

A study of the Effect of Social intelligence on Environmental Awareness of High Secondary Schools Students

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INTRODUCTION

Education is the most important part of development of human life. When a nation or society feels the need for change and public awareness. The eyes of the intelligentsia are fixed only on education. Keeping this in mind, emphasis is now being placed on environmental education in the curriculum at all levels to protect the environment. Efforts have also been made at the global level to protect the environment. Many national and international organizations are focusing on this burning problem. The National Council for the Conservation of Nature has been established in the Republic of Korea in the context of global environmental protection. Which is responsible for imparting environmental education to all the people of the country. It is certainly a question to be pondered that even after incorporating environmental education at every level of education, its objectives have failed to be achieved. What is the reason for this failure? The most important reason for this is westernization and industrial development as well as children's social intelligence and awareness of the environment has not developed as much as it should, as a result of which our culture has collapsed. Despite efforts at national and international levels, the results have been negative and have failed to make the educated class aware of the environment. The decline of Indian culture and the rise of western culture and materialism have hindered the achievement of environmental awareness and attitude objectives.

NEED AND IMPORTANCE OF THE STUDY

The need and importance of environmental protection is the same for all countries today. Because today all the countries of the world are suffering from some kind of environmental crisis. As the thinking,

reasoning and observation skills of the students are developed at the secondary level, environmental awareness can be developed among the students by taking facts related to the environment of Indian culture in the curriculum of this level. How to improve the deteriorating environment, how to protect the environment in present times when the need is being felt all around? So we can find the answer to this in our Indian culture. Only then can there be awareness towards the environment and awareness is the solution to this problem and its sources are abundant in our Indian culture. The eternal elements of this culture are the elements of humanity. The aim of education is to create ideal citizens as well as to build the character of the students and strengthen their conduct. Character is the greatest strength. True nation building and true progress can be achieved only when the countrymen become characterful. The education of Indian culture imbued with human welfare and eternal values is the most powerful and attractive medium for this moral awareness and environmental awareness. The ancient sages, pioneers of Indian civilization, tried to enrich and develop every part of human life through intelligence. A changed teaching approach based on these values will introduce students to environmental awareness.

While on the one hand ignorance is responsible for the deterioration of ecological balance due to human activities and consequent birth of many diseases, on the other hand our materialistic culture, greed for money and selfishness are probably equally responsible. Therefore, the researcher wants to know through this research to what extent social intelligence influence environmental awareness. The results obtained from this problem will prove to be helpful in creating environmental awareness and can also provide pointers to academicians for curriculum redesign.

RESEARCH OBJECTIVES OF THE STUDY

1. To study the difference between Social intelligence and environmental awareness of Students in term of Gender.
2. To study the difference between Social intelligence and environmental awareness of students in term of Schools' type.
3. To study the difference between Social intelligence and environmental awareness of Students in term of Schools Area.
4. To study the relationship between Social intelligence and environmental awareness of higher secondary school students.

RESEARCH HYPOTHESIS

H₀₁ There will be no significant relationship between social intelligence and environmental awareness of Boys and girls Students of Higher Secondary Schools.

H₀₂ There will be no significant relationship between social intelligence and environmental awareness of Students of Urban and rural Area Higher Secondary Schools.

H₀₃ There will be no significant relationship between social intelligence and environmental awareness of Girls Students of Urban and rural Area Higher Secondary Schools.

H₀₄ There will be no significant relationship between social intelligence and environmental awareness of Boys Students of Urban and rural Area Higher Secondary Schools.

H₀₅ There will be no significant relationship between social intelligence and environmental awareness of Students of Grant in Aid and Self-Finance Higher Secondary Schools.

VARIABLES OF THE STUDY

The present study have qualitative and quantitative. Here in qualitative research we do not need variables but in quantitative research variables are present which mention below is.

Variable Type	Variable	Variable Level
Independent	Social Intelligence	High
		Low
Independent	Gender	Boys

		Girls
Independent	Area	Urban
		Rural
Independent	School Type	Grant In Aid
		Self-Finance
Dependent	Environmental awareness	
Control	Medium	Gujarati
Control	Stream	General

RESEARCH TOOL PROCEDURE

Researcher has designed social intelligence scale. In which only 60 statements were prepared by dividing the components of social intelligence into different parts and a new test was prepared and for that test also the final test was prepared by taking the opinion of various experts. Which was used to obtain information from the student teachers. This social intelligence test included statements containing the social traits of intelligence in the context of environmental intelligence. So this social intelligence scale was taken here as a social intelligence. Through which the opinion of the higher secondary school students were taken in terms of objectives.

METHOD OF THE STUDY

In this research, the researcher has decided to study the social intelligence and environmental awareness of the higher secondary school students by using the survey method. The survey method gives an idea of the prevailing situation of various factors affecting the study. Also by analyzing the collected data one can get an accurate idea of the situation in that area. Therefore, survey method has been used in the present study.

POPULATION AND SAMPLING OF THE STUDY

Population: In the present study, students studying in Gujarati medium higher secondary school of Gujarat state have been included as the scope of the present research.

Sample: The state of Gujarat was divided into four zones which include North, Central, South and West zones. Out of which, a total of four schools have been randomly selected from each zone, two each from rural and urban areas, by lottery method.

Sample of Study presented below in table

Sr. No	Zone	Area	School Type	School Name	Students		Total
					Boys	Girls	
1	Central	Urban	Granted	Basundivala Public High School, Nadiyad	70	65	135
2	Central	Urban	S.F.	The Umreth Urban Co. Bank. Ltd. Higher Secondary School, Umreth	84	86	160
3	Central	Rural	Granted	Sardar Vallabhbbhai Patel High School, Karmsad	75	70	145
4	Central	Rural	S.F.	Knowledge High School, Bakrol	28	22	50
5	North	Urban	Granted	Shri B. D. Sarvjanik Vidyalaya, Patan	65	70	135
6	North	Urban	S.F.	Shri Anand Prakash Sec. & H.S. School, Patan	63	66	129
7	North	Rural	Granted	M.M.Patel Vidyalaya, Vayad	66	70	136
8	North	Rural	S.F.	Shri Vinay Vidyamandir, kankrej	56	49	105
9	South	Urban	Granted	Shri Gyandip Anupkuvarba High School, Ankleswar	56	72	128
10	South	Urban	S.F.	Chankya Vidyalaya, Ankleswar	63	78	141
11	South	Rural	Granted	Shri Sarada Mandir High School, Daheli, Valiya	74	69	143
12	South	Rural	S.F.	Jay Ambe International School, Samroli	50	48	98
13	West	Urban	Granted	Mashum Vidyalaya, Rajkot	80	66	146
14	West	Urban	S.F.	Bhushan School, Rajkot	73	67	140
15	West	Rural	Granted	Santaben damodar bhimji high school , loej	52	43	95
16	West	Rural	S.F.	Smt. V.M. Chandra Sec. & H.S. School, Magrol	65	59	124
Total					1020	1000	2020

DATA COLLECTION PROCEDURE

For data collection, first the researcher went to the schools selected in the sample and personally visited the principal there and took permission. At a time and date fixed by approval, the students were formally introduced and bonded by visiting the school in person. The group was then given complete information about each device.

After explaining the entire instructions to the students, they were told that their responses would be kept Self-Finance as the information from this study was for Ph.D. research work. After providing all the information to the students, the students were given the social intelligence scale and environmental awareness scale and were told to give their appropriate responses. After receiving the responses of all the students, it was verified whether the criteria information was filled in correctly. Scores were obtained by multiplying the subjects' responses to the collected instrument criterion statements.

DATA ANALYSIS PROCEDURE

The responses given by the students on the Social Intelligence Scale and Environmental Awareness Scale were evaluated according to the scoring scheme. First quartile and third quartile were calculated to determine the level of social intelligence of the students.

To test the hypotheses regarding the main effect of the variables the correlation coefficient (r) are found. For this, conclusions have been obtained by testing the hypothesis at $r = 0$ to 1.

RESULT & FINDINGS OF THE STUDY

To study the difference between the Social Intelligence Scale and Environmental Awareness Scale. There were found co-relation of two test regarding research question and hypothesis. Result and finding of study is below:

- H₀₁ A positive correlation is found between the mean scores of social intelligence and environmental awareness of higher secondary school boys and girls, i.e. the correlation between both measures of boys and between the two measures of girls is high. ($r = \text{Boys} - 0.79, \text{Girls} - 0.82$)
- H₀₂ A positive correlation is found between the mean scores of social intelligence and environmental awareness of urban and rural students of higher secondary school, i.e. the correlation between both measures of urban students and between both measures of rural students is high. ($r = \text{Urban} - 0.74, \text{Rural} - 0.75$)
- H₀₃ A positive correlation is found between the mean scores of social intelligence and environmental awareness of urban and rural

- girls of higher secondary school, i.e. the correlation between both measures of urban girls and between the two measures of rural girls is high. (r = Urban girls – 0.78, Rural girls – 0.77)
- H₀₄ A positive correlation is found between the mean scores of social intelligence and environmental awareness of urban and rural boys of higher secondary school, i.e. the correlation between both measures of urban boys and between both measures of rural boys is high. (r = Urban boys – 0.73, Rural boys – 0.78)
- H₀₅ A positive correlation is found between the mean scores of social intelligence and environmental awareness of semi-Grant in Aid and Self-Finance higher secondary school students, that is, the correlation between both measures of semi-Grant in Aid students and between both measures of Self-Finance students is high. (r = GIA – 0.79, S.F. – 0.78)

DISCUSSION

Within this research, the social intelligence of students studying in higher secondary schools was studied in relation to their environmental awareness. In which various variables were used. For data collection in the research, a verbal social intelligence scale was created by the researcher, in which different statements were created considering the components of the environment and the components of social intelligence. Then the information was collected from the selected characters. At the end of the research it is seen that there are some differences in environmental awareness in terms of social intelligence of different variables.

IMPLICATIONS OF THE STUDY

- ✓ School activities should be done to develop awareness among students and make them aware of the environment.
- ✓ Students should be aware of the environment and make efforts to contribute to the social practice.
- ✓ Programs, seminars, workshops, etc. should be organized to inculcate environmental awareness

in the social intelligence and social intelligence of the students.

- ✓ By preserving the environment, students should be provided with information about how environmental awareness can be more useful in social practices as well as in maintaining their own emotions.
- ✓ School principals and teachers should guide students on reusable items. And its benefits should be explained, so that the students develop a positive attitude towards the environment and their social intelligence can also be developed.

CONCLUSION

The following conclusions have been drawn on the basis of late research.

- ✓ Environmental awareness can be studied in relation to the level of social intelligence of students of higher secondary schools.
- ✓ Environmental awareness can be studied in relation to the level of social intelligence of secondary school students.

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