



## EFFECTIVENESS OF ENVIRONMENT AWARENESS PROGRAM ON ECOLOGICAL INTELLIGENCE OF TEACHERS

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### Abstract

*Ecological Intelligence is individual's ability to apply what they learn about their impact the environment to make changes in their behavior and live more sustainably. Today's environmental problems, such as the more use of natural resources, air and water pollution greatly affect human life. This is because some of the bad habits of human can affect the environment. Ecological intelligence is a human ability that comes naturally to respond to the circumstances surrounding our environment. An attempt is being made to find the effectiveness Environment awareness program on ecological intelligence of teachers. The objective of the research to develop Environment awareness program and its effectiveness on ecological intelligence of teachers. Multi-method research was adopted, by using survey method ecological intelligence of teachers measure using Ecological Intelligence Inventory (Najmuddeen & Areekuzhiyil, 2013). Researcher developed Environment awareness program for teacher. Researcher also used Experimental Method and Ecological Intelligence Inventory as a data collection tool. so researcher developed Environment awareness program is useful to improve the ecological intelligence of teachers.*

**Key Words:** *Ecological Intelligence, Environment awareness program.*



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### INTRODUCTION

Goleman, (2009) defines Ecological Intelligence is individuals ability to apply what they learn about their impact the environment to make changes in their behavior and live more sustainably. All living things are dependent on the environment because the environment is where living things retain all their biological activity. Therefore, any form of effort that disrupts the integrity and sustainability of the environment must be minimized so that its abundant potential can be used in a sustainable manner, such as the hope of future generations facing global challenges towards better development. Now Sustainable development and biodiversity are two essential components of environmental protection. Today's environmental problems, such as the shrinking of natural resources, air and water

pollution, greatly affect human life. Human behavior is the main source of environmental damage that threatens the quality of the environment and human life. This is because some of the bad habits of human can affect the environment. Ecological intelligence is a human ability that comes naturally to respond to the circumstances surrounding our environment. Goleman (2009).

Based on the results of research conducted, it has been shown that ecological intelligence can be established and improved as teacher become aware of the importance of maintaining the environment in a sustainable society. Ecological intelligence, can be influenced the school environment and school culture. Following figure shows classification of environmental awareness



Fig:01- Classification of Environmental Awareness (Buzan T & Buzan B., 1997)

Therefore it's necessary to develop the Environment Awareness program to increase the Ecological Intelligence of teachers today, hence due to various programs based on Environment Awareness for Ecological Intelligence of students also increases through teachers.

### **REVIEW OF RELATED LITERATURE**

A study entitled Anbalagan & Vishwanathan (2015) Conducted research on *study on Environmental awareness and related practices for students*. The main objective was to study

the environmental awareness and related practices. It is found that there is practices related environmental awareness which is useful to increase the awareness of the students

MSV. Prasad & B. Sandhya, H.G. (2013). *Assessing Indian corporate ecological intelligence: A case study*. In present research objectives are to assess Indian corporate ecological intelligence. In present research survey method was used. T test and ANNOVA was used as statistical tool. And it found that the for ecological issues of a general nature, there is no significant difference in the level of adaptation of ecological accounting processes like waste, energy uses, recycling.

#### **STATEMENT OF THE PROBLEM:**

To assess an existing status regarding the Ecological Intelligence of teachers as to develop the program on Environment Awareness and find out the effectiveness on the Ecological Intelligence of teachers

#### **DEFINITION OF KEY TERMS:**

✓ **Effectiveness**

##### Conceptual Definition:

“Producing result that is wanted or invented, producing a successful result.” (Hornby, 2000).

##### Operational Definition:

Effectiveness means a significant difference in the scores of Achievement Test and Test of ecological intelligence (Post-test) of teachers of the Control and Experimental Group after implementation of the Program of Environment Awareness.

#### **Environment Awareness Program:**

##### Operational Definition:

Environment Awareness Program mean an action plan based on uses a combination of graphics, pictures, diagrams, Images, by using learning materials (power point presentations) and make the sessions on topic environment, ecology, materials and energy, natural resources, health and environment for teachers.

#### **OBJECTIVE OF THE STUDY:-**

1. To assess the existing status regarding the Ecological Intelligence of teachers.
2. To develop program on Environment Awareness for teachers & find out the effectiveness of program on Ecological Intelligence of teachers.

#### **HYPOTHESIS:-**

H<sub>1</sub>: There is a significant difference between the mean scores of Ecological Intelligence of teachers of Experimental and Control Group on the post test.

## **NULL HYPOTHESIS**

H<sub>01</sub>: There is no significant difference between the mean scores of Ecological Intelligence of teachers of Experimental and Control Group on the post test.

## **ASSUMPTION**

Ecological Intelligence can be established and improved as to become aware of the importance of maintaining the environment in a sustainable society.(Goleman,2009)

## **SCOPE, LIMITATION AND DELIMITATION**

### **SCOPE: -**

1. The research is conducted in Maharashtra State.
2. This study is related to all teachers of secondary schools.

### **LIMITATION:**

1. The attitude, interest and fatigue of Teacher and students are beyond the control of researcher.
2. The Teacher and students who were present at the time of data collection are included in the study.

### **DELIMITATIONS**

1. This survey is delimited to the Secondary level Teacher of Tal: Khed.
2. The research study includes only Marathi Medium School.
3. This study is delimited to the use of Environment Awareness program.
4. Only Five (environment, ecology, materials and energy, natural resources, health and environment) topics are taken into account to frame the program.

### **PLAN AND PROCEDURE OF STUDY:-**

The present study is based on Applied Research and Multi method was used. In survey research 300 teachers selected as a sample, sample selected as purposive sample method, Ecological Intelligence Inventory by Najmuddeen & Areekuzhiyil used as tool of data collection.5 part Likert type scale on component of ecological intelligence awareness. Cronbach alpha is 0.85 which indicate that the Ecological Intelligence Inventory possess high reliability and Split half coefficient of correlation was found to be 0.94 which is so high. Environment Awareness program developed by Researcher. Developed Environment Awareness program implemented on 300 teachers of Khed Tehsil. Researcher used Quasi-Experimental design in which pretest posttest non-equivalent group design used for Experiment.

### **DATA ANALYSIS:-**

In the present study survey study data analyzed using mean after normality test were conducting using SPSS program. For the experimental study descriptive and inferential analysis used. Mean, median and Standard deviation calculated. T-test' used to determine the difference between pretest and posttest scores in Ecological Intelligence of experimental group.

### **HYPOTHESIS TESTING:-**

**H<sub>01</sub>:** There is no significant difference between the mean scores of Ecological Intelligence of teachers of Experimental and Control Group on the post test.

**Table No: 01: Two Sample T test for posttest of Experimental and control group of**

<b>Ecological Intelligence</b>					
<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>T-value</b>	<b>Effect size</b>
Control	147	146.73	18.75		
Experimental	153	153.84	14.40	3.67	0.68

### **Observations:**

The result of the experiment shows the t value of posttest of Experimental group and Control Group is 3.67 which is significant at 0.5 level. Also the calculated size effect is 0.68 (Moderate Effect) indicates that the program was effective. It reflects that there were a significant difference between the Ecological Intelligence of Experimental and Control Group after the implementation of the Environment Awareness program Hence the Null Hypothesis is rejected and therefore the Research Hypothesis is accepted i.e. 'There is a difference between the mean scores of Ecological Intelligence of teachers of Experimental and Control Group on the post test.

### **MAJOR FINDINGS:**

#### **From objective: 1**

1. Most of the teachers of secondary schools were low Ecological Intelligence.
2. Maximum Teacher not much aware about the Ecological intelligence.

#### **From objective: 2**

1. Researcher made Environment Awareness program were useful for teachers.
2. The Ecological intelligence of Experimental Group was increased than Control Group because of implemented Environment Awareness program for teachers.

### **DISCUSSION ON FINDINGS:**

The present research study was conducted by using the Multi Research Methods such as; Survey Method, Product Development Method and Experimental Method. The survey Method was conducted to assess the existing condition regarding the Ecological intelligence of teachers. The findings regarding the Survey reflected that Ecological intelligence of teachers was low. so Environment Awareness program made by researcher.

The objective number three of the present research study was to find out the effectiveness of the Environment Awareness program on Ecological intelligence of teachers. For fulfill this objective Experimental Method was followed. This objective was assessed by conducting Test of Ecological Intelligence Inventory by Najmuddeen & Areekuzhiyil. The test was administered on Experimental and Control Group. The finding indicates that the Test of Ecological intelligence of Experimental Group was increased than Control Group because of the implemented Program of Environment Awareness program. The developed Program was effective. Similar finding regarding the effect of Program were found in the research of Anbalagan & Vishwanathan (2015) It is found that there is practices related environmental awareness which is useful to increase the awareness of the students and MSV. Prasad & B. Sandhya, H.G. (2013). It found that the for ecological issues of a general nature, there is no significant difference in the level of adaptation of ecological accounting processes like waste, energy uses, recycling.

### **CONCLUSION:**

Environment Awareness program were increased the Ecological intelligence of teachers.

### **CONTRIBUTION OF THE STUDY TO THE FIELD OF EDUCATION:-**

The present study is helpful to the Teacher –

- To understand the practical aspects of the Environment Awareness program.
- To acquaint with various aspects of environment.
- To plan their teaching by including make aware about environment.
- To get improve the students Scientific attitude and Ecological Intelligence
- To learn the things related to environment in group or peers with motive and interest.

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