



ASSESSMENT OF ENVIRONMENTAL EDUCATION AWARENESS AND EMOTIONAL INTELLIGENCE OF TEACHER EDUCATORS

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Abstract: *The study examines the effects of subject streams and teaching experience on environmental education awareness and emotional intelligence of 168 teacher educators. Results of the study reveal high environmental education awareness and emotional intelligence among teacher educators. Significant differences are observed in environmental education awareness in relation to subject streams and teaching experience. The effect of teaching experience is significant on emotional intelligence but is insignificant in relation to subject streams. The correlation analysis depicts no significant relationship between environmental education awareness and emotional intelligence of teacher educators.*

Keywords: *Environmental education awareness, Emotional intelligence, Teacher educators, Subject stream, Teaching experience.*

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INTRODUCTION

The increasing pressure on natural resources for satisfying the needs of growing population has posed threat to the mankind. Today environmental issues have to be seriously solved for healthy and happy living of the present and future generations. Environmental knowledge and awareness should be generated through education i.e., environmental education, a much needed strategy for ecological development, environmental improvement and protection as well as prevention of environmental degradation. The behavior of human being is very much controlled, directed and guided by an intelligent and synthesized functioning of his own emotions and mind. Thus, emotional intelligence plays a very important role in raising environmental awareness among all individuals in the society.

Emotional intelligence is an ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use the information to guide one's own thinking as well as actions. Therefore, a proper management of emotional intelligence is necessary for all teachers to get rid from all the environment related problems. Teacher educators plays an important role in educating the future teachers about environment, its related problems and solutions which is possible only when they themselves have the necessary level of environmental education awareness. Emotionally intelligent teacher educators will be able to express his/ her feelings or emotions for the well being of the environment i.e. to solve environment related problems, and will be able to convince the society to protect, preserve and conserve the earth's environment.

Studies by Patel and Patel, (1994); Patel and Patel, (1995); Todt, (1996); Patel, (1999); Owens, (2000); Pradhan, (2002); Sandhu and Dhillon (2005); Duckitt and Linda (2006); Larijani, (2010); Nagra, (2010a); Saxena and Srivastava,(2012); Nagra and Singh, (2013); Nagra and K. Kaur, (2013); Nagra and I. Kaur, (2013); Nagra and R. Kaur, (2014) and Sinha and Ali (2013) mainly focus on measuring the knowledge or awareness level of teachers while very few concentrate towards emotional intelligence (Edannur 2010; Mahmoudi 2011; Hans et al. 2013; Paul & Thavaraj 2015) or knowing the relationship between these components (Sharma, 2014) along with demographic variables. Thus, the present study is



conducted to study the relationship between environmental education awareness and emotional intelligence in relation to subject streams and teaching experience.

RESEARCH DESIGN

The study was conducted on a random sample of 180 elementary school teachers of Hoshiarpur District. Standardized Environmental Education Awareness Test (Nagra 2010b) was used to determine the level of environmental education awareness. The reliability coefficient was found to be 0.99 and the value of suitability ranged from 0.97 to 1 which showed that the test had content validity and concurrent validity was 0.63. The test comprised of 100 multiple choice items, with four choices, related with different aspects of environment specifically areas such as biosphere, energy conservation, pollution (air, water, soil, and noise), conservation of natural resources including wild life, population, and general environmental concepts. Each correct response carried one mark and incorrect response a zero mark. Thus, the maximum score a participant could score was 100. The standardized table in the test categorized the environmental education scores as very high (68 and above), high (62-67), above average (56-61), average (47-55), below average (41-46), low (35-40) and very low (34 and below).

Emotional intelligence scale by Hyde et al. (2002) was used. The scale consisted of 34 items scored as 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. The test-retest reliability was noted to be 0.88 and the scale was content validated. The emotional intelligence scores were distributed into high (85 and above), moderate (52-84) and low (51 and below) levels.

The data collected through the tools was subjected to statistical analysis and results were drawn out.

RESULTS AND CONCLUSIONS

Mean, standard deviation of the total sample and relevant sub samples was computed and differences between groups were calculated by applying t tests. Pearson's coefficient of correlation was applied to find the correlation between environmental education awareness and emotional intelligence of the total sample as well as the sub samples.



Table -1. Test of Significant Difference for Environmental Education Awareness and Emotional Intelligence

Groups	Environmental Education Awareness					Emotional Intelligence		
	Total (N)	Sub- Samples	Mean (M)	Standard deviation (σ)	t- value	Mean (M)	Standard deviation (σ)	t- value
Total	168	--	66.12	8.58	--	153.5	9.03	--
Subject streams	78 90	Science	70.18	5.65	10.54**	148.7	13.43	2.29
		Humanities	62.39	3.54		144.7	8.48	
Teaching Experience	71 97	Above 10 yrs	70.14	8.48	5.47**	159.2	10.3	7.37**
		Below 10 yrs	62.61	9.19		147.2	10.6	

** Significant at 0.01 level

Results in Table-1 highlight that the total mean score of sample for environmental education awareness and emotional intelligence falls in high level category (compared from tools used). This suggests that teacher educators of Hoshiarpur district possess high level of environmental education awareness and emotional intelligence. Results of study by Sundaravalli (2012) also reveals high level of environmental education awareness among teachers while results of studies by Hans et al. (2013); Krishanakumar & Lalitha (2014) and Nagra & Kumar (2015) depict high emotional intelligence among teachers.

Likewise, Table -1 also shows that the mean scores of science and humanities teacher educators are significant ($t=10.54$) at 0.01 level for environmental education awareness but insignificant for emotional intelligence ($t=2.29$) at 0.01 level. This suggests that science teacher educators have significantly higher environmental education awareness than humanities teacher educators. Results of studies conducted by Owens, (2000); Pardhan, (2002); Sandhu & Dhillon, (2005); Nagra, (2010a); Astalin, (2011); Saha, (2012); Nagra & I. Kaur (2013); Nagra & R. Kaur (2014) and Singh et al (2014) are consistent with results of present study depicting higher environmental awareness among science teachers in comparison to humanities teachers.

The comparison of mean scores of teacher educators having teaching experience above and below 10 years show significant variation in their mean scores (5.47 and 7.37 respectively) at 0.01 level in both environmental education awareness and emotional intelligence. (Table-1). This reveals that teaching experience do affect the environmental education awareness and emotional intelligence of teacher educators with above 10 years scoring higher than



below 10 years. Studies of Owens, (2000) and Sundaravalli (2012) also revealed similar results regarding environmental awareness.

Table- 2. Coefficient of Correlation between Environmental Education Awareness and Emotional intelligence of Elementary School Teachers

Variable (N=200)	r
Environmental Education Awareness Emotional Intelligence	0.016

The coefficient of correlation (r) between environmental education awareness and emotional intelligence for the total sample (N=168) was found to be insignificant (Table 2). Therefore, the two variables are functionally not related. Results of Sharma (2014) also reveal similar results.

EDUCATIONAL IMPLICATIONS

Teacher training institutes play an important role in training the teachers according to the changing scenario. To prevent the environment from degradation it is imperative that teacher educators must have ample knowledge about the environmental concepts, related issues and the ways of improving the already degrading environment for future use. To great extent the emotional intelligence of the teachers can help them in achieving the goal of environmental preservation and conservation. Teacher training institutes can modify their curriculum to enhance their environmental awareness as well as emotional intelligence so that teachers being trained under the guidance of teacher educators can act suitably to prevent the environment for sustainable development.

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