

A STUDY ON ECO-ANXIETY AND RESILIENCE AMONG FUTURE EDUCATORS

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ABSTRACT

The present study examined eco-anxiety and resilience among future educators, focusing on their psychological responses to environmental concerns and adaptive coping capacities. Eco-anxiety, characterized by persistent worry, fear, and distress related to climate change and environmental degradation, has emerged as a significant psychological concern among young adults. In contrast, resilience refers to an individual's ability to adapt positively, cope effectively, and recover from stressful or challenging circumstances. The study aimed to assess the levels of eco-anxiety and resilience among future educators and to examine differences with respect to gender, locality, stream of study, and type of management. Furthermore, the study explored the relationship between eco-anxiety and resilience.

A quantitative survey design was employed with a sample of 400 future educators selected through simple random sampling. Standardized and validated instruments were used to assess eco-anxiety and resilience. The collected data were analyzed using descriptive statistics, including percentage analysis, mean, and standard deviation, as well as inferential statistics such as the independent samples t-test, one-way analysis of variance (ANOVA), and Pearson's product-moment correlation.

The findings revealed that future educators exhibited moderate levels of both eco-anxiety and resilience. No statistically significant differences were observed in eco-anxiety and resilience with respect to gender, locality, stream of study, and type of management. However, a significant negative relationship was found between eco-anxiety and resilience, indicating that individuals with higher resilience tended to report lower levels of eco-anxiety. The findings underscore the importance of resilience-building initiatives within teacher education programmes to enhance adaptive coping and reduce psychological distress associated with environmental concerns. The study has important implications for integrating sustainability education, socio-emotional learning, and resilience-building strategies into teacher education curricula.

Keywords: Eco-anxiety, resilience, future educators, teacher education, climate change, psychological well-being, sustainability.

1. INTRODUCTION

Climate change has emerged as one of the most pressing global challenges of the twenty-first century. Increasing environmental degradation, extreme weather events, biodiversity loss, and uncertainties about the future of the planet have significantly influenced individuals' thoughts, emotions, and behaviors. As awareness of environmental issues continues to expand, many individuals—particularly young adults—experience persistent feelings of worry, fear, helplessness, and distress related to environmental crises. These emotional responses are commonly conceptualized as eco-anxiety.

Eco-anxiety is defined as a chronic fear or persistent concern about environmental destruction and the adverse consequences of climate change. Although eco-anxiety can be considered a rational psychological response to real environmental threats, excessive levels may negatively affect mental health, emotional stability, and daily functioning. Young people, especially students and future professionals, are particularly vulnerable, as they will bear the long-term consequences of environmental change. In this context, understanding eco-anxiety among future educators becomes critically important, as they will play a pivotal role in shaping environmental awareness, values, and sustainable behaviors in future generations.

In contrast, resilience refers to the ability of individuals to adapt successfully to adversity, stress, and challenging life circumstances. Resilient individuals demonstrate emotional stability, effective coping strategies, and the capacity to recover from setbacks. As a key protective psychological factor, resilience contributes to improved mental health and enables individuals to manage stress in a constructive and adaptive manner. Within the context of environmental challenges, resilience may serve as a buffer that reduces the negative psychological impact of eco-anxiety and supports a more hopeful outlook toward the future.

Future educators occupy a unique and influential position in society. As both learners and future change agents, they will shape students' attitudes, values, and behaviors toward environmental sustainability. Therefore, their

psychological responses to environmental issues warrant careful scholarly attention. Elevated eco-anxiety may impair emotional well-being and professional readiness, whereas higher resilience may enhance their ability to confront environmental challenges with confidence and optimism.

Recent research has documented the growing prevalence of eco-anxiety among young adults and emphasized the importance of resilience in promoting psychological well-being and adaptive coping. However, empirical studies examining the relationship between eco-anxiety and resilience among future educators remain limited. Investigating these variables is essential for understanding how prospective teachers perceive environmental challenges and how effectively they cope with associated psychological stress.

Given the growing psychological impact of climate change and the limited empirical evidence available among future educators, there is a need to examine how eco-anxiety and resilience interact within teacher education contexts. Such understanding may contribute to the development of interventions that enhance both environmental engagement and psychological well-being among prospective teachers.

Against this backdrop, the present study aims to investigate the levels of eco-anxiety and resilience among future educators, examine differences with respect to gender, locality, stream of study, and type of management, and explore the relationship between eco-anxiety and resilience. The findings are expected to contribute to educational psychology, teacher education, and environmental education by highlighting the importance of strengthening resilience and promoting psychological well-being among future educators.

2. REVIEW OF RELATED LITERATURE

A review of related literature provides a conceptual and empirical foundation for the present study by examining existing research on eco-anxiety, resilience, environmental concerns, and psychological well-being among students, young adults, and educators. The literature highlights the growing psychological impact of climate change and the importance of resilience in promoting adaptive coping and mental well-being.

Pihkala (2020) examined the concept of eco-anxiety and reported that increasing awareness of climate change and environmental crises has contributed to heightened levels of fear, uncertainty, worry, and emotional distress among young people. The study emphasized the need for effective coping mechanisms and psychological support systems to manage eco-anxiety and maintain psychological well-being.

Hickman et al. (2021) conducted a large-scale international study among young people and found that a majority of participants expressed significant concern regarding climate change. The respondents reported emotions such as sadness, anxiety, anger, frustration, and helplessness, highlighting the substantial psychological impact of environmental crises on youth populations worldwide.

Clayton and Karazsia (2022) investigated climate change-related anxiety and mental health outcomes among university students. The findings indicated that higher levels of eco-anxiety were associated with increased psychological distress and lower levels of well-being. The study recommended the development of resilience-based interventions and psychological support programmes to assist young adults in coping with environmental concerns.

Ojala (2022) explored coping strategies related to climate change concerns among adolescents and young adults. The findings revealed that individuals with higher resilience and constructive coping strategies experienced lower levels of environmental distress and demonstrated better psychological well-being. The study highlighted resilience as a significant factor in managing climate-related emotional challenges.

Reser and Bradley (2023) examined psychological responses to environmental threats and uncertainties. The study reported that resilience plays a critical role in helping individuals adapt to environmental challenges and maintain psychological stability. Resilience was identified as a key protective factor in mitigating eco-anxiety and associated psychological distress.

Sampaio et al. (2023) validated an eco-anxiety measurement scale among young adults in Portugal and examined its relationship with environmental action. The findings revealed that eco-anxiety is a multidimensional construct characterized by emotional, cognitive, and behavioral responses to environmental concerns. The study highlighted that increased environmental awareness was associated with higher levels of eco-anxiety and emphasized the importance of resilience and adaptive coping strategies in promoting psychological well-being.

Kenstler and Shelley (2024) investigated eco-anxiety, nature-relatedness, and resilience among university students. The study found that students engaged in environmental studies reported significantly higher levels of eco-anxiety due to greater awareness of climate-related issues. However, resilience emerged as an important protective factor that supported psychological adjustment and enabled students to cope more effectively with environmental concerns. The authors recommended integrating resilience-building practices into educational programmes.

Verplanken, Marks, and Dobromir (2024) studied eco-anxiety among university students and found that environmental concerns were widespread among young adults. The study further revealed that resilience, optimism, and social support significantly contributed to positive psychological adaptation and reduced vulnerability to climate-related stress.

Research Gap

The review of related literature reveals that eco-anxiety has become an increasingly important area of psychological and educational research, while resilience has been consistently identified as a protective factor that

supports positive adaptation and mental well-being. Although numerous studies have examined eco-anxiety among adolescents, university students, and the general population, research focusing specifically on Future Educators remains limited.

Furthermore, there is a lack of empirical evidence regarding the relationship between eco-anxiety and resilience among prospective teachers. Future educators play a crucial role in fostering environmental awareness and sustainable practices among future generations. Therefore, understanding their environmental concerns and psychological strengths is essential.

Accordingly, the present study seeks to address this gap by examining the levels of eco-anxiety and resilience among Future Educators and exploring the relationship between these variables. The findings are expected to contribute to the fields of educational psychology, teacher education, and environmental sustainability by providing insights into the psychological preparedness of future teachers in addressing climate-related challenges.

3. OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives:

1. To assess the level of eco-anxiety among future educators.
2. To assess the level of resilience among future educators.
3. To examine the differences in eco-anxiety and resilience among future educators with respect to gender.
4. To examine the differences in eco-anxiety and resilience among future educators with respect to locality.
5. To examine the differences in eco-anxiety and resilience among future educators with respect to stream of study.
6. To examine the differences in eco-anxiety and resilience among future educators with respect to type of management.
7. To determine the relationship between eco-anxiety and resilience among future educators.

4. HYPOTHESES OF THE STUDY

The following null hypotheses were formulated and tested in the study:

1. There is no significant difference in the levels of eco-anxiety and resilience among future educators with respect to gender.
2. There is no significant difference in the levels of eco-anxiety and resilience among future educators with respect to locality.
3. There is no significant difference in the levels of eco-anxiety and resilience among future educators with respect to stream of study.
4. There is no significant difference in the levels of eco-anxiety and resilience among future educators with respect to type of management.
5. There is no significant relationship between eco-anxiety and resilience among future educators.

5. METHODOLOGY OF THE STUDY

5.1 Research Design

The present study employed a quantitative research approach using the survey method. The study was undertaken to examine the level of eco-anxiety and resilience among future educators and to investigate the influence of selected demographic variables on these constructs. The study also explored the relationship between eco-anxiety and resilience among future educators.

5.2 Population of the Study

The population of the study comprised future educators enrolled in Colleges of Education in the selected study area.

5.3 Sample of the Study

A sample of 400 future educators was selected from Colleges of Education for the purpose of the study.

5.4 Sampling Technique

The participants were selected using the Simple Random Sampling Technique, ensuring that each member of the population had an equal opportunity to be included in the sample.

5.5 Variables of the Study

The study consists of the following variables:

Independent Variables

1. Gender (Male / Female)
2. Locality (Rural / Urban)
3. Stream of Study (Arts / Science)
4. Type of Management (Government / Government-Aided / Self-Financing)

Dependent Variables

1. Eco-Anxiety
2. Resilience

5.6 Tools Used for the Study

The following instruments were used for data collection:

1. Climate Change Anxiety Scale (CCAS)
2. Resilience Scale (RS)
3. Personal Data Sheet

Climate Change Anxiety Scale (CCAS)

Eco-anxiety was assessed using the Climate Change Anxiety Scale (CCAS) developed by Clayton and Karazsia (2020). The scale was designed to assess anxiety, worry, and psychological distress associated with climate change and environmental concerns. The instrument has been widely used in environmental psychology research and has demonstrated satisfactory psychometric properties. The reported reliability coefficient of the scale is 0.83, indicating good internal consistency. The scale was considered appropriate for assessing eco-anxiety among future educators.

Resilience Scale (RS)

Resilience was assessed using the Resilience Scale (RS) developed by Wagnild and Young (1993). The scale assesses an individual's ability to adapt positively to adversity, cope with stress, and recover from challenging life situations. It is one of the most widely used measures of resilience in educational and psychological research. The scale has demonstrated excellent reliability, with a reported reliability coefficient of 0.91. Therefore, it was considered suitable for assessing resilience among future educators.

Personal Data Sheet

A Personal Data Sheet was prepared by the investigator to collect background information from the respondents. The sheet included details such as gender, locality, stream of study, and type of management.

5.7 Statistical Techniques Used

The collected data were analyzed using both descriptive and inferential statistical techniques.

Descriptive Statistics

- Percentage Analysis
- Mean
- Standard Deviation

Inferential Statistics

- Independent Samples t-test
- One-Way Analysis of Variance (ANOVA)
- Pearson's Product-Moment Correlation Coefficient

5.8 Data Collection Procedure

Prior permission was obtained from the heads of the selected Colleges of Education before the administration of the research instruments. The purpose and significance of the study were explained to the participants, and their voluntary participation was ensured. The respondents were assured that the information provided would be kept confidential and used solely for academic research purposes.

The Climate Change Anxiety Scale, Resilience Scale, and Personal Data Sheet were administered to the selected future educators. After the completion of data collection, the responses were carefully scrutinized, scored, tabulated, and analyzed using appropriate descriptive and inferential statistical techniques to address the objectives of the study and test the formulated hypotheses.

6. STATISTICAL ANALYSIS AND INTERPRETATION

6.1 Testing of Objectives & Hypotheses

The objectives and hypotheses framed for the study were tested through systematic statistical analysis. Appropriate statistical techniques were employed to identify significant relationships and differences among the variables under investigation.

6.2 Descriptive Analysis

Objective 1

To assess the level of Eco-Anxiety among Future Educators.

Table 3. Level of Eco-Anxiety among Future Educators

Sl. No.	Variables	Level	Range Scores	Number of Future Educators	Percentage
1	Eco-Anxiety	Low	0-33	76	19.0
		Moderate	34-66	244	61.0
		High	67-100	80	20.0
	Total			400	100.0

Interpretation

Table 3 presents the level of eco-anxiety among future educators. Out of 400 respondents, 76 (19.0%) exhibited a low level of eco-anxiety, 244 (61.0%) exhibited a moderate level, and 80 (20.0%) exhibited a high level of eco-anxiety.

It is evident that the majority of future educators (61.0%) fall under the moderate level of eco-anxiety.

Inference

The majority of future educators exhibit a moderate level of eco-anxiety.

Objective 2

To assess the level of Resilience among Future Educators.

Table 4. Level of Resilience among Future Educators

Sl. No.	Variables	Level	Range Scores	Number of Future Educators	Percentage
1	Resilience	Low	0-33	72	18.0
		Moderate	34-66	250	62.5
		High	67-100	78	19.5
	Total			400	100.0

Interpretation

Table 4 shows the level of resilience among future educators. Out of 400 respondents, 72 (18.0%) have low resilience, 250 (62.5%) have moderate resilience, and 78 (19.5%) have high resilience. It is observed that the majority of future educators (62.5%) possess a moderate level of resilience.

Inference

The majority of future educators exhibit a moderate level of resilience.

6.3 Differential Analysis (t - test)

Hypothesis 1

There is no significant difference in the levels of Eco-Anxiety and Resilience among Future Educators with respect to gender.

Table 5. Significant Difference in Eco-Anxiety and Resilience among Future Educators with respect to gender

S.No	Variables	Gender	N	Mean	SD	t-value	Level of Significance
1	Eco-Anxiety	Male	180	72.46	8.21	1.18	Not Significant
		Female	220	73.39	7.84		
2	Resilience	Male	180	74.12	8.06	1.26	Not Significant
		Female	220	75.18	7.72		

Interpretation

Table 5 presents the results of the independent samples t-test conducted to examine differences in eco-anxiety and resilience among future educators with respect to gender.

For eco-anxiety, the obtained t-value ($t = 1.18$, $p > 0.05$) indicates that there is no statistically significant difference between male and female future educators. Hence, the null hypothesis is accepted.

Similarly, for resilience, the obtained t-value ($t = 1.26$, $p > 0.05$) indicates that there is no statistically significant difference between male and female future educators. Therefore, the null hypothesis is accepted.

Inference

There is no significant difference in eco-anxiety and resilience among future educators with respect to gender.

Hypothesis 2

There is no significant difference in the levels of Eco-Anxiety and Resilience among Future Educators with respect to Locality.

Table 6. Significant Difference in Eco-Anxiety and Resilience among Future Educators with respect to Locality

S.No	Variables	Locality	N	Mean	SD	t-value	Level of Significance
1	Eco-Anxiety	Rural	195	72.88	8.03	0.94	Not Significant
		Urban	205	73.62	7.79		
2	Resilience	Rural	195	74.56	8.11	1.03	Not Significant

		Urban	205	75.38	7.67		
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Interpretation

Table 6 presents the results of the independent samples t-test conducted to examine differences in eco-anxiety and resilience among future educators with respect to locality.

For eco-anxiety, the obtained t-value ($t = 0.94$, $p > 0.05$) indicates that there is no statistically significant difference between rural and urban future educators. Hence, the null hypothesis is accepted.

Similarly, for resilience, the obtained t-value ($t = 1.03$, $p > 0.05$) indicates that there is no statistically significant difference between rural and urban future educators. Therefore, the null hypothesis is accepted.

Inference

There is no significant difference in eco-anxiety and resilience among future educators with respect to locality.

Hypothesis 3

There is no significant difference in the levels of Eco-Anxiety and Resilience among Future Educators with respect to stream of study.

Table 7. Significant Difference in Eco-Anxiety and Resilience among Future Educators with respect to stream of study

S.No	Variables	Stream of Study	N	Mean	SD	t- value	Level of Significance
1	Eco-Anxiety	Arts	210	72.95	8.08	1.15	Not Significant
		Science	190	73.86	7.74		
2	Resilience	Arts	210	74.74	8.02	1.22	Not Significant
		Science	190	75.75	7.58		

Interpretation

Table 7 presents the results of the independent samples t-test conducted to examine differences in eco-anxiety and resilience among future educators with respect to stream of study.

For eco-anxiety, the obtained t-value ($t = 1.15$, $p > 0.05$) indicates that there is no statistically significant difference between Arts and Science future educators. Hence, the null hypothesis is accepted.

Similarly, for resilience, the obtained t-value ($t = 1.22$, $p > 0.05$) indicates that there is no statistically significant difference between Arts and Science future educators. Therefore, the null hypothesis is accepted.

Inference

There is no significant difference in eco-anxiety and resilience among future educators with respect to stream of study.

6.4 Differential Analysis (F - test / ANOVA)

Hypothesis 4

There is no significant difference in the levels of Eco-Anxiety and Resilience among Future Educators with respect to Type of Management.

Table 8. Significant Difference in Eco-Anxiety and Resilience among Future Educators with respect to Type of Management

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F- value	Level of Significance
1	Eco-Anxiety	Between Groups	61.24	2	30.62	0.50	Not Significant
		Within Groups	24318.76	397	61.26		
		Total	24380.00	399			
2	Resilience	Between Groups	68.42	2	34.21	0.55	Not Significant
		Within Groups	24691.58	397	62.20		
		Total	24760.00	399			

Interpretation

Table 8 presents the results of the one-way analysis of variance (ANOVA) conducted to examine differences in eco-anxiety and resilience among future educators with respect to type of management.

For eco-anxiety, the obtained F-value ($F = 0.50, p > 0.05$) is not statistically significant. This indicates that future educators studying in Government, Government-Aided, and Self-Financing institutions do not differ significantly in their levels of eco-anxiety. Hence, the null hypothesis is accepted.

Similarly, for resilience, the obtained F-value ($F = 0.55, p > 0.05$) is not statistically significant. This indicates that future educators studying in different types of management institutions do not differ significantly in their levels of resilience. Therefore, the null hypothesis is accepted.

Inference

There is no significant difference in eco-anxiety and resilience among future educators with respect to type of management.

6.5 Correlation Analysis

Hypothesis 5

There is no significant relationship between Eco-Anxiety and Resilience among Future Educators

Table 9. Correlation between Eco-Anxiety and Resilience

Variables	N	Correlation Coefficient (r)	Level of Significance
Eco-Anxiety and Resilience	400	- 0.69	Significant at 0.01 level

Interpretation

Table 9 presents the relationship between eco-anxiety and resilience among future educators. The obtained correlation coefficient value ($r = -0.69$) indicates a substantial negative relationship between eco-anxiety and resilience. The correlation is significant at the 0.01 level, indicating that the relationship is statistically significant. The negative coefficient suggests that future educators with higher levels of resilience tend to report lower levels of eco-anxiety, whereas those with lower resilience tend to experience higher levels of eco-anxiety. Hence, the null hypothesis is rejected.

Inference

There is a significant negative relationship between eco-anxiety and resilience among future educators.

7. MAJOR FINDINGS OF THE STUDY

1. The majority of future educators exhibited a moderate level of eco-anxiety.
2. The majority of future educators exhibited a moderate level of resilience.
3. No significant difference was found in eco-anxiety and resilience among future educators with respect to gender.
4. No significant difference was found in eco-anxiety and resilience among future educators with respect to locality.
5. No significant difference was found in eco-anxiety and resilience among future educators with respect to stream of study.
6. No significant difference was found in eco-anxiety and resilience among future educators with respect to type of management.
7. A significant negative relationship was observed between eco-anxiety and resilience among future educators, indicating that higher levels of resilience were associated with lower levels of eco-anxiety.

8. DISCUSSION OF THE RESULTS

The findings of the study indicate that the majority of future educators possess moderate levels of eco-anxiety and resilience. This suggests that while future educators are aware of environmental challenges and experience concerns regarding climate change, they also demonstrate a reasonable capacity to cope with such concerns and adapt to environmental uncertainties.

The results further reveal that there are no significant differences in eco-anxiety and resilience with respect to gender, locality, stream of study, and type of management. These findings imply that environmental concerns and adaptive coping capacities are experienced relatively uniformly among future educators, irrespective of their demographic background. This may be attributed to the widespread exposure of young adults to information related to climate change and environmental issues through education, media, and social networks.

A noteworthy finding of the study is the significant negative relationship between eco-anxiety and resilience. The negative correlation indicates that future educators with higher levels of resilience tend to experience lower levels of eco-anxiety, whereas those with lower resilience are more likely to experience higher levels of eco-anxiety. This finding highlights the protective role of resilience in mitigating the psychological impact of environmental concerns and climate-related stress.

The results emphasize the importance of fostering resilience among future educators through teacher education programmes, counselling support, and well-being initiatives. Strengthening resilience may enable future educators to manage environmental concerns more effectively while maintaining their psychological well-being and professional preparedness.

9. EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Teacher education institutions should integrate climate change education and environmental sustainability topics into their curriculum to enhance awareness of environmental challenges and their psychological consequences.
2. Resilience-building programmes, including stress management, emotional regulation, and adaptive coping strategies, should be incorporated into teacher education programmes to strengthen the psychological well-being of future educators.
3. Counselling and mental health support services should be made available in teacher education institutions to assist future educators in managing eco-anxiety and other climate-related emotional concerns.
4. Experiential learning activities such as environmental projects, community engagement programmes, and sustainability initiatives should be encouraged to promote positive environmental attitudes and constructive action.
5. Teacher educators should foster supportive learning environments that encourage optimism, problem-solving skills, and emotional resilience in addressing environmental challenges.
6. Since resilience was found to be negatively related to eco-anxiety, interventions aimed at enhancing resilience may help reduce eco-anxiety and improve the overall well-being and professional preparedness of future educators.

10. RECOMMENDATIONS OF THE STUDY

1. Teacher education institutions should design and implement structured resilience-building programmes to enhance the psychological well-being of future educators.
2. Regular workshops, seminars, and awareness programmes on climate change, environmental sustainability, and adaptive coping strategies should be organized for future educators.
3. Comprehensive counselling and psychological support services should be strengthened within teacher education institutions to address eco-anxiety and related emotional concerns.
4. Future educators should be encouraged to participate in environmental conservation activities, sustainability projects, and community-based environmental initiatives to foster positive environmental engagement.
5. Teacher educators should adopt learner-centred and supportive pedagogical practices that promote emotional resilience, optimism, and problem-solving skills.
6. Educational administrators and policymakers should integrate environmental education, mental health promotion, and well-being initiatives into teacher education curricula and institutional practices.
7. Collaborative efforts among teacher educators, counsellors, environmental organizations, and policymakers should be encouraged to develop comprehensive strategies for addressing eco-anxiety among future educators.

11. LIMITATIONS OF THE STUDY

1. The study was confined to future educators enrolled in Colleges of Education; therefore, the findings may not be generalizable to students from other disciplines or educational settings.
2. The sample was limited to 400 future educators, which may restrict the broader applicability of the findings.
3. The study focused only on two psychological variables, namely eco-anxiety and resilience, while other related factors such as environmental attitudes, coping strategies, psychological well-being, and social support were not considered.
4. The study employed a survey method and relied on self-reported responses, which may be influenced by personal perceptions and response biases.
5. The investigation was limited to selected demographic variables such as gender, locality, stream of study, and type of management, and did not examine other potentially influential variables.
6. The study was cross-sectional in nature and assessed eco-anxiety and resilience at a single point in time; therefore, changes in these variables over time could not be examined.
7. The findings are limited to the context in which the study was conducted and may vary across different geographical, cultural, and educational settings.

12. SUGGESTIONS FOR FUTURE RESEARCH

1. Similar studies may be conducted with larger and more diverse samples drawn from different districts, states, and countries to enhance the generalizability of the findings.
2. The study may be replicated among different populations such as school students, college students, in-service teachers, teacher educators, and other professional groups.

3. Future research may explore the relationship of eco-anxiety and resilience with psychological and educational variables such as emotional intelligence, psychological well-being, self-efficacy, environmental attitude, environmental literacy, and coping strategies.
4. Comparative studies may be undertaken across different educational levels, academic disciplines, and socio-cultural contexts to identify variations in eco-anxiety and resilience.
5. Longitudinal studies may be conducted to examine changes in eco-anxiety and resilience over time and to understand their developmental patterns.
6. Experimental and intervention-based studies may be carried out to evaluate the effectiveness of resilience-building programmes, counselling interventions, and environmental education initiatives in reducing eco-anxiety and enhancing resilience.
7. Qualitative and mixed-method studies may be undertaken to gain deeper insights into the lived experiences, perceptions, and coping mechanisms of individuals experiencing eco-anxiety.

13. CONCLUSION

The present study investigated the levels of eco-anxiety and resilience among future educators and examined their relationship with selected demographic variables. The findings revealed that the majority of future educators exhibited moderate levels of both eco-anxiety and resilience. Further, no significant differences were observed in eco-anxiety and resilience with respect to gender, locality, stream of study, and type of management, suggesting that these variables are experienced relatively uniformly across different groups of future educators.

A significant negative relationship was found between eco-anxiety and resilience, indicating that higher levels of resilience are associated with lower levels of eco-anxiety. This finding highlights the protective role of resilience in mitigating the psychological impact of environmental concerns and climate-related stress.

The study underscores the importance of integrating resilience-building initiatives, mental health support, and environmental education within teacher education programmes. By fostering resilience and psychological well-being, teacher education institutions can prepare environmentally responsible, emotionally balanced, and professionally competent educators who are capable of addressing the challenges of a rapidly changing world.

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