



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(2): 842-845
www.allresearchjournal.com
Received: 10-12-2015
Accepted: 16-01-2016

Dr. Neelam Tyagi
Associate Professor,
Department of Zoology, CSSS
PG College Machhra, Meerut,
Uttar Pradesh, India

Anita Singh
Research Scholar, Mewar
University, Rajasthan, India

Influence of personality on the environmental awareness ability of college students

Dr. Neelam Tyagi and Anita Singh

Abstract

This study was conducted among 400 college students to find out the relationship between environmental awareness ability and personality. The findings of this study reveal that environmental awareness ability is affected by the demographic variables such as subject level of education. Further, it is found that gender does not affect the personality of students whereas subject specialization, residential area, parental income and parent's level of education observed that the sensing and feeling of an individual have significant influence upon environmental awareness ability. The results and implications are presented in this paper.

Keywords: Human personality, environment, extroversion-introversion, college-age, environmental hazard

Introduction

Man is a part and parcel of his environment. Due to his interaction with nature on a large scale, the balance of nature has been upset and environmental decadence occurred in most part of world. It has posed a great threat to the existence of man, plant and animal life earth. There is a need to create awareness and understanding of the environment and man's impact upon them and the find out the effective ways to manage them (Benjamin, *et al.* 2000). In the recent past psychologists have become more concerned about the environment and the way it affects the humans behavior (Stokols & Altman, 1987) [8]. The emergence of environmental psychology has opened a new avenue for assessing the impact of environment on human behaviour. Creating awareness among our population on these important aspects is the prime requirement of the day and it depends on how educators can relate personal matters to the environment (Nair, 1992) [7]. Human Personality

Personality refers to the habitual mode of adjustment, which the organism effects between its own egocentric drives and the exigencies of the environment. As phrased, this would include practically all of human behaviour, since the vast majority of our responses do consist of just such habitual ways of adjustment Personality not only includes these (character-conventional) reactions, but also the more individual personal adjustment and capacities as well as their history. Just developed the Theory of Psychological type (Jung, 1971) to elucidate natural differences in human behaviour. He postulated that apparently random behaviors of an individual could be understood in terms of his or her use of the functions of perception and judgment. Jung's theory differentiates between two typological categories: attitude-related types. Jung portrayed the two attitude types terms of directions or orientations in behavior and interest of people towards the material world. These orientations bring about two attitude types: extroversion and introversion.

In relation to the extroversion-introversion dimension, the relationship between individual and environment is to be investigated. Extroverts develop a strong awareness of their environment for stimulation. The typical extrovert has a strong propensity to influence other, but is likely to be influenced by others, as well (Campbell, & Heller 1987) [2]. Extroverts usually seem confident, accessible, and expensive in the manner in which they build relationships with others. Introverts, on the contrary, are somewhat more independent and idea-oriented than the extroverts, as they usually get their excitement from the inner world. They many sometimes seem lost in thought or may be somewhat inaccessible in the way they move around the world (Lawrence, 1984) [5].

Correspondence Author:
Anita Singh
Research Scholar,
Mewar University, Rajasthan,
India

Personality and Environment

It has been observed that environment influences behavior at several levels. It is a function of the setting in which it occurs. The characteristic personality makes up of a person in a country is shaped by the nature and type of environment to which they are subjected to for long periods of time. Increase in population beyond the optimum point is also a part of alteration of the environment and this leads to population stress which in turn causes aggression and breakdown of behavior. Many studies demonstrate the deleterious influence of urbanization on human behavior (Baum *et al.* 1981). Instinctual behavior patterns of human beings also seem to break down under artificial and overpopulated urban conditions. It has been shown that the incidence of mental illness increases with urbanization. Hence studies on effect of environment on personality have increased relevance today.

Rationale for the Study

In the present day of technological society we observe both knowledge and population explosion. Advancement in science and technology in an arbitrary way and the rapid growth of urbanization has posed danger to man himself. We experience a lot of problems due to environmental pollution. It is predicted by the environmental specialists that India countries, which will be suffering a lot due to the environmental pollution within the next 20 years. Therefore, it is important to create environmental awareness among the people; otherwise we will be paying a heavy price (Tung *et al.*, 2002) [12].

The physical environment with its different aspects stimulates and directs human behavior in many ways. The emergence of environmental psychology has provided many eye-opening issues of about the environment. The impact of environment on behavior and creating the environmental awareness are two major focuses of environmental psychology. The principles of environmental education aim at providing proper understanding of the environment and various hazards of polluting the environment. In this light, environmental awareness helps the social groups and individuals to acquire an understanding and make them sensitive to the total environment and its related problems (Jha, 1998) [3]. So, it is the need of the hour to promote environmental awareness among the people to protect our own environment.

Tomorrow's world is in the hands of today's youth. It mainly depends on the learning, behavior and personality development of our youngsters. "College age" is an important period in a student's life as they are young, energetic, and enthusiastic in this stage. The stage is so crucial and important for the selection of career. There is a close relation between the individual's personality, behaviour and his environment and there is an urgent need to understand and manage our environment. Further, our personality determines our attitude and behavior, which in turn influence our awareness, abilities and so on. Therefore, it is imperative to study the relationship between the environmental awareness ability and personality of the college students.

Hypotheses

The hypotheses of the study are as follows.

H1: There is no significant difference in the environmental awareness ability of students with respect to their

gender, subject of specialization, residential area, parental income and parents' level of education.

H2: There is no significant relationship between the personality of the students and their gender, subject of their specialization, residential area, parental income and parents' level of education.

H3: The personality of the students does not influence their environmental awareness ability of the students.

Research Method

This study adopts survey method. The independent variable of this study is personality dimensions and the dependent variable is environmental awareness ability. The following standardized questionnaires were used to collect the data along with the personal data sheet.

Tools

Following tools were used for the study:

Myers-Briggs Type

Indicator: The abbreviated version (Form AV) of MBTI is used in this study. This version consists of two parts. In part-I there are 26 items with 2 or 3 responses and in Part-II there are 23 items with two alternatives (a) and (b). The split half reliability of the test is found as follows: For EI=0.82, SN=0.84, TF=0.83, JP=0.86. The test-retest reliability is 0.83. The validity coefficient is found to be 0.74. Also, this instrument possesses construct, content and predictive validities (Myers, & MC Caulley, 1985).

Environmental Awareness Ability Measure: The Environment Awareness Ability Measure (E.A.A.M.) by Praveen Kumar Jha. (1998) [3] is used in this study. This scale consists of 51 statements, which explore the different dimensions of environment. The Kuder-Richardson reliability co-efficient of the scale is 0.84 and the scale possesses both face and content validity.

Sample

The sample consists of Arts and Science college students of (Meerut). There are 5 Arts and Science colleges in (Meerut) of which 4 colleges were selected at random. 500 students were selected from the 4 colleges by using stratified random sampling. The investigator personally visited all the colleges and established personal contact with the students. The inventories were distributed to the students and the data is collected under personal supervision. Despite careful supervision it was found that some inventories were partially answered and hence only 400 inventories could be considered for the analysis. The sample was classified in terms of Gender (Male-238 and Female-162), Subject of Specialization (Bio-Science-100 Physical Science-100, Arts-100 and Computer Science-100), Area of Residence (Rural-173, Urban-227) Parents' Educational (illiterate-79 literate-321), Parents' Income (Below Rs. 3000 p.m. 151, Rs. 3001-6000 p.m.-113 and above Rs. 6000 p.m. -136). The t-test, one-way analysis of variance and simple regression were utilized to analyze the data.

Results and Discussion

From the Table-1, it is found that the gender of the students does not influence their environmental awareness ability. In the present day society women are encouraged to move equally with men; both males and females take equal part in

the development of the society. Women tend to take up more or less all professional work that men do, the obtained results reveal that the gender gap is gradually being closed in the present study. This result is consistent with the results of Sundarajan and Rajasekar (1993) [9] who found that the environmental awareness of the higher secondary students was not influenced by their gender.

Table 1: Environmental Awareness Ability of the Students with Respect to their Gender, Residential Area and Parent's Education

Demographic Variable		Mean	Std. Deviation	't' value
Gender	Male	40.4	5.08	1.898 N.S.
	Female	41.36	4.73	
Residential area	Rural	39.06	4.87	6.385*
	Urban	42.11	4.62	
Parents education	Illiterate	38.81	4.82	4.042*
	Literate	41.28	4.88	

NS-Not significant* Significant at 0.05 Level.

Further, it is notified that the residential area of students significantly influences their environmental awareness

ability. Students from urban area have shown more environmental aware their counterparts n rural areas. Students from urban area face a lot of environmental h 4/6 ey experience a variety of problems. They are in need of understanding the caused and problems of pollution and means to solve the problems. These need stimulate them to be more knowledgeable about their environment, which in turn promotes more environmental awareness among them. Probably this may be the reason that the student from urban area have shown more environmental awareness ability than students from rural area.

Also, it is observed from the table that the parents' level of education has a significant influence on the student's environmental awareness ability. Children of the literate parents have shown higher Mean than others. There are widespread opportunities for the children from the literate families to know about various issues in society, clarify their doubts, set goals and direct their behavior with reference to standard or social norms. Educational foundation enables them to deal effectively with all environmental conditions. These may in turn enhance the chance of the students from literate families to be more aware of their own environment.

Table 2: Environmental Awareness Ability of Students with Reference of their Subject of specialization and Parental Income

Demographic Variance		Sum of Squares	Df	Mean Square	F
Subject off Sped Alizarin	SSB	854.75	3	284.917	
	SSW	8980.44	396	22.678	12.564*
Parental Income	SSB	905.474	2	452.737	
	SSW	8929.716	397	22.493	20128*

SSB-Between groups SSW-Within groups

*Significant at 0.05 level.

Maha Haidar Makkai, *et al.* (2003) [6] found that parents' educational level has a significant influence on the environmental awareness ability of students. This is vividly seen from the result of this study.

From the Table 2, it is found that the 'F' value is significant for both the subject of specialization and parental income. It is concluded that there is a significant difference in the environmental awareness ability of the students due to their subject of specializations and parental income. The Scheffe post-hoc analysis concludes that the students with physical and biological science background possess higher environmental awareness ability than the Arts and Computer Science students. Arts students are more theoretical, conceptual and predominantly use their convergent thinking

whereas the Science students are more practical, analytical and use divergent thinking which in turn help them to be more aware of their own environment. Awareness is a key element in the natural sciences, which may be the reason that students from natural sciences have shown higher environmental awareness ability.

In poor families, students' survival is at stake and they are motivated highly towards satisfying their basic needs rather than understanding their environment. Therefore they may not be motivated to know the various dimensions and issues in their environment. This may be the reason that the students from the low-income families possess low environmental awareness ability than their counter part. From the

Table 3: It is observed that the 't' values are significant for few dimensions of personality with respect to student's gender, residential area and their parent's level of education.

Personality Dimensions	Demographic Variables	Mean	Std. Deviation	t, Value	
Intution	Gender	Male	6.54	2.41	3.395*
		Female	5.72	2.25	
Thinking	Gender	Male	9.89	3.53	2.282*
		Female	9.04	3.82	
Extraversion	Residential Area	Rural	9.27	3.44	2.459*
		Urban	10.2	4	
Sensing	Residential Area	Rural	10.64	2.95	3.838*
		Urban	11.74	2.78	
Intuition	Residential Area	Rural	6.51	2.27	2.187*
		Urban	6	2.37	
Perceivng	Residential Area	Rural	6.53	3.14	2.615*
		Urban	5.72	3.04	
Sensing	Parents' Education	Illiterate	10.37	3.19	3070*
		Literate	11.48	2.79	
Intuition	Parents' Education	Illiterate	6.69	2.39	2.015*
		Literate	6.1	2.31	

- Locality of the students has a significant influence on the extroversion, sensation and intuition and perception dimensions of their personality.
- Parental level of education does not influence the personality dimensions of the students.
- Subject of specialization has a significant influence on intuition, thinking and feeling dimensions of personality.
- Parental income has a significant influence on the personality dimensions of the students.
- Sensation and feeling dimensions of the personality affect the environmental awareness ability of the students, whereas the other dimensions do not influence the environmental awareness ability.

Conclusion

There is an increasing realization that we should achieve a decent standard of living by changing our environment, lifestyles, and quality of life. Environment has become the most important concern for all the academicians, intellectuals, scientists, policy makers and governments across the continents. The Principle of environmental education is to make the people know and understand their problems related to environmental hazards due to pollution. The educational process should be planned in such a way that it should help the humankind to deal effectively with its environment.

References

1. Baum A, Fisher JD, Solomon S. Type of information, familiarity, and the reduction of crowding stress, *Journal of Personality and Social Psychology*. 1981;40:11-23.
2. Compbell JB, Heller JF. Correlations of extraversion, impulsivity and sociability with sensation seeking and MBTI- introversion, *Personality and Individual Differences*. 1987;8(1):133-136.
3. Jha PK. Manual for Environmental Awareness Ability Measure, National Psychological Corporation, Agra, India. Jung, C.G. (1971), *Psychological types*. Bollingen seris XX. The collected works of C.G Jung. 1998;6:3-4.
4. Baynes, Trans, Revisonby RFC. Hull. Princeton NJ: Princeton University, Press, Original work published 1921.
5. Lawrence G. A synthesis of learning style research involving the MBTI. *Journal of Psychological Type*. 1984;8:2-15.
6. Maha Haidar Makki, Found Abd-El-Khalike, Saouma Boujaoude. *Lebanese Secondary School Student's Environmental Knowledge and Attitudes Environmental Education Research*, 2003, 9(1).
7. Nair SM. Creating Environmental awareness among children *ICCW News Bull*, 1992 Jul-Dec;40(3-4):41-3.
8. Stokols D, Altman I. (Eds) *Handbook of Environmental Psychology*: New York, Wiley, 1987.
9. Sunda Ajan S, Rajasekar. *Environmental Awareness among the Higher Secondary Pupils in Tamilnadu*, Unpublished Ph.D, Dissertation, Annamali University, Tamil Nadu, 1993.
10. Suresh S. A Study on Environmental Awareness Ability among College Students in Relation to Their Personality. Unpublished M.phil. Dissertation Annamali University, Tami Nadu, 2005.
11. Susan K, Opt, Donal D, Lofferedo A. Relationship between Communicator Image and Myers-Briggs Type Indicator (MBTI) dimensions of Extraversion-

- Introversion. *The Journal of psychology*. 2003;137(6):560-568.
12. Tung CY, Huang CC, Kawata C. The effects of different environmental education programs on the environmental behavior of seventh-grade students and related factors. *Environ Health*. 2002;64(7):24-9.