

Wake up to Nature: Student Teacher's Awareness for Escalating Eco Psychological Behavior Among School Students

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Abstract: *Eco psychology integrates ecology and psychology in responding to the intricacies of both domains. The detailed understanding of the field of eco psychology can resolve the issues like anxiety, blame and coercion caused due to environmental factors and convert into positive elements like joy, devotion, pleasantness and love. It can stand-in ecological thinking and straight interaction with the natural world. The acquaintance of eco psychology helps to care life styles which are both ecologically and psychologically strong and sustainable. The method of the study is survey. A questionnaire was distributed among the student teachers to check this understanding of the concept eco psychology. The analysis of data collected was tested using percentage method. It was found out that student teachers of Ernakulum district were less aware of the topic eco psychology. This study recommends inclusion of current topic in curriculum. So that the student teachers convey the value of eco psychological life to their future students.*

Key terms: *Ecology, Psychology, Eco psychology, B Ed Students*

I. INTRODUCTION

Eco psychology exercises the rapport between human beings and the ordinary world through ecological and psychological principles which pursue to grow and comprehend habits of intensifying the emotive connection between individuals and the environment thereby support people in developing bearable lifestyles and improving disaffection from nature. The book of Theodore Roszak named 'The Voice of the Earth' highlighted the concept Eco Psychology in 1992, later in 1995 he expanded the idea with his co -editors Mary Gomes and Allen Kanner.

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This sub-field extends beyond the old built situation of psychology to scrutinize why people continue hurtful comportment and to advance procedures of optimistic inspiration for accepting maintainable performs. Evidence recommends that many environmentally destructive activities are addictive at some level and thus are more efficiently spoken through positive feelings rather than by penetrating it. Gaia, psych green and environmental psychology, eco, global, green and earth centered therapy are the alternate names used for eco psychology. Eco-psychology is new field of psychology which discovers the human rapport with Nature. Eco-psychology is built on the foundation that people are fused to nature in the same way they are attached to their relations. The appreciation of the deep anguish of the environment, nearby or universally, and the requirement to progress and enhance our present exertions at varying environment is the founded requirement of ecopsychology.

II. NEED AND SIGNIFICANCE OF THE STUDY

The unrestricted and durable psychological questions--who we are, how we grow, why we suffer, how we rebuild--are dedicated from our connections with the exterioreco sphere. Likewise, the over-riding environmental questions--the causes of, significances of, and solutions to environmental problems--are intensely rooted in the psyche, our pictures of self and nature, and our actions. Ecopsychology assimilates ecology and psychology in retorting together groups of questions. Among its aims are:

- shifting environmental deed from anxiety, responsibility, and coercion to invitation, joy, devotion, and love;
- fostering ecological discerning and convention a linteraction with the usual world in treatment and distinct expansion;
- and sympathetic routines which are both environmentally and emotionally fit and bearable.

III. LITERATURE REVIEW

Further just the function alarenas of conservancy mind (Clayton & Myers 2009; Saunders & Myers 2003) and Eco psychology (Doherty 2011) have ascended to tell and resolution issues related to human facets of protection of the regular world. The previous inventiveness unites the insights, principles, concepts and systems used by protection biology and a widespread series of psychology subfields. The ultimate initiative is also broad-based and includes a beneficial line to attractive people-environment connections and individual happiness. Together maintain a rich link of researchers and experts who stake the goal line of forming durable performance change at numerous levels, encouraging an ecological those and care harmonious human-nature relations.

Nowadays the grounds of ecological psychology, conservation psychology and Ecopsychology remain serving humanity to form a confirmatory rejoinder to evolving conservational and ordinary source constrictions. This is an inspiring task temporarily the response must plan for, inspire and with stand ecological steward shipper sentation over a period of momentous dynamism and reserve line age. The preliminary attention is to pre-familiarize us with existing healthy in the bounds of accepted environments (Goldy &William 2012)

IV. STATEMENT OF THE PROBLEM

Eco-psychologists hope that sorrow, hopelessness and nervousness are the implication of sackin gover poweringly innate ecological characters which are associated to the environment and the fauna around us. In the past generation our dependence on expertise has augmented as we change more away from a unswervingbond with nature. The potentialinstructors can alter this condition by educating the upcoming generation when they arrive as a completely liable teacher. The current study prospers to resolve the problematic of this nonappearance of realization and ingenuity amongst the close of student teachers, who are the future omens.

V. OBJECTIVES OF THE STUDY

1. To discovery on the level of cognizance on the necessity and importance of eco psychology amongst student teachers.
2. To treasure out the level of mindfulness on the role of art and rituals of eco-psychological practices among student teachers.
3. To know the level of Eco psychological ethics among prospective teachers.

VI. METHODOLOGY

Method used for the study

The method used for the study is survey method which was conducted among the selected student teachers from Ernakulam district.

Sample

Student teachers from B.Ed. collegesinErnakulam district
 Sample Size
 200 B.Ed.students fromErnakulam district were selected as sample of the study.

Tools

Tool used for the study was Eco psychology questionnaire

VII. HYPOTHESIS

The present study tries to examine the percentage of consciousness on eco psychology among the student teachers. It is assumed that:

- H1- The members are less aware of the topic.
- H2- The members are less aware of the roots of eco psychological disparities.

STATISTICAL TECHNIQUES USED IN THE STUDY

Percentage was used to assesses the data collected as statistical method

VIII. ANALYSIS AND INTERPRETATION OF THE STUDY

Table. 1 Nature of Sample Selected

Sl.No:	Optional Subject	No. of Students
1	English	39
2	Malayalam	38
3	Mathematics	28
4	Physical Science	28
5	Natural Science	29
6	Social Science	38
	Total	200

From table 1:The study was conducted among student teachers of six optional subjects and total number of student teachers is 200.This table also reveals how many student teachers are there in each optional subject.

Table. 2 Eco Psychology awareness among B.Ed. students based on total Sample

Sl.No:	Level of Awareness	No.of Students	Percentage
1	High	64	32%
2	Average	88	44%
3	Low	48	24%

From table 2: It is evident that only 32% of the student teachers have high awareness about eco psychology.44% have an average awareness and 24% have low awareness about Eco psychology. Most of the teacher students were under expected level of awareness about Eco psychology.



Table. 3 Awareness of Eco Psychology among B.Ed. students based on sub –samples

Sl.No:	Optional Subject	High	Percentage	Average	Percentage	Low	Percentage
1	English	17	43.58%	17	43.58%	5	12.82%
2	Malayalam	19	50%	10	26.31%	9	23.68%
3	Mathematics	5	17.8%	9	32.14%	14	50%
4	Physical Science	4	14.28%	14	50%	10	35.71%
5	Natural Science	10	34.48%	14	50%	4	14.28%
6	Social Science	14	35.89%	25	64.10%	0	0%

From table 3: shows percentage of student teachers who have high, average and low awareness about Eco psychology. From the percentage it is clear that student teachers from Malayalam option are more aware about Ecopsychology with 50% high awareness and student teachers from mathematics option are less aware about Eco psychology. Percentage level shows that most of the student teachers have an average awareness about eco psychology.

Table. 4 Psychological Causes of Ecological Imbalance

Psychological Causes for Ecological imbalance	No.of Students	Percentage
Misuse of natural resources	24	12%
Irresponsible behavior	48	24%
Over exploitation of natural resources	36	18%
Noawareness	92	46%

From the table 4: It is evident that about 46% of the student teachers are not aware about factors that causes ecological imbalance.

IX. MAJOR FINDINGS OF THE STUDY

1. Study was conducted among student teachers of six optional subjects and total number of student teachers is 200
2. It is evident that only 32% of the student teachers have high awareness about eco psychology.44% have an average awareness and 24% have low awareness about eco psychology. Most of the teacher students were under expected level of awareness about ecopsychology.
3. Estimation about including Eco psychology as a subject in primary and secondary school curriculum- 62% of the student teachers opinioned to include eco psychology as a subject in primary and secondary school curriculum.
4. Percentage of student teachers who have high, average and low awareness about Eco psychology shows that Student teachers from Malayalam option are more aware about Eco psychology with 50% high awareness and students'

teachers from mathematics option are less aware about Eco psychology. Percentage level shows that most of the student teachers have an average awareness about eco psychology

5. It is evident that most of the student teachers are not aware about influences that causes ecological inequality

X. EDUCATIONAL IMPLICATIONS

Tomorrow’s teachers need to be fortified for tomorrow's challenges, so that they can satisfactorily prepare our children for the future. That requires a vow to provide children with an awareness of eco psychology that helps them to be well-versed about the importance of ecological imbalance.

Eco psychology Helps Build Grave Thinking, and Affiliation Skills – Eco psychology-based education stresses specific critical thinking skills vital to “good science”—enquiring, examining, founding suggestions, construing facts, scrutinizing, emerging assumptions, and resolving complications.

Health Aids - At the school atmosphere level, kids who practice school grounds or play areas with varied eco psychological surroundings are more physically energetic, more alert of virtuous nourishment, more creative, and more civil to one another.

Increased Focus/Improved Cognition –Student identifies the importance of Eco psychology and, access to views of nature, and daily exposure to natural settings increases the ability of children to focus and improves cognitive abilities.

Both prospective teachers and in turn future students can be oriented by teaching fundamental aspects of Eco psychology and its interactional effects along with practical skills

The curriculum must also incorporate not just theoretical aspects but must emphasize more on practical aspects to develop Eco psychology related conscious attitude among them Eco psychology should be correlated with every subject and day to day life so that students understands the importance of Eco psychology three dimensionally.



XI. RECOMENTATIONS

If you have eternally had a moral involvement in nature that abridged your strain, empty your mind and/or rehabilitated your soul, you know precisely how and why this study flourishes. It is because it enables you to instantly think and feel like nature's wisdom works, moment by moment, long term. The helps to improve your life by accrediting that you have this knowledge and that you can teach it to others. The succeeding are the commendations of the study:

The study help swidely nature detached society to recouple with nature and aids them renovate their stress and compulsion into biological ways of thinking, feeling and involving in balance.

Constantly reflect and sense with the ultimate element untouched clarity and joy of nature's perfection that you were born with and have already loved in gorgeous natural zones. Empower others to use and impart the surprising science and peace of this pure mental health, stress reduction process. Empower yourself and our leaders to help from purifying time and energy spent in natural areas, garden to wilderness Shape a scientific whole life in your psyche that rolls ethics and bear spersistently the deep physical truths your discovery in nature, in and round you.

XII. CONCLUSION

What presents is anethos of modest to plain attention deficit syndrome. Hurry Up Sickness. By detaching from our ordinary environment, we have become outsiders to the natural world – our own world. This has confronted our sense of identity and in some more refined ways has had a substantial effect on our intellectual health. Currentrevisions have exposed that expenditure time outside in anordinary environment can be redeveloping and soothing. If the school management and organizers give a proper awareness about Eco psychology among students, we can reduce Eco psychological imbalances prevailing in the present environment.

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