

Environmental Awareness of Secondary School Students with the Influence of Emotional Intelligence

Mukesh Kumar^{1*}, Dr. Harbans Lal²

¹ Research Scholar. Sunrise University, Alwar

² Associate Professor. Sunrise University, Alwar

Abstract - Emotional intelligence is divided into four categories. Awareness, Acceptance, Attitude, and Action are the four components. Emotions are aorganicprocedure taking place in the figure and brain, and they remain not necessarily reasonable. Awareness is knowing what one feels. It entails being able to experience a feeling without passing judgement on it. Attitudes are a type of belief that is linked to emotion. When a feeling follows or is coloured by an attitude, these are the times to be aware of. The feeling will last to be felt in the similar direction unless the attitude is challenged. The behaviour taken as a result of emotion and attitude is referred to as action. Educational issues in the age of globalisation need us to change in step with the times, as the country's future development and success is dependent on the education system, leadership, instructors, and students. The age of transition marks the beginning of adolescence. It has a significant impact on the development of a potential individual. It is a transitional period between childhood and adulthood. Some even claim that adolescence is a time of turmoil and stress. It demands tremendous attention and concern as a period of fast changes in many parts of an individual's life, including physical, social, emotional, and psychological. It is a formal operational stage in which a teenager begins hypothetico-deductive reasoning, according to Piaget. They look into the reasons for each emotion. While huge attempts are made to meet bodily cravings, many people's psychic selves remain deranged. It is a time of development and maturation. The period of adolescence is a time of adjustment to one's parents, peers, teachers, and society. Adolescents are neither entirely developed nor willing to accept adult help. As a result, they struggle to manage their emotions. Emotional intelligence is required for people to be able to control and manage their emotions.

Keywords - Emotional Intelligence, Students, Environmental Awareness.

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INTRODUCTION

Psychologists from all over the world have attempted to describe intelligence in their own words, but no universally recognised definition has yet been discovered in any intelligence literature. Nobody appears to know what intelligence is in its most basic form. It is critical to quote some of the ideas presented here in order to arrive at an informed definition of intelligence. The meaning of the term intellect is fairly broad and vague. The term intelligence has been clear in a change of ways by psychologists, and there is no consensus on what it means. Much research has been done on the nature of intelligence and its appraisal over the last sixty years. On this subject, there is a plethora of literature. Intelligence has been viewed as an abstract concept in psychological literature; no one knows what intelligence is. Because of its ambiguity, the concept of intelligence has been less popular in recent years, and psychologists have criticised it. Psychologists have provided several meanings of the

term, although no two psychologists agree on any one definition.

There is an idea in people's thoughts about the definition of the term that has proven to be extremely problematic in understanding the concept of intelligence. People have the misconception that intelligence is a noun that addresses things or concrete objects that can be directly experienced, but it is actually a derivation from an individual's actions.

In contrast to animals, man is thought to possess specific cognitive abilities that qualify him as a rational being. He has the ability to reason, rationalise, comprehend, modify, and deal with new conditions. In many types of behaviour, he is unquestionably superior to animals. There are a lot of disparities between people. These disparities are identified by a teacher among his students.

EMOTIONAL INTELLIGENCE

It's crucial to understand the concept of emotion before moving on to the more broad concept of emotional intelligence. Emotions play an important part in delivering appropriate recommendations and directing our behaviour in our daily lives. Most of the time, emotions are observed to play a substantial role in shaping our behaviour to the point where we must only act in line with feelings' advice. On the other hand, a person who lacks emotional feelings or emotional guidance may be forced to live an ordinary life. As a result, emotions play a crucial role in directing our behaviour and, as a result, in shaping our personalities as we get older. In this study, we'd want to concentrate on the emotional and social components of human behaviour. Emotional Intelligence (EQ) is a term used to describe the ability to manage one's EQ is a set of knowledge, social, and emotional skills that effect our overall abilities in response to environmental demands. Establishing a sense of responsibility in the face of powerful emotions by using our abilities to comprehend ourselves and others, as well as self-awareness, social consciousness, and association management, to adapt to changes and solve individual and social problems (Jenaabadi et.al,2015). The capacity to manage emotions can aid people in cultivating positive effects, avoiding bad effects, and coping with stress. Perceiving and comprehending emotions, for example, contribute indirectly to the quality of emotional experience by assisting people in identifying and interpreting signs that influence self-regulatory action (Kumar & Kant, 2012). Emotional intelligence is important for leadership skills since it improves work efficiency and improves social and emotional adaptability in people. Emotional intelligence is a set of traits or abilities related to the expressivelateral of life, counting the ability to recognise and manage one's own emotions, motivate oneself and control impulses, recognise and manage other people's emotions, and effectively manage interpersonal relationships (Rani &Manita,2015). In terms of expressive sensitivity, expressive memory, expressive processing, and expressive learning capacity, a person is born with some natural emotional intelligence potential (Sasikumar&, Jeyakumari,2018). Identifying, using, comprehending, and managing emotions are all skills that an emotionally intelligent person possesses (Salovey& Mayer, 2004). At school, home, and work, demonstrative intelligence is dangerous for relational and intrapersonal relationships (Godati et.al, 2015). Emotional intellect is the ability to precisely perceive, rapid, manage, and use one's own feelings, as well as the ability to accurately interpret the emotions of others. Individuals with tall emotional intellect and emotional competence are also adept at recognising and responding to the emotions of others (Ebrahimi,2013). The primary setting for the development of emotional intelligence is school (Singh,2015). Emotional intelligence is made up of

two parts: emotional intelligence and cognitive intelligence. Emotional intelligence belongs to the affective domain, while intelligence belongs to the cognitive domain. It has both mental and feeling components (Sharma &Pinku,2017).

SOCIAL INTELLIGENCE

Social intelligence demonstrates humanity's unique ability to use the brain to correctly bargain and strike a balance between complicated social connections and their surroundings. Nicholas Humphrey, a well-known psychologist and lecturer at the London School of Finances, believes that social intellect, or richness of our qualitative lives, rather than quantitative intelligence, distinguishes humans as who they are - for example, what it's like to be a human being living in the conscious present, surrounded by smells, tastes, and feelings, and the sense of being an amazing metaphysical entity with characteristics that Roos identifies. Aindividual with a high social intellect quotient is neither better nor worse than somebody with a low SQ; they are essentially two people with opposing perspectives on society, social interactions, hopes, interests, and wants. The capacity to easily mix and cooperate with people is referred to as social intelligence.

ENVIRONMENTAL AWARENESS

Academicians, literati, scientists, politicians, and administrations from all regions are worried about the setting. Environmental anxieties have been more widespread and methodical over the world, particularly since the 1960s. The United Nations World Conference on the Atmosphere in Stockholm in 1972, Earth Summit in Rio de Janeiro in 1992, Global Forum in 1992, and the events conducted by the International N G O Forum all demonstrate that the environment is on the international agenda. People have become more environmentally conscious. The environmental movement has focused attention on the quality of the air and water we breathe, on how new dam construction hurts wildlife, and on how strip mining devastates the terrain and creates floods. We're starting to learn that everything in our environment can have a significant and potentially detrimental impact on our health and well-being.

There is a growing recognition that the human race is at a fork in the road when it comes to environmental and development options. More than their symbols of prosperity, the industrial countries have established a reasonable quality of living. As a result of luxury and underlying selfishness, this has resulted in pollution and environmental deterioration in the biosphere. It is clearly obvious that such development patterns, lifestyles, and quality of life are unsustainable. Developing countries, on the other hand, are still battling to reach a basic standard of survival. They, too, have contributed to environmental degradation and pollution, but this is

mostly a poverty-related concern. As a result, both overdevelopment in the developed world and underdevelopment in developing countries damage and harm the environment; the former due to greed and enhanced luxury; the latter due to a desperate need to survive.

ENVIRONMENTAL EDUCATION AND AWARENESS

Today, the environment is a worldwide problem. Environmental education is a method of instruction. It seeks to instil in people a way of thinking that requires them to overcome preconceptions. It aids in the creation of a variety of learning experiences, from simple to complicated. Environmental education is socially significant because it teaches us how unchecked and unplanned development pollutes the air, water, and land, putting our survival and survival at risk. Environmental consciousness, on the additional hand, refers to the process of assisting social organisations and individuals in becoming more aware of and sensitive to the overall environment and its associated challenges. Environmental awareness is critical, and it cannot be overstated. We must recognise that enhancing the environment improves the quality of life. It's not just about contamination of the air and water. It involves the eradication of sickness, starvation, malnutrition, and poverty, as well as the degradation of forests, wildlife extinction, soil erosion, and waste accumulation. As a result, comprehensive environmental management is urgently required.

REVIEW OF LITERATURE

Academic stress and social intelligence of rural and urban teenagers were found to have a substantial relationship. Another study, A Proportional Study of Social Intelligence amid Male and Female College Students, by Lavania, S. and Singh, R., found that there is a substantial difference in social intelligence between male and female college students.

Aarti Ramkishan Chauhan (2020) investigated the emotional intelligence of 12th-grade male and female pupils. The study enlisted the participation of 120 students, 60 males and 60 female college students. The method utilised was Non-Probability Quota Sampling. The subjects in this sample ranged in age from 17 to 18 years old. It was decided to employ a balanced 2x2 factorial design. Gender was the independent variable, and Emotional Intelligence was the dependent variable. The study used the Hyde, Pethe, Dhor, and Dhar (2002) Emotional Intelligence measure. The mean, standard deviation, and "F" values were determined.

Vibhor Jain, Smrita Jain, and Prachi Rastogi (2020) investigated the importance of emotional intelligence on career success in Indian commercial banks. The banking sector was chosen for study since it is one of the most profitable areas of the economy. The sample size was 200 people.

Employees' emotional intelligence was tested using a test based on Daniel Goleman's emotional intelligence paradigm. According to the research, there is a link between career success and emotional intelligence.

In secondary schools in Delhi and NCR, Nidhi Agarwal, Ruchika Gupta, and Geetanjali Chandra (2020) did a research-based study to investigate the emotional intelligence quotient in service teachers and prospective secondary teachers undertaking internships with effective teaching and learning. Normative Survey Method was used to collect data from prospective secondary teachers undertaking their internships and in-service secondary teachers in the NCR region. The findings of the study revealed a significant disparity between prospective and working instructors, which is further divided by gender. Male teachers have greater emotional intelligence than female teachers.

Priya and Jaswanti (2020) looked at the link between parenting methods and emotional intelligence in late teenage girls in Chennai. The goal of the study was to figure out how parenting approaches were linked to emotional intelligence. The Parental Authority Questionnaire-Revised and the Quick Emotional Intelligence Self-Assessment were used to conduct a purposive sampling of 89 teenagers in Chennai. There was a link between parenting approaches and emotional intelligence, according to the findings. The data suggested that there was no significant difference in emotional intelligence levels between men and women.

Ravi Kant (2019) investigated university students' emotional intelligence. The study's goals were to determine the level of Emotional Intelligence among University students, as well as the differences in Emotional Intelligence based on gender, course level, location, and school of study. A survey of 200 students from Gaya, India's Central University of South Bihar was conducted. The findings revealed that all university students had a high level of emotional intelligence, and that all students in the School of Education had a high level of emotional intelligence, with the exception of those in the School of Law and Governance. On average, male and female students differed significantly in their Emotional Intelligence scores. Female students showed a higher mean rating for Emotional Intelligence than male pupils. On Emotional intelligence, there were no significant differences between UG and PG students. According to the mean value, UG students were more emotionally intelligent. There was no discernible difference between rural and urban students in terms of location.

Emotional intelligence was abstracted from Social Intelligence in the 19th century, according to Arati Suryawanshi and Snehal Maheshkar (2018), and has proven to be an adverse thinker in practically

every field. Personal assistance with Business Strategies for School and Production Performance, Interpersonal Relations, Workplace Success, Health Psychology, Managing Occupational Stress, Improving Personality, Enhancing Positive Behavior, and Correcting Wrong Patterns Emotional intelligence research is exploding right now. The researcher aimed to draw attention to the importance of both education and human resources for instructors and students.

RESEARCH METHODOLOGY

To determine the relationship between emotional intelligence and environmental awareness, emotional intelligence and social intelligence, social intelligence and environmental awareness, and any statistically significant difference between the mean scores of emotional intelligence, social intelligence, and environmental awareness of government and private & boys and girls, a descriptive research survey method was used to administer and collect data. The researcher surveyed government and private school students in the Faridabad district and gave the emotional intelligence scale, social intelligence scale, and environmental awareness test to secondary school students in order to collect data.

The sample serves as a foundation for performing the research and interpreting the findings. Except in the rare case where a comprehensive sense is collected, research is nearly always undertaken using a sample from which generalisations applicable to the population from which the sample is acquired are drawn. Random sampling was utilised to acquire data from 304 secondary students from both public and private schools. A sample was taken from ten secondary schools in the Faridabad region (5 government and 5 private). The sample distribution and the names of the schools from which data was obtained are shown in the figure and table below, respectively. Because sampling is so important, the investigator chose ten schools from the Faridabad district, five of which were government institutions and five of which were private. A total of 300 pupils were chosen at random from the class. It's worth noting that only 251 students out of 300 gave proper answers, as determined by the researcher.

Hypothesis 1:- There is no statistically significant difference between emotional intelligence of boy and girl secondary school students.

Hypothesis 2:- There is no statistically significant difference between emotional intelligence of Govt. and Private secondary school students.

Hypothesis 3:- There is no statistically significant relationship between emotional intelligence and environmental awareness of secondary school students.

Hypothesis 4:- There is no statistically significant relationship between social intelligence and environmental awareness of secondary school students.

RESULTS AND DISCUSSION

Hypothesis 1:-There is no statistically significant difference between emotional intelligence of boy and girl secondary school students.

Table:-1: Significant difference between Emotional Intelligence of boy and girl secondary school students.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair1 **E(I)(B)	57.63	123	9.052	.816
*E(I)(G)	55.81	123	13.548	1.222

*Emotional Intelligence of Girls, **Emotional intelligence of boys.

Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Paired Differences				
			Lower	Upper			
1.813	15.000	1.352	-.864	4.490	*1.341	122	.183

*In significant at 5% level of Significance

Due to an insignificant t-value (t=1.341) at the 0.05 level of significance, there was no significant difference in Emotional Intelligence between boy and girl secondary school pupils. As a result, the emotional intelligence of boys and girls was discovered to be insignificantly different. As a result, both girls and boys in secondary school have the same level of emotional intelligence. The aforementioned finding could be due to the fact that most schools today provide co-educational settings for children, in which all students, whether boys or girls, receive the same set of learning experiences, methodology, and curriculum.

Hypothesis 2:-There is no statistically significant difference between emotional intelligence of Govt. and Private secondary school students.

Table:-2: Significant difference between emotional intelligence of Govt. and Pvt. Secondary school students

Paired Samples Statistics

	Mean	N	Std.Deviation	Std. ErrorMean
Pair1 EI(G)	57.76	127	9.179	.815
EI(P)	55.91	127	11.661	1.035

PairedDifferences					t	df	Sig.(2-tailed)
Mean	Std. Deviation	Std. ErrorMean	95% Confidence Interval of theDifference				
			Lower	Upper			
1.850	14.286	1.268	-.658	4.359	1.460	126	.147

Due to an insignificant t-value (t=1.460) at the 0.05 level of significance, no difference in Emotional Intelligence was found between government and private secondary school students. As a result, the emotional intelligence of government and private school students was discovered to be insignificantly different. As a result, pupils in both public and private secondary schools have the same level of emotional intelligence. The aforementioned result could be due to the fact that government and private schools use the same curriculum, resulting in nearly identical emotional intelligence among government and private school kids. As a result, hypothesis 2 is accepted, stating that there is no substantial difference in emotional intelligence between government and private school students.

Hypothesis 3:- There is no statistically significant relationship between emotional intelligence and environmental awareness of secondary school students.

Table:3- Relationship between emotional intelligence and environmental awareness of secondary school students

Correlations

	EI(T)	EA(T)
EI (T)	1	.502**
		.000
	N	250
	250	250
EA (T)	.502**	1
	.000	
	N	250
	250	250

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

Due to a substantial r-value (r=0.502) at the 0.01 level of significance, a significant association between emotional intelligence and environmental awareness of secondary school pupils was discovered. As a result, secondary school pupils' emotional intelligence and environmental awareness were found to be positively associated. As a result, it is reasonable to argue that kids with high emotional intelligence also have high environmental awareness. The reason for this could be that a high emotionally intelligent person is expected to have a good sense of

awareness about his own emotions as well as the emotions of others, and this trait could help him grasp environmental difficulties much better than a person who is less emotionally intelligent. As a result, hypothesis 3 is rejected, stating that there is no substantial association between emotional intelligence and environmental awareness.

Hypothesis 4:-There is no statistically significant relationship between social intelligence and environmental awareness of secondary school students.

Table:-4 Relationship between social intelligence and environmental awareness of secondary school students.

Correlations

	EA(T)	SI(T)
EA(T)	1	.544**
		.000
	N	250
	250	250
SI (T)	.544**	1
	.000	
	N	250
	250	250

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

Due to a substantial r-value (r=0.544) at the 0.01 level of significance, a significant association between social intelligence and environmental awareness of secondary school pupils was discovered. As a result, secondary school pupils' social intelligence and environmental awareness were found to be positively associated. As a result, it is reasonable to argue that students with high social intelligence also have high environmental awareness. The explanation for this could be that a socially intelligent person always deals with society in a better and responsible manner, therefore he is expected to have a better understanding of the environment and to be able to perceive the relevance of the environment better than others. As a result, hypothesis 4 is rejected, stating that there is no substantial association between social intelligence and environmental awareness.

CONCLUSION

The goal of this study was to see how emotional and social intelligence affects environmental awareness among secondary school students in Faridabad. The study was crucial since environmental awareness is a major concern these days, thus it was necessary to identify numerous aspects that could positively improve people's environmental consciousness. Environmental awareness, on the other hand, is found to be greater among girl students as compared to boy students, environmental awareness is not significantly different among government and private school students, and emotional intelligence is

positively correlated with both environmental awareness and social intelligence, according to the data. These findings could be extremely beneficial to students, teachers, parents, administrators, and policymakers in dealing with difficulties such as adolescent behavioural disorders, environmental sensitivity, environmental awareness, social sensitivity, social awareness, self-awareness, and self-regulation.

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Corresponding Author

Mukesh Kumar*

Research Scholar. Sunrise University, Alwar