006, *International Journal of Science and Mathematics Education*, V.8, n3, pp. 497-522.
- Eniola, M.S. & Adebisi, K. (2007). Emotional intelligence and goal setting-an investigation into interventions to increase motivation to work among visually impaired students in Nigeria. *British Journal of Visual Impairment*, 25 (3), 249-253.
- Little flower., D. (2006). A study of Environmental Awareness, Environmental Ethics of Higher Secondary School Students in Pondicherry. *Unpublished M.Phil. Thesis, Annamalai University, Tamil Nadu, India*.
- Ozkan, & Recep, (2013). Indicating the Attitudes of High School Students to Environment. *Educational Research and Reviews*, V.8, n4, P.154-163.
- Panda, A. (2009). Emotional intelligence of visually impaired adolescent girls in relation to their level of aspiration and educational achievement. Ph.D. (Education), Jamia Milia Islamia, New Delhi.
- Parkin & Dauny (1998). Is outdoor Education Experimental Education. *International Journal of Experimental Education and Information*, Vol. 17 (3), 275-286.

- Shanwal, V.K. (2003). A study of correlates and nurturance of emotional intelligence in primary school children. Ph.D. (Education), Jamia Millia Islamia, cited from <http://jmi.nic.in>.
- Singh, S. K. (1997). Dictionary of Ecology and Environment. England: Commonwealth Publishers, 142-143.
- Subramanyam, K., & Rao, S.K. (2008). Academic achievement and emotional intelligence of secondary school children. *Journal of Community Guidance and Research*, 25(2), 224-228.
- Taskin, & Ozgur, (2009).The Environmental Attitudes of Turkish Senior High School Students in the Context of Post materialism and the New Environmental Paradigm. *International Journal of Science Education*, V.31, n4, 481-502.
- UNESCO (1975). The Belgrade Charter: A Global Framework for Environmental Education. International Environmental Education Workshop, Belgrade, UNESCO (Paris).
- UNESCO (1977). International Conference on Environmental Education. UNESCO-UNEP, Tbilisi, UNESCO (Paris).
- Webster's Pocket Dictionary (2001). The New International Revised Edition. *New Delhi: CBS Publishers and Distributors*.
- Webster-Stratton, C. (1999). How to promote children's social and emotional competence. *London: Paul Chapman Publishing Ltd*.
- Wright, & David (1995). Experimental Education through A-Level General Studies. *Experimental Education*, Vol.50:29.
- Zohar, D., & Marshall, I. (2000). Spiritual Intelligence: The Ultimate Intelligence. *London: Bloomsbury Publishing*.