



# HUMAN, SOCIETY AND ENVIRONMENT: A COLLABORATIVE STUDY

**Sourav Chandra Gorain**

*Research Scholar, Sidho-Kanho-Birsha University, Purulia, West Bengal, India.*

Article DOI: <https://doi.org/10.36713/epra12247>

DOI No: 10.36713/epra12247

## ABSTRACT

*Individual opinions about social objects are known as social attitudes. Individual attitudes that are so substantially inter-conditioned by group interactions are referred to be collective attitudes. These attitudes are extremely standardised and homogeneous within the group. The ability to adjust to changes in one's physical, vocational, and social environment is known as adjustment. Adjustment, then, is the behavioural process of balancing opposing demands or needs that are hampered by environmental challenges. Animals and people make routine adjustments to their surroundings on a. Through this essay, researcher wants to highlight the various facets of a social being and how a social being adapts to different spheres of life while displaying his social views.*

**KEYWORDS:** *Intelligence, Adjustment, E-learning, Attitude, Education,*

## INTRODUCTION

Social attitudes are individual attitudes toward social objects. Collective attitudes are individual attitudes that are so heavily influenced by group interactions that they become extremely standardised and reliable within the group. While most social attitudes are universally inter-conditioned and standardised, other perceptions, such as those of antisocial and maladjusted people and those who live in the past, are equally important. The attitude is initially a trial response (an interrupted, substitute conduct that develops within an incomplete adjustment response), but it has the possibility to become the organism's permanent set.

Adjustment refers to the ability to adapt to changes in one's physical, occupational, and social environment. Adjustment is, in other words, the behavioural process of settling incompatible demands that are hampered by environmental challenges. On a daily basis, both humans and animals adapt to their surroundings. When their physiological state provokes them to seek food, for example, they eat to express their hunger and thus adapt to the hunger signal. Adjustment disorder develops when a person struggles to respond normally to a requirement or stress in their environment. A high standard of living is dependent on successful adjustment. People who have difficulty adjusting are more likely to develop clinical anxiety or depression, as well as a sense of hopelessness, anhedonia, difficulty concentrating, sleep problems, and reckless behaviour.

## INTELLIGENCE AND SOCIAL ADJUSTMENT

People deal with or handle the demands and problems of daily life through the psychological process of adjustment. It carries the connotation of conformity and is focused with how a person adapts to their surroundings and everyday

requirements. The ability of the organism to control needs, conflicts, and wants on the inside as well as the exterior, as well as external expectations and demands, is aided by psychological adjustment. There are social beings that can adapt to their environment and take part in society, according to the findings of numerous studies. A poll indicates that there are significant gender disparities among secondary school students, but no differences were found in terms of where they live. Given that these disparities are found to be highly significant for gender across all areas of adjustment, including family, peer, and societal adjustment, there appears to be an urgent need for reform. Academics, governments, families, and all other interested parties must prioritise developing strategies to promote secondary school students' improved coping skills (Pramanik, et al. 2014). A study at Sidho-Kanho-Birsha University in India looked at undergraduate students' adjustment skills in relation to gender, study stream, and social intelligence utilising samples from several colleges. The results of the study revealed that while undergrads in the humanities and sciences did not substantially differ from one another in terms of their ability to adjust, they did so significantly in terms of their social intelligence (Kundu, et al. 2015). There were no discernible differences in the attitudes toward social adjustment between male and female undergraduate students in the Purulia District of West Bengal, India, or between rural and urban undergraduate students, rural male and urban male, or rural female and urban female (Ansary, 2022).

Additionally, social scientists have boldly hypothesised that there might be a connection between mood and physical traits like height and BMI. A study found that IQ and height have a considerable correlation, IQ and weight have a weaker correlation, and IQ and BMI have no significant correlation (Karmakar, et al. 2016). According to research made on



students in higher secondary schools, emotional intelligence and adjustment are related. This shows how emotional intelligence affects peer, family, and academic adjustment. Students with high emotional intelligence can therefore successfully deal with life's challenges (Kar, et al. 2016).

Leaders, social scientists, and educators have actually been concerned about leadership styles and flexibility. A study on West Bengali undergraduate students examined the relationship between leadership style and adaptability. The results revealed a significant relationship between leadership style and adaptability among undergraduate West Bengali students. This demonstrates that more flexible students may be better leaders since effective leadership requires both collaboration and interpersonal adjustment (Kar & Saha, 2021).

A study compared Chinese American and European American teenage personalities and social functioning. According to the study's findings, adolescent Chinese and European Americans become more similar to one another over time as a result of developmental and acculturative processes (Huntsinger, C. S. & Jose, P. E. 2006). A study looked at the various paths of effect on parenting techniques and a child's social adjustment. The results of this study revealed a connection between parenting styles and child social problem-solving, peer disliking, and peer-reported social behaviour (Domitrovich, C. E. & Bierman, K. L. 2001).

### CREATIVITY AND SOCIAL ADJUSTMENT

Creativity is no longer a biological constant. Creativity is the attribute of the human intellect that is most prized (Saha & Maji, 2013). It is seen more as a "variant" that is subject to ongoing change as a result of environmental, socioeconomic, and cultural variables. Since psychologists and educators realised the importance of creativity in human development, discovering and nurturing a child's creative potential in the classroom has taken on greater significance. Everyone has some level of creativity, and the idea of "creativity" is becoming increasingly widely acknowledged. There are various methods that can be used to see and precisely measure them. This skill can be fostered by planning and organising an educational atmosphere that will encourage the growth and expression of creativity. Therefore, finding and fostering children's creativity is both a chance and a challenging obligation for educators. In actuality, schools are where some coordinated efforts can be made to lay the foundation for cultivating in kids the core competencies, dispositions, attitudes, and drives necessary for self-realization and creative life successes (Saha, 2012). In order to be creative, one must be alert to difficulties like issues, deficiencies, gaps in information, missing components, disharmonies, etc. Identifying the issue, seeking solutions, guessing or forming hypotheses about the shortcomings, testing and retesting these hypotheses, potentially changing them, and presenting the results are additional processes (Saha, 2013). According to a study, boys are more creative than girls, and there is no obvious difference between students in rural and urban settings. Additionally, there is no obvious connection between

place of residence and gender in terms of creativity (Paul, et al. 2017). In order to compare and provide information on the socioeconomic standing, environmental awareness, and creative skills of higher secondary school students with ages ranging from 16 and older, another study was conducted in Birbhum District, West Bengal. A random data collection involved 300 students from eight higher secondary schools in the Birbhum District. The results revealed that there are no discernible variations in students' socioeconomic position (SES), knowledge of the environment, and creativity between male and female students (Saha, et al. 2012).

### EDUCATIONAL AND TECHNOLOGICAL FACTORS

The entire world is praised for the great quantity of assistance that the internet has given. Because of all the ways we use the internet for shopping, blogging, finance, education, communication, and other things, our lives are not only increasingly constrained but are also being undermined (Gorain, et al. 2022). This overuse of the internet, which also causes social isolation and depression, steals one's sociocultural life. The behavioural, cognitive, and emotional patterns that are originally influenced by biological and environmental factors have thus been demonstrated to be significantly impacted by this reliance. Internet use, loneliness in social settings, and personality factors are all intimately associated (Mondal, et al, 2018). Both a cause-and-effect link and a reverse relationship exist between the first two components mentioned above. Internet Personality characteristics have a significant impact on dependence and social isolation. It is generally believed that dependence and social isolation are the primary causes of altered personalities. Therefore, compared to any other set of independent variables, it would be more accurate to examine the differences between these three dependent variables (Gorain, et al. 2021).

Since the world has become more globalised, technology has permeated every aspect of our lives. Modernization is developing swiftly, and electronic learning is now possible thanks to technological advancements (Kar, et al. 2014). A flipped classroom is set up to help develop students' conceptual knowledge instead of lecturing about theoretical subjects. It offers students the option to interact with classmates in person while still learning via technology in a relaxing environment (Mahato, et al, 2022). The tough reality of second language learning is presented by the target language learners. Every learning environment exposes teachers to a variety of pupils, each of whom has a different capacity for assimilating learning experiences depending on their level of openness, creativity, and intelligence (Chakraborty and Saha, 2014).

The difficulties and potential benefits of e-learning among EFL students at Bisha University were described in a study. The researcher advises that before full-scale e-learning is implemented, teaching staff and students should receive thorough training in the field of e-learning abilities and use a blended learning strategy (Ja'ashan, et al. 2020). The usage of interactive e-learning elements boosts undergraduate students'



motivation for the learning process, according to a study on e-learning and students' motivation. The study examined how e-learning impacts higher education (El-Seoud, et al. 2014). An exploratory and integrative evaluation of the definition, methodology, and elements that support e-learning efficacy was done in a paper on the effectiveness of e-learning. This study made the case that the quality of the interactions might be used to assess the success of online learning (Noesgaard, S. S. & Orngreen, R. 2015).

### **ATTITUDE TOWARDS ENVIRONMENT AND SUSTAINABLE DEVELOPMENT**

Sustainable development is one of the most delicate and crucial issues facing our planet in the twenty-first century (Halder, et al. 2022). It is one of the phrases that people use the most these days. The concept of sustainable development has permeated society and been incorporated into a variety of daily activities since the publication of Our Common Future by the World Commission on Environment and Development in 1987 and Agenda 21 by the United Nations Conference on Environment and Development in 1992. Environmental issues are increasingly being carefully addressed by people. Our society, economy, and environment are three interrelated factors that must work together for us to enjoy a healthy and productive existence. More than only our generation are impacted by the concept of sustainable development today. Actually, it increases our awareness of the requirements of future generations (Saha & Maji, 2013). Only if we took into account the environmental services would we be able to decide how to arrange their usage effectively. Three interrelated characteristics can create a safe, sustainable world where everyone can prosper if they are employed appropriately in real-life situations. The interconnection of society, the economy, and the environment is the cornerstone of sustainable development. A study on the subject revealed information and disparities regarding the level of environmental awareness among teacher candidates in West Bengal, India. The research revealed that 1) in-service teacher candidates are more conscious than pre-service candidates, 2) science candidate candidates are more informed than humanities candidate candidates, 3) male candidate candidates and female candidate candidates' levels of environmental awareness are not significantly different, and 4) government-aided colleges and private colleges are not significantly different in relation to levels of environmental awareness (Saha, 2012).

According to a study on environmental education and sustainable development, the researchers came to the conclusion that environmental education must confront its own limitations regardless of how it is related to sustainable development (Sauve, L. 1996). According to studies on education, sustainability, and social learning, we are in a unique phase of paradigm shift, and it is crucial to take the risk of developing novel pedagogical methods that are guided by the principles of social learning and sustainability (Jacobi, P. R., et al. 2016).

### **WOMEN IN SOCIETY AND ATTITUDE TOWARDS SOCIETY**

Researchers studying feminism have left an indelible protest to the way social science has defined men, women, and society in light of the last two key decades. Since the outset, discussions on the best approaches to repair faulty and incomplete accounts in the context of traditional analyses have been entwined with issues on epistemology, technique, and methodology (Adhikari & Saha, 2021). To understand the breadth and depth of the metamorphosis of social sciences necessary to recognise women and gender activities, one needed to analyse the consequences of the most obvious approaches one might seek to modify the androcentrism of the traditional analyses. Feminists have "added" women to these analyses. Researchers identify three different categories of women who became inevitable candidates for this mechanism: women who participated in public life and were already the focus of social science research; women who are social scientists; and lastly, women who had been the victims of the most egregious and violative manifestations of male preeminence (Adhikari & Saha, 2021). In South Asia, attitudes toward women's involvement in local politics were investigated. The study's findings revealed that sentiments toward women's involvement in municipal politics are overwhelmingly favourable (Haug, M. et al. 2019).

Sometimes literature plays a significant role in influencing how someone views society. Arundhati Roy assumes the role of a societal critic in *The God of Small Things*. She does not separate herself from the cruelty, inequalities, and system in her environment. Roy has captured the brutal realities of the culture by fusing imagination, history, and pure creation. The taboos that regulate Indian society occasionally have a propensity to upset the delicate social equilibrium. Politics, political rivalry, and a steadfast quest for power can occasionally make things worse. The results are predictable, of course. Higher social position and authority can convince and dictate to the oppressed, leaving their lives vulnerable to attack (Adhikari & Saha, 2021).

### **ATTITUDE TOWARDS HEALTH AND YOGA**

Yoga is a practise that has been around for ages that incorporates mental, physical, and spiritual activities. Yoga is initially mentioned in the Rigveda. There are claims that practising yoga can improve people's life. Yoga is praised for its many benefits since it calms the mind and develops physical strength (Saha, 2021). Students who are enhancing their memory and ability to concentrate, as well as their physical health and mental serenity, are those who will most visibly benefit from yoga. The current study focuses on undergraduate college students in India's West Bengali Purulia district and their opinions toward practising yoga. Data An object set needs to be grouped in such a way that its members are more similar to one another than to members of other groups if it is to be clustered. In order to conduct the current inquiry, two-step cluster analysis establishes five clusters (Saha, et al. 2021). It was the goal of a study to ascertain the opinions of undergraduate students on yoga education. The study's findings indicate that there is no appreciable difference





in the views regarding yoga education between male and female undergraduate students at rural and urban institutions. Another outcome of this study showed that there was no noticeable difference in undergraduate students' opinions toward yoga training between those who majored in the arts and those who majored in the sciences (Khatun, et al. 2022).

In the Cuddalore District, a study was done to find out how secondary school pupils felt about yoga. The results of this study also revealed a substantial attitude difference toward yoga between government and self-finance secondary school students (Sembiyan, 2019). an investigation on how teacher candidates feel about yoga as a structured practise. The findings of this study demonstrated that the training colleges' arts and science teacher trainees had solid knowledge, and the majority of them displayed a positive attitude toward Yoga looked into how it affected pupils' mental wellness (Nanaware and Palanethra, 2019). The results of this study revealed that yoga has a relatively significant and long-lasting impact on students' distress symptoms and sleep quality, at least for a few months (Ulleberg, P. et al. 2020). These studies' conclusions showed that a yoga programme might be used by both adults and kids as a first step toward regular exercise.

## CONCLUSION

The way a person views social things is referred to as their social attitudes. Individual attitudes that are so substantially influenced by group interactions as to become extraordinarily stable and standard within the group are referred to as collective attitudes. Adjustment is the capacity to adapt to changes in one's physical, professional, and social environment. To put it another way, adjustment is a behavioural process used to manage expectations or requirements that are out of sync with the environment. Both people and pets adapt to their surroundings. The attitude is initially a trial reaction, which is an interrupted replacement behaviour that appears inside a lacklustre adjustment response, but it has the potential to become the organism's long-term set. The better we treat society and its constituents, the greater response we receive from them, and consequently, the better and more comfortable our social existence becomes.

## REFERENCES

- Adhikari, A. and Saha, B. (2021). *Demystifying Social Taboos in Indian Milieu: A Critical Study on Arundhati Roy's "The God of Small Things"*. *International Journal of Multidisciplinary Educational Research*. 10[3(4)], 151-155.
- Adhikari, A. and Saha, B. (2021). *Self-Nested Prison of Constraints: Feminism, Theory, Praxis and Beyond*. *International Journal of Research in Social Sciences*. 11(8), 46-58.
- Adhikari, A. and Saha, B. (2021). *Women Participations in Education and Politics: A Twenty First Century Scenario*. *International Journal of Research in Social Sciences*. 11(4), 68-74.
- Ansary, S., Ansary, K. and Adhikari, A. (2022). *Attitude towards Social Adjustment among the Undergraduate Students of Purulia District*. *EPRA International Journal of Research and Development (IJRD)*. 7(12), 21-26.
- Chakrabarty, A.K. and Saha, B. (2014). *Low Achievers at Elementary Stages of EFL Learning: The Problems and Possible Way-Outs*. *International Journal on New Trends in Education and Their Implications*. 5(3), 160-165.
- Domitrovich, C. E. & Bierman, K. L. (2001). *Parenting Practices and Child Social Adjustment: Multiple Pathways of Influence*. *Merrill-Palmer Quarterly*. 47(2), 235-263.
- El-Seoud, S. A., Islam, A. T. F., Seddiek, N., El-Khouly, M. M., Nosseir, A. & Eddin, T. (2014). *E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education*. *International Journal of Engineering and Technology*. 9(4), 20-26.
- Gorain, S.C., Adhikari, A., Saha, B. and Sen, S. (2021). *A Study on Internet Dependency, Social Isolation and Personality Using Mahalanobis Distance*. *EPRA International Journal of Research and Development (IJRD)*. 6(9), 179-184.
- Gorain, S.C., Mondal, A., Ansary, K. and Saha, B. (2018). *Social Isolation in Relation to Internet Usage and Stream of Study of Under Graduate Students*. *American Journal of Educational Research*. 6(4), 361-364.
- Gorain, S.C., Saha, B., Maji, S. and Sen, S. (2022). *A Study on Relationship and Cluster Analysis among Internet Dependency, Social Isolation and Personality*. *International Journal of Research Publication and Reviews*. 3(1), 884-888.
- Haldar, P., Roy, S., Gorain, S.C., Adhikari, A. and Saha, B. (2022). *Measuring Attitude towards Sustainable Development among Trainee Teachers in Purulia District of West Bengal*. *American Journal of Educational Research*. 10(12), 682-696.
- Haug, M., Aasland, A. & Aasen, B. (2019). *Attitude towards Women's Participation in Local Politics in South Asia*. *Forum for Developmental Studies*. 47(3), 1-21.
- Huntsinger, C. S. & Jose, P. E. (2006). *A Longitudinal Investigation of Personality and Social Adjustment among Chinese American and European American Adolescents*. *Society for Research in Child Development*. 77(5), Special Issue.
- Ja'ashan, Mohammed. M. N. H. (2020). *The Challenges and Prospects of Using E-Learning among EFL Students in Bisha University*. *Arab World English Journal*. 11(1), 124-137.
- Jacobi, P. R., Toledo, R. F. & Grandisoil, E. (2016). *Education, Sustainability and Social Learning*. *Brazilian Journal of Science and Technology*. 3(3), 2-8.
- Kar, D and Saha, B. (2021). *Leadership Style and Adjustment Ability among Undergraduate Students: A Correlational Study*. *International Journal of Creative Research Thoughts (IJCRT)*. 9(9), d148- d151.
- Kar, D. Saha, B. and Mondal, B. C. (2014). *Attitude of University Students towards E-learning in West Bengal*. *American Journal of Educational Research*. 2(8), 669-673. doi: 10.12691/education-2-8-16.
- Kar, D., Saha, B. and Mondal, B.C. (2014). *Measuring Emotional Intelligence of Secondary School Students in Relation to Gender and Residence: an Empirical Study*. *American Journal of Educational Research*. 2(4), 193-196.
- Kar, D., Saha, B. and Mondal, B.C. (2016). *Emotional Intelligence and Adjustment Ability among Higher Secondary School Students: A Correlational Study*. *American Journal of Social Sciences*. 4(4), 34-37.
- Karmakar, T., Paul, A., Mondal, A. and Saha, B. (2016). *Intelligence in Relation to Height and Weight among Secondary School Students*. *American Journal of Educational Research*. 4(16), 1145-1148.



21. Khatun, S., Ansary, K. and Adhikari, A. (2022). Attitude towards Yoga Education among Undergraduate Students. *EPRA International Journal of Multidisciplinary Research (IJMR)*. 8(12), 9-13.
22. Kundu, M., Saha, B. and Mondal, B.C. (2015). Adjustment of Undergraduate Students in Relation to Their Social Intelligence. *American Journal of Educational Research*. 3(11), 1398-1401.
23. Mahanti, J., Mondal, B.C. and Saha, B. (2016). Internet Dependency of Undergraduate Students: An Empirical Study. *American International Journal of Research in Humanities, Arts and Social Sciences*. 15(2), 171-174.
24. Mondal, A., and Saha, B. (2017). Job Satisfaction of Secondary School Teachers in Relation to Personality and Emotional Intelligence. *American Journal of Educational Research*. 5(10), 1097-1101.
25. Mondal, B.C., Saha, B. and Kar, D. (2014). Development and Validation of Emotional Intelligence Inventory (Eii) for Secondary School Students. *Indian Journal of Applied Research*. 4(5), 1-3.
26. Nanaware, R. and Palanethra, L. (2019). Attitude of Teacher Trainees towards Yoga as an Organised Activity. *International Journal of Advanced Scientific Research and Management*. 4(11), 29-35.
27. Noesgaard, S. S. & Orngreen, R. (2015). The Effectiveness of E-Learning: An Explorative and Integrative Review of the Definition, Methodologies and Factors that Promote E-Learning Effectiveness. *Electronic Journal of E-Learning*. 13(4), 278-290
28. Paramanik, J., Saha, B. and Mondal, B.C. (2014). Adjustment of Secondary School Students with Respect to Gender and Residence. *American Journal of Educational Research*. 2(12), 1138-1143.
29. Paul, A et. Al. (2017). Creativity among Secondary Students in Relation to Gender and Residence. *International Journal of Informative & Futuristic Research*. 4(5), 6194-6199.
30. Saha, B, et al. (2012). A Comparative Study of Gender in Regard to SES, Environmental Awareness and Creativity in Birbhum District. *Golden Research Thoughts*. 2(6), 1-3.
31. Saha, B. (2012). A comparative study of environmental awareness among teacher trainees of West Bengal. *Indian Streams Research Journal*. 2(9), 1-5.
32. Saha, B. (2012). Creativity in relation to socio-economic status in secondary school students in West Bengal. *Indian Journal of Applied Research*. 2(2), 60- 61.
33. Saha, B. (2012). On Defining the Role of A Teacher in Directing Creative Potentialities, *International Journal of Scientific Research*. 1(7), 54-55.
34. Saha, B. (2013). Creativity in Relation to Environmental Awareness in Birbhum District: An Analytical Study. *IJSR - International Journal of Scientific Research*. 2(8), 106-107.
35. Saha, B. and Maji, S. (2013). Building the Sustainable Development through Environmental Education: A Conceptual Study. *Review of Research*. 2(4), 1-3.
36. Saha, B. and Maji, S. (2013). Retransfiguring the Creative Prejudice of Researcher: A Quixotic Study. *International Journal of Scientific Research*. 2(5), 91-92.
37. Saha, B. et al. (2012). Mirror that knows Light: Measuring. *Indian Journal of Applied Research*. 2(3). 48-49.
38. Saha, B., Sen, S. and Adhikari, A. (2021). Analysis of Attitude towards Yoga among College Students Using Clustering Techniques. *EPRA International Journal of Multidisciplinary Research*. 7(9), 308-314.
39. Sauve, L. (1996). *Environmental Education and Sustainable Development: A Further Appraisal*. *Canadian Journal of Environmental Education*. 1, Spring, 7-34.
40. Sembian, R. (2019). A Study on Attitude towards Yoga among Secondary School Students in Cuddalore District. *The International Journal of Analytical and Experimental Modal Analysis*, XI(X).
41. Ulleberg, P., Klonteig, S., Hisdal, J., Dyrdal, G. M. & Bjordal, A. (2020). The Effect of Yoga on Students Mental Health: A Randomized Controlled Trial. *Health Psychology and Behavioral Medicine*. 8(1), 573-586.