

# ENVIRONMENTAL AWARENESS OF PUPIL TEACHERS IN RELATION TO SOCIAL AND SPIRITUAL INTELLIGENCE

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## Abstract

*Environment is a key contributor to our life, work and aspirations. Teachers, being regarded as the standard bearers of society and role model for their students are generally assumed to have significantly higher levels of environmental awareness alongwith significantly higher levels of social and spiritual intelligence. This study tries to find out the correlation among these three variables for pre-service teachers in order to authenticate this general assumption. The findings of this study do not exhibit any significant correlation among these variables so far as the present sample is concerned.*

**Key Words:** Environmental awareness, critical thinking skills, social intelligence, spiritual intelligence.

## Introduction :

Environmental awareness is the awareness of biotic and abiotic components of our surrounding. It includes the comprehensive understanding of environmental problems and aims to develop critical thinking and problem-solving skill among the pupils. Environment sustains life forms on Earth. Bartosh (2003) asserts environmental education as a lifelong process that is interdisciplinary and holistic in nature and application. It concerns the interrelationship between human and natural systems and encourages the development of an environmental ethic, awareness, understanding of environmental problems, development of critical thinking and problem solving skills.

It is our foremost duty to conserve our environmental resources. The ultimate goal of environmental awareness whether it is formal or non-formal is to create awareness among the citizens of a country to protect and conserve the environment. Environment is the sum total of conditions that surround us at a given point of time and space. It is comprised of the interacting systems of physical, biological and cultural elements, which are interlinked both individually and collectively. Environment is the sum total of conditions in which an organism has to survive or maintain its life process. It influences the growth and development of living forms. Environmental awareness means ability to emotionally understand the surrounding world, including the laws of the natural environment, sensitivity to all the changes occurring in the environment, understanding of cause- and-effect relationships between the quality of the environment and human behavior, an understanding of how the environment works as a system, and a sense of responsibility for the common heritage of the earth, such as natural resources - with the aim of preserving them for future generations.

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Social intelligence includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. Many studies have pointed out varying levels of environmental awareness, social intelligence and spiritual intelligence among teachers. Banga and Rajni (2016) found that the mean environmental awareness score of science students do not show much difference as compared to mean environmental scores of arts students. Panth, Verma and Gupta (2015) reported that girls and boys differed significantly in attitude scale and its three areas -social change, liberalism, nationalism. Ghosh K. (2014), reported significant differences in environmental awareness among secondary school students with respect to the settlement. The students of rural and urban secondary school were not equally aware about the environment. Ali and Sinha (2013) reported that there is urgent need to inculcate the values of environmental protection and social intelligence among pre-service teachers. Sivamoorthy , Nalini and Kumar (2013) reported the urgency of making efforts to provide the necessary facilities for promoting environment awareness and friendly approach to safeguard the environment.

### **Emergence of the problem**

The study has emerged out of the experiences of the investigators during teaching practices of B. Ed. and their own experiences about the surroundings, as the people who pretend to be socially and spiritually intelligent, they also throw waste on the road side, they use polythene bags, they misuse water, they throw their waste at nearby temple or park areas rather than throwing it in the dustbin. So, the study is intended to understand whether those who reportedly have higher levels of social and spiritual intelligence are aware of environmental issues and concerns or not. Curriculum and teachers should provide knowledge regarding concepts, problem and protection of environment and it will be possible only if our teachers are well aware of concept and true purposes of environmental education. Unless the teacher is aware about the environmental concepts and problems, he/she cannot do justice to create awakening about environment and its problems among students. The findings of the study may be useful to teachers and authorities in a way to make them realize the value of educating the teachers about the various problems of environment with which we want our next generations to fight and overcome it. So it is very important to know the level of environmental awareness of pupil teachers along with their social and spiritual intelligence.

### **Objective of the study**

The objectives of this study were :

1. To study the environmental awareness of pupil teachers.
2. To study the relationship of environmental awareness of pupil teachers with their

social intelligence.

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3. To study the relationship of environmental awareness of pupil teachers with their spiritual intelligence.
  4. To study the relationship of environmental awareness of pupil teachers with their social and spiritual intelligence.

**Hypothesis :**

Hypothesis 1:- There exists no significant correlation between environmental awareness and social intelligence of pupil teachers.

Hypothesis 2:- There exists no significant correlation between environmental awareness and spiritual intelligence of pupil teachers.

Hypothesis 3:- There exists no significant correlation between social intelligence and spiritual intelligence of pupil teachers.

**Sample :**

A sample of 100 students was taken for present study from Govt. college of education, sector-20D, Chandigarh and Dev Samaj college of education sector-36 Chandigarh.

**Tools used**

1. Environmental Awareness Ability measure scale by Dr. Praveen Kumar Jha (1998)
2. Social Intelligence Scale by Dr. N.K. Chadha and Usha Ganesan,(2007)
3. Spiritual Intelligence Scale by Dr. Santosh Dhar & Upinder Dhar,(2005)

**Statistical Technique**

In the present study, the following statistical techniques were used to process the data and arrive at logical conclusions:

Descriptive statistics such as Mean, Median, Mode, Skewness and kurtosis were used to study the nature of data.

Pearson's Co-efficient of Correlation was used to find the relationship between variables.

**Delimitations of the study :**

The present study was delimited to only Pupil teachers of Government college of education, Sec 20 and Dev Samaj College of education, Sec 36 Chandigarh.

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**Findings and Conclusion :****Coefficient of pearson's correlation between environmental awareness and social intelligence :**

Variables	N	df	Coefficient of Correlation (r)
Environmental Awareness and Social Intelligence	100	98	0.058

Table value at 0.05 level of significance = .195

There was a non- significant positive correlation between environmental awareness and social intelligence.

**Coefficient of pearson's correlation between environmental awareness and spiritual intelligence :**

Variables	N	Df	Coefficient of Correlation (r)
Environmental Awareness and Spiritual Intelligence	100	98	0.031

Table value at 0.05 level of significance = .195

There was a non- significant positive relationship between environmental awareness and spiritual intelligence.

**Table : 3 Coefficient of pearson's correlation between social intelligence and spiritual intelligence :**

Variables	N	df	Coefficient of Correlation (r)
Social intelligence and Spiritual Intelligence	100	98	0.08

Table value at 0.05 level of significance = .195 indicating that there was no significant relationship found between social intelligence and spiritual intelligence of pupil teachers in this study.

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**Educational implication :**

This study does not point out any significant correlation among the variables environmental awareness, social intelligence and spiritual intelligence among the pre-service teachers, indicating that there may not be directly perceived impact among the three for the sample of this study. Hence, it implies no direct component for these areas at present in the curriculum, but the growing complexity of life, the mounting crisis of natural and social resources does point out to the urgency of such components in teacher education curricula. Teacher training programs should include the necessary knowledge, skills, values commitment among the teachers so that they can become effective environmental educators. A lifelong education is needed as a response to change in a rapidly changing world. Pupil teachers need to improve their social intelligence, as much as possible. Pupils' teachers training programs should also develop spiritual intelligence in them.

**References :**

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