Review EL'BAHITH - ENS - Bouzareah - Algiers					
ISSN : 9577-1112	EISSN : 2602-5388	Volume: (18)	Number : (03)	year: 2026	Pages: 39-58

AFFECTIVE EDUCATION AND ITS RELATIONSHIP WITH ENVIRONMENTAL EDUCATION IN THE SCHOOL ENVIRONMENT FROM THE PERSPECTIVE OF PRIMARY SCHOOL TEACHERS

التربية الوجدانية وعلاقتها بالتربية البيئية في الوسط المدرسي من وجهة نظر معلمي التعليم الابتدائي

Dr. Benharrat Aida
University of Abu al-Qasim Saadallah, Algiers (2), Algeria
aidabenharath@gmail.com

Doctoral Student: Benziane Assia
University of Abu al-Qasim Saadallah, Algiers (2), Algeria
benzianeassia05@gmail.com

Date Of Receipt: 09/06/2026 Date Of Acceptance:27/09/2026 Date of Publication: 30/09/2026

Corresponding Author: *Dr. Benharrat Aida, aidabenharath@gmail.com*

ملخص:

هدفت هذه الدراسة إلى الكشف عن العلاقة بين التربية الوجدانية والتربية البيئية في الوسط المدرسي من وجهة نظر معلمي الطور الابتدائي، بالاعتماد على المنهج الوصفي الارتباطي. تم استخدام استبيان مكوّن من محورين: محور التربية الوجدانية بأبعاده الأربعة: المعرفة، إدارة الانفعالات، التعاطف، والتواصل الاجتماعي، ومحور التربية البيئية بأبعاده الثلاثة: الوعي البيئي، السلوك البيئي، والاتجاهات البيئية. وُزع الاستبيان على عينة مكونة من 100 معلم ومعلمة من التعليم الابتدائي. أظهرت النتائج وجود علاقة ارتباطية موجبة دالة إحصائيًا عند مستوى دلالة 0.05 بين التربية الوجدانية والتربية البيئية، كما ثبت وجود علاقة موجبة بين أبعاد التربية الوجدانية وأبعاد التربية البيئية. وتؤكد الدراسة أهمية تنمية الجوانب الوجدانية في تعزيز الوعي والسلوك البيئي لدى التلاميذ.

الكلمات المفتاحية:

التربية الوجدانية؛ التربية البيئية؛ الوسط المدرسي؛ المعلمين؛ الطور الابتدائي.

Abstract:

This study aimed to reveal the relationship between affective education and environmental education in the school environment from the perspective of primary school teachers, using the descriptive correlational method. A questionnaire consisting of two axes was used: the affective education axis, with its four dimensions: knowledge, emotion management, empathy, and social communication; and the environmental education axis, with its three dimensions: environmental awareness, environmental behavior, and environmental attitudes. The questionnaire was administered to a sample of 100 male and female primary school teachers. The results showed a positive, statistically significant correlation at the 0.05 significance level between affective education and environmental education. A positive relationship was also found between the dimensions of affective education and the dimensions of environmental education. The study emphasizes the importance of developing affective aspects in enhancing pupils' environmental awareness and behavior.

Keywords:

Affective education, environmental education, school environment, teachers, primary stage.

ISSN : 9577-1112 | EISSN : 2602-5388 | Volume: (18) | Number : (03) | year: 2026 | Pages: 39-58

INTRODUCTION

The school plays a key role in shaping the learner's cognitive, affective, and behavioral development. Beyond transmitting knowledge, it helps build a balanced individual capable of understanding himself and interacting positively with his surroundings. In this context, affective education contributes to developing pupils' emotions, awareness, and ability to manage their feelings properly.

Environmental education has also become important due to growing environmental challenges. It aims to develop pupils' environmental awareness and responsible behavior toward nature. This requires strengthening affective values such as love, belonging, and responsibility toward the environment.

Therefore, affective education and environmental education are closely related, especially in primary education, where pupils' attitudes and behaviors are formed. This study seeks to explore this relationship from the perspective of primary school teachers.

Study Problem:

Feelings and emotions have a strong influence on learning, achievement, and pupils' behavior in the school environment. Studies have shown that learners experience different types of emotions, including achievement emotions, epistemic emotions, topic-related emotions, and social emotions, all of which may positively or negatively affect their motivation, attention, and interaction with others.

Affective education helps pupils understand and manage their emotions, develop self-awareness, build positive relationships, and adapt to different school and social situations. However, some studies have pointed to a lack of sufficient attention to affective education in Algerian educational institutions, where the focus is often placed mainly on academic content.

At the same time, environmental education has become necessary due to increasing environmental problems such as pollution, floods, soil erosion, and ecological degradation. It aims to develop pupils' environmental awareness, values, attitudes, and responsible behaviors toward nature. Since environmental knowledge alone is not enough, it must be supported by emotional values such as empathy, responsibility, and positive attitudes toward the environment.

Based on this, the present study seeks to examine the relationship between affective education and environmental education from the perspective of primary school teachers by raising the following questions:

– Is there a relationship between affective education and environmental education from the perspective of primary school teachers?

– What is the nature of this relationship and what are its characteristics?

– Are all dimensions of affective education related to the dimensions of environmental education from the perspective of primary school teachers?

Study Hypotheses:

General Hypothesis:

– There is a positive, statistically significant correlation at the significance level of 0.05 between affective education and environmental education in the school environment from the perspective of primary school teachers.

Partial Hypotheses:

– There is a positive, statistically significant correlation at the significance level of 0.05 between the dimensions of knowledge and emotion management and the dimensions of environmental education from the perspective of primary school teachers.

– There is a positive, statistically significant correlation at the significance level of 0.05 between the dimensions of empathy and social communication and the dimensions of environmental education from the perspective of primary school teachers.

Study Objectives:

The present study aims to:

- Reveal the existence of a relationship between affective education and environmental education in the school environment from the perspective of primary school teachers.
- Reveal the nature and direction of the relationship between affective education and environmental education in the school environment.
- Shed light on the extent to which each dimension of affective education is associated with the dimensions of environmental education in the school environment from the perspective of primary school teachers.

1. The theoretical aspect of the study

1.1 Definition of the Study Terms:

1.1.1 Definition of Affective Education:

A. Education linguistically:

It is stated in Lisan al-Arab that "a thing grew," meaning that it increased and developed, and "he raised him," meaning that he brought him up and cared for him through nourishment and discipline (Ibn Manzur, 2003, p. 304).

Affect linguistically: The word affect appears in the Arabic language and its dictionaries with several expressions and meanings, including love and hatred, anger, sadness, complaint, and others. The word affect is derived from the root meaning "to find" or "to feel." In Lisan al-Arab, it is stated that "he felt anger toward him," and affect is also used in Lisan al-Arab in the sense of love (Ibn Manzur, 2003, p. 442).

Based on the two previous definitions, the term affective education, linguistically, is a compound term. The meanings of the word "affect" according to Ibn Manzur revolve around four meanings: anger, sadness, complaint, and love. The meaning of affect revolves around the heart, and the heart is the essence of psychological emotions. The heart is also a comprehensive term that includes all inner states (Al-Agha, 2020, p. 524). Accordingly, affective education means educating the effect, that is, educating the self and the heart in feelings of love and affection and in managing feelings of sadness and anger.

B. Terminologically:

Education according to sociologists is the development and modification of human behavior so that it conforms to what is prevalent in society. It is the means by which society preserves its survival and continuity, and this is achieved by transmitting its cultural heritage to future generations (Gharbi, 2008, p. 12).

John Dewey conceptualizes education as a process of reconstruction and reorganization of experience that increases the individual's ability to direct subsequent experiences. In this view, education is not simply the transmission of information; rather, it is a continuous process through which individuals develop through experience and interaction with their environment (Dewey, 1916).

Affect, according to educators, has been defined as a psychological motivational feeling associated with emotions and sentiments, which influences the processes of perception and thinking (Al-Mashharawi, 2004, p. 769).

Affective education has been terminologically defined as intentional education that aims to develop the individual's feelings, emotions, inclinations, reactions, and sensations that lie deep within him. It also aims to satisfy his affective and social needs and desires, whether positive or negative feelings, within a framework of noble values and principles, leading to a positive relationship with others (Madouri & Ben Choufi, 2019, p. 144).

Hassan Shehata defined it as a process that aims to develop the learner's inclinations, attitudes, values, and feelings because of their influence on his behavior (Al-Badawi, 2011, p. 199).

Based on the two previous definitions of affective education, it becomes clear that affective life in the human psyche has three levels (Omar Ben Boudina, 2017, p94):

- The first level: the level of pleasure and pain, which is considered the basic foundation of affective states.
- The second level: the level of various emotions, such as joy, sadness, fear, and shyness.
- The third level: the level of sentiments, which are a set of organized emotions that become complex and are composed in a particular way around a specific subject.

C. Operational Definition of Affective Education:

In this study, affective education can be operationally defined as a set of moral values and behaviors, social and life skills, and educational and positive attitudes that form the basis of the pupil's affective learning toward himself and toward his school and life environment in general. The affective education concerns learning related to learners' feelings, attitudes, emotions, and values (Krathwohl, 1964).

1.1.2 Definition of Environmental Education:

A. Environment linguistically:

It is stated in language dictionaries, foremost among them Ibn Manzur's Lisan al-Arab, that "ba'a–yabu'u baw'an" means to return to something, and "tabawwa'a" means to prepare a place for living and to reside in it (Ibn Manzur, 2003, p. 39).

B. Environment terminologically:

Mahmoud Al-Hassan defined it as a spatial area with its natural and living characteristics, which includes all the basic elements of life. Geographical studies distinguish between two types of environments: the natural environment and the human environment, each of which has an impact on human behavior. They are as follows (Hassan, 2006, p. 09):

- Physical environment: This includes air, water, and land.
- Biological environment: This refers to all living organisms, including plants, animals, and human beings.

C. Terminological Definition of Environmental Education:

The Dictionary of Educational Terms states that environmental education is the set of knowledge, attitudes, and values necessary to understand the mutual relationship between the learner and the environment in which he lives, which governs his behavior toward it and arouses his interests, making him keen to preserve and maintain it for his own sake and for the sake of society (Al-Jamal & Al-Liqa'i, 1999, p. 65).

Mona Jad defines it as providing students with information and facts about positive environmental customs and traditions, equipping them with sound environmental attitudes and values, and working to develop their social skills, which results in a personality that is compatible with the surrounding environment and an understanding of the complex nature of the environment as a result of the interaction among its biological, natural, social, and cultural aspects.

D. Definition of Environmental Education:

Environmental education can be operationally defined as a systematic process aimed at forming and providing the learner with a set of skills, values, and experiences necessary to understand the complex relationship that links human beings and their environmental civilization, in order to make appropriate decisions related to the quality of the surrounding environment and to contribute to solving its problems and preventing their emergence in the present and the future. Environmental education is a process that develops individuals' understanding of ecological systems and their relationship with human societies, while fostering the knowledge, values, and responsibility necessary for environmentally responsible action (Orr, 1992).

E. Definition of the School Environment:

It includes the set of conditions and factors available within the school, such as the teacher, curriculum, pupils, activities, various services, peer group, buildings, and equipment, as well as internal and external relationships and other factors surrounding the pupil, which influence him and are influenced by him, with the aim of forming an integrated and interactive personality (Msadia & Garbi, 2018, p. 232).

F. Definition of the Teacher:

The teacher is the individual from whom people receive knowledge and who takes teaching as a profession. The teacher is the main source for transmitting educational content to pupils, the primary user of educational tools, and the one who manages and directs various educational activities for the benefit of the pupil's development (Msadia & Garbi, 2018, p. 234).

1.2 The Importance of Emotions in the Educational Process:

The importance of emotions in the educational process is multiple and varied, depending on individual and cultural dimensions. However, researchers summarize it as follows:

-Achievement emotions, the dimension of emotion management: These are related to achievement activities and to the success and failure resulting from such activities, such as enjoyment, happiness, and pride associated with success, and anxiety and shame associated with failure. Understanding this type of emotion greatly helps in understanding students' psychological life and in explaining why some students, classrooms, and schools achieve standards of excellence, while others fall behind (Pekrun , 2018, p. 374).

-Epistemological emotions, the cognitive dimension: These are aroused by facing cognitive problems, such as astonishment at new tasks, curiosity, ambiguity, frustration caused by epistemological obstacles, and joy when solving a problem. They are strongly related to non-traditional learning (Bouta & Manasriya, 2018, p. 80).

-Topic-related emotions, the knowledge management dimension: These are related to the topics of the lessons received by pupils, such as empathy with fictional and narrative characters and anxiety when studying medical and health-related topics (Bouta & Manasriya, 2018, p. 80).

-Social emotions, the dimension of emotions and social communication: These are related to teachers and peers in the classroom, such as feelings of love, attachment, compassion, admiration, contempt, envy, anger, and social anxiety. They occur in teacher-pupil relationships as well as in peer relationships. Students may also bring emotions related to events outside school, which can have a strong impact on their learning, such as emotional disturbance resulting from stress within the family. All the previously mentioned social emotions may also affect their motivation toward achievement, distract their attention inside the classroom, and influence the self-regulation of their learning (Pekrun , 2018, p. 06).

1.3 The Relationship Between Emotions, Affective States, and Education:

Pekrun believes that the relationship between emotions and education can be viewed through its relationship with the following elements (Bouta & Manasriya, 2018, p. 82):

-Attention: Emotions and affective states direct attention toward the emotional subject. For example, if a pupil feels proud of his achievement, his attention is often focused on that achievement and activity, in which he finds the required enjoyment and excitement.

-Motivation: Activating positive emotions related to education increases the learner's motivation and interest. It helps him recall good memories, positively evaluate the value of the task and the completed activity, and increase his ability to complete the task successfully. Conversely, suppressing these positive emotions may reduce engagement in any new activity.

-Learning strategies: Activating positive emotions helps in applying flexible, creative, and deep strategies, such as organizing learning and creative thinking.

-Self-regulation of learning: Given the role of emotions and affect in activating flexible thinking and behavior, they also enhance pupils' ability to self-regulate their learning, such as flexibility in planning and organizing learning activities.

1.4 Emotions and Affective States in the Algerian School:

Algerian society suffers greatly in emotional and affective aspects due to the historical and exceptional circumstances it has experienced. It suffers from a lack of identification and recognition of emotions, whether in school or in society, as well as from an inability to regulate and manage them effectively. This appears in many cultural and organizational outcomes at the individual, family, organizational, and sociocultural levels, such as phenomena of violence, kidnapping, and failure to achieve goals (Bouta & Manasriya, 2018, p. 86).

This phenomenon may be due to the historical factors and events that Algeria has experienced, to the extent that no Algerian family can change this situation because of its direct submission to the inherited culture of values and standards related to emotions and feelings in terms of recognizing them, allowing them, and ways of expressing them, such as the inability to express love and the tasks that the individual likes to accomplish. This calls for the intervention of the school as an educational institution required to restore stability to Algerian society by implementing a set of strategies, which are as follows (Bouta & Manasriya, 2018, pp. 87-88):

ISSN : 9577-1112 | EISSN : 2602-5388 | Volume: (18) | Number : (03) | year: 2026 | Pages: 39-58

-Paying attention to this dimension of the Algerian personality and addressing it through objective research and study.

-Placing the emotional dimension of affective education within the agendas of educational reform and change.

-Developing an emotional or affective curriculum for the emotional and affective education of pupils at various educational stages.

-Including emotional assessments of all educational parties as part of comprehensive evaluation processes of knowledge and skills for advancement and success, that is, affective experience alongside cognitive experience.

-Evaluating the suitability of the emotional climate of the classroom, including recognizing and accepting the child's emotions and involving pupils in problem-solving.

-Teaching pupils how to express and manage their affective emotions appropriately, and expanding their intrapersonal intelligence in order to develop their ability to control anger, manage frustration, and respect the emotions of others.

-Taking into account the physical environment of the school and the extent of its ability to facilitate the pupil's emotional expression and affective learning.

1.5 Dimensions and Objectives of Environmental Education in Primary Education:

Environmental education in primary education seeks to form a set of knowledge and facts centered on the environment, represented as follows (Boucheikhawi & Soualmia, 2016, pp. 05-06):

1.5.1 Cognitive Objectives, the Cognitive Dimension:

These can be summarized as follows:

-Providing the pupil with a set of knowledge about the environment in which he lives.

-Identifying the components of the natural wealth in his environment and how to preserve them.

-Identifying the problems affecting the environment and the dangers that threaten it.

-Knowing the components of natural balance in his environment.

1.5.2 Skill Objectives, the Skill Dimension:

These can be summarized as follows:

-Observing the natural phenomena of his environment and interpreting them within the limits of his abilities.

-Making appropriate decisions and taking suitable initiatives to reduce aggression against the environment and harm to it.

-Communicating with others and participating in activities and tree-planting campaigns in order to contribute to solving environmental problems using the available means.

1.5.3 Affective Objectives, the Affective Dimension:

These can be summarized as follows:

-Developing environmental awareness in the pupil that enables him to rationalize the use of his environment.

-Feeling the magnitude of the problems affecting the environment.

Respecting and appreciating the relationships that connect living organisms with the environment.

1.6 The Role of the Teacher in Environmental Education:

The role of the teacher in environmental education can be summarized as follows (Lahleh, 2015, p. 48):

-Discussing the plans and problems of the environmental topic with fellow teachers and with pupils whenever possible.

-Organizing pupils into work groups according to each pupil's abilities and interests.

-Arousing pupils' interests and attracting them toward the environment by choosing topics appropriate to their ages.

-Organizing field visits near the school and providing the necessary tools.

-Following up with and discussing pupils' groups, explaining to them the importance of their roles in contributing to environmental care, and encouraging and evaluating their efforts in this regard.

-Planning aspects of the work, organizing and summarizing the results, and involving pupils in presenting their ideas and discussing them with their classmates whenever possible.

-Inviting speakers from outside the school, such as water officials, police officers, forestry officials, and others, in order to benefit from their environmental expertise.

ISSN : 9577-1112 | EISSN : 2602-5388 | Volume: (18) | Number : (03) | year: 2026 | Pages: 39-58

2. Procedures of the Field Study

This section aims to present the methodological procedures that were followed in the field in order to verify the study hypotheses through data collection, analysis, and interpretation. The descriptive correlational method was adopted because it is the most appropriate for studying the relationship between affective education and environmental education in the school environment from the perspective of primary school teachers.

2.1 Study Method:

The study relied on the descriptive correlational method, which describes the phenomenon as it exists in reality, because it is the most appropriate method for revealing the relationships between the two study variables, namely affective education and environmental education in the school environment from the perspective of primary school teachers.

2.2 Study Population and Sample:

Study Population: The study population consists of all primary school teachers.

Study Sample: A sample of 100 male and female teachers was randomly selected from various primary schools in the province of Setif.

2.3 Study Tool:

The questionnaire was used as the main tool for data collection due to its suitability for the nature of the study. The questionnaire was constructed based on the theoretical section, as it was designed to measure the axis of affective education with its dimensions, namely the knowledge dimension, emotion management dimension, empathy, and social communication, as well as the axis of environmental education with its dimensions, namely environmental awareness, environmental behavior, and environmental attitudes.

The questionnaire consisted of 40 items, distributed as follows:

The affective education dimension consisted of 24 items distributed as follows:

Table 1:
Distribution of the questionnaire items across the various dimensions of the affective education axis

Dimensions	Number of Items
Knowledge	7
Emotion Management	6
Empathy	5
Social Communication	6

The environmental education dimension consisted of 16 items distributed as follows:

ISSN : 9577-1112 | EISSN : 2602-5388 | Volume: (18) | Number : (03) | year: 2026 | Pages: 39-58

Table 2:
Distribution of the questionnaire items across the various dimensions of the environmental education axis

Axes	Number of Items
Environmental Awareness	5
Environmental Behavior	5
Environmental Attitudes	6

The Likert scale was adopted for answering the questionnaire items: strongly agree corresponds to a score of 5, agree corresponds to a score of 4, neutral corresponds to a score of 3, disagree corresponds to a score of 2, and strongly disagree corresponds to a score of 1.

2.4 Calculation of the Psychometric Properties of the Study Tool:

Validity: Expert validity was relied upon, as the questionnaire was presented to a group of specialized experts in educational sciences in order to ensure the clarity and correctness of the items and the extent to which they were suitable for measuring and statistically addressing the study hypotheses. The number of experts was 30, and the validity coefficient was 0.79. Accordingly, it can be judged that the statements and items of the questionnaire are valid and measure what they were designed to measure.

Reliability: The questionnaire scores for the two axes, the affective education axis and the environmental education axis, were estimated using the internal consistency of Cronbach's alpha coefficient. The value reached $\alpha = 0.81$, which indicates that the tool has a high degree of reliability. This strengthens confidence in the results obtained and confirms the validity of the questionnaire for studying the variables of the study.

3. Presentation, Analysis, and Discussion of the Hypotheses

3.1 Presentation, Analysis, and Discussion of the Results of the First Partial Hypothesis:

The first partial hypothesis states that there is a positive, statistically significant correlation at the significance level of $\alpha = 0.05$ between the two dimensions of knowledge and emotion management and the dimensions of environmental education in the school environment from the perspective of primary school teachers.

ISSN : 9577-1112 | EISSN : 2602-5388 | Volume: (18) | Number : (03) | year: 2026 | Pages: 39-58

Table 3:
Pearson correlation coefficient between the dimensions of knowledge and emotion management in affective education and the overall dimensions of environmental education

Dimensions of Affective Education	Dimensions of Environmental Education	Correlation Coefficient (R)	Significance Level
Knowledge Dimension	Environmental Awareness Dimension Environmental Behavior Dimension Environmental Attitudes Dimension	0.59	0.05
Emotion Management Dimension		0.55	0.05

It is clear from the table above that Pearson's correlation coefficient between the knowledge dimension of the affective education axis and the dimensions of environmental education as a whole reached 0.59, which is a statistically significant value at the significance level of $\alpha = 0.05$. This is considered a positive and moderately strong value. It is also clear that Pearson's correlation coefficient between the emotion management dimension of the affective education axis and the dimensions of environmental education as a whole reached 0.55, which is also a statistically significant value at the significance level of $\alpha = 0.05$, and is likewise a positive and moderately strong value.

Accordingly, it can be concluded that there is a positive, moderately strong, statistically significant correlation at $\alpha = 0.05$ between the dimensions of knowledge and emotion management and the dimensions of environmental education in the school environment from the perspective of primary school teachers. This means that the higher the level of knowledge and affective awareness among pupils from the perspective of their teachers, the higher their skills in managing and controlling emotions. In other words, the higher and more reinforced the levels of environmental knowledge, awareness, and behavior among primary school pupils, the more their positive attitudes toward their environment, its components, and its educational concepts are strengthened.

This is largely consistent with the findings of the study by Aguilar Luzon and others in 2014, who found that knowledge and emotion management directly affect environmental behavior and environmental attitudes. The results of the study showed that individuals who are able to regulate their emotions adopt positive behaviors such as recycling waste and preserving the environment.

ISSN : 9577-1112 | EISSN : 2602-5388 | Volume: (18) | Number : (03) | year: 2026 | Pages: 39-58

That is, from the perspective of primary school teachers, the more purposeful affective education directed toward pupils is, and the more it seeks to provide them with the various knowledge, concepts, and skills necessary to understand and manage their emotions and control their reactions, the more it contributes to their awareness of social standards and systems, their understanding of rights and duties, and their adoption of positive behaviors toward their environment.

The formation of environmental awareness among pupils, from the teachers' perspective, allows them to rationalize the use of their environment and helps develop their sense of the seriousness and magnitude of the problems it may face, such as those resulting from various negative behaviors toward it, which are caused by human beings, including throwing waste and garbage in inappropriate places and exposing it to different forms of pollution, floods, the risks of soil erosion, and so on.

A pupil who is able to control his emotions is less inclined to commit negative behaviors toward his environment, such as throwing waste, damaging the environment, failing to understand the relationships that connect living organisms, and lacking awareness of and responsibility for the need to preserve ecological balance in nature.

3.2 Presentation, Analysis, and Discussion of the Results of the Second Partial Hypothesis:

The second partial hypothesis states that there is a positive, statistically significant correlation at the significance level of $\alpha = 0.05$ between the two dimensions of empathy and social communication and the dimensions of environmental education in the school environment from the perspective of primary school teachers.

Table 4:

Pearson correlation coefficient between the dimensions of empathy and social communication in affective education and the overall dimensions of environmental education

Dimensions of Affective Education	Dimensions of Environmental Education	Correlation Coefficient (R)	Significance Level
Empathy Dimension	Environmental Awareness Dimension Environmental Behavior Dimension Environmental Attitudes Dimension	0.67	0.05
Social Communication Dimension		0.75	0.05

It is clear from the table above that Pearson's correlation coefficient between the empathy dimension of the affective education axis and the dimensions of environmental education as a whole reached 0.67, which is a statistically significant value at the significance level of $\alpha = 0.05$. It is considered a strong and positive value. The table also shows that Pearson's correlation coefficient between the social communication dimension of the affective education axis and the dimensions of environmental education reached 0.75, which is also a very strong, direct positive value and is statistically significant at the significance level of $\alpha = 0.05$.

This shows the existence of a strong, positive, statistically significant correlation at $\alpha = 0.05$ between the dimensions of empathy and social communication and the dimensions of environmental education in the school environment from the perspective of primary school teachers. It is noted that the social communication dimension recorded the highest correlation, 0.75, which highlights the importance of this dimension, in the teachers' view, in contributing to strengthening environmental awareness and helping to build sound environmental behavior among pupils.

Social communication is considered a basic mechanism for acquiring and exchanging environmental values within the school environment. A pupil who possesses effective communication skills is more engaged in group activities and more influenced by models of positive behavior, which strengthens and develops sound environmental behavior toward his environment and its various components. Continuous interaction inside the classroom regarding environmental topics presented in environmental education curricula and subjects can also contribute to further consolidating environmental and affective practices toward the components of the environment and their preservation, especially through activating cooperative learning and simulation sessions and methods. This is consistent with social learning theory, which emphasizes that human behavior, including environmental behavior, is acquired through interaction with others, observation, and imitation. A pupil who possesses good social communication skills and interacts positively with his surroundings is more capable of acquiring sound environmental behaviors through modeling within the school environment.

As for the empathy dimension, it also plays a fundamental role in shaping the strong relationship between the learner and his environment. The more pupils' sense of empathy toward others and toward the living organisms that make up the ecosystem develops, the more their ability to appreciate the environment and respect its system increases. This is largely consistent with the study of Madouri Yamina and Ben Choufi Bouchra in 2019, who concluded that affective education seeks to provide individuals with the knowledge and skills necessary to understand and manage emotions, which is positively reflected in their environmental awareness and in their adoption of positive attitudes toward protecting and preserving the environment from various dangers, epidemics, and forms of pollution.

This is also confirmed by the principles of modern environmental education, which emphasize that building environmental awareness is not achieved through knowledge alone, but through the development of values, attitudes, and inclinations. Accordingly, empathy is considered a main affective entry point that transforms environmental knowledge from mere theoretical information into behavioral skills and sustainable internal convictions that drive pupils toward responsible behavior toward the environment, its components, and the preservation of its natural balance.

3.3 Presentation, Analysis, and Discussion of the Results of the General Hypothesis:

The general hypothesis states that there is a positive, statistically significant correlation at the significance level of $\alpha = 0.05$ between affective education and environmental education in the school environment from the perspective of primary school teachers.

Table 5:

Pearson correlation coefficient between the dimensions of affective education and the dimensions of environmental education

Dimensions of Affective Education	Dimensions of Environmental Education	Correlation Coefficient (R)	Significance Level
Knowledge Dimension Emotion Management Dimension Empathy Dimension Social Communication Dimension	Environmental Awareness Dimension Environmental Behavior Dimension Environmental Attitudes Dimension	0.77	0.05

It is clear from the table above that Pearson's correlation coefficient between the dimensions of affective education and the dimensions of environmental education reached 0.77, which is a very strong positive value and is statistically significant at the significance level of $\alpha = 0.05$. This indicates the existence of a strong, positive, statistically significant correlation at the significance level of $\alpha = 0.05$. This value indicates a strong direct correlation between the two variables, which means, from the perspective of primary school teachers, that the higher the level of affective education among pupils, the higher their embodiment of the dimensions of environmental education. This reflects a real overlap between the affective and environmental dimensions within the school environment.

This is also consistent with the findings of the study by Ayoub and others in 2025, which aimed to study the relationship between emotional intelligence and environmental behavior. Its results found a correlation between emotional intelligence and environmental behavior among primary school pupils. This also agrees with the findings of the Green Teens study in 2019, which confirmed in its results that affective education contributes to shaping environmental positions and attitudes.

Accordingly, it can be said that the dimension of affective knowledge, through understanding oneself and others, can facilitate the perception of environmental issues and enhance environmental awareness. The dimension of emotion management can help the pupil control negative behaviors toward nature and the environment and preserve ecological balance, such as reducing manifestations of pollution, waste, vandalism, and so on. The empathy dimension, as an affective dimension, can also expand the circle of concern for the environment and living organisms, thereby supporting attitudes and feelings of love and empathy toward the environment and its various components.

4.Suggestions

Based on the findings, the following suggestions can be proposed:

-The principles and concepts of affective education should be integrated into classroom school activities, without limiting them to the cognitive aspect only. This can be achieved by linking all theoretical content to practical field practices in order to develop affective empathy and control pupils' negative behaviors toward living organisms and the environment.

-Cooperative and social learning techniques should be adopted in relation to environmental issues and topics through activities such as cleaning and awareness campaigns against environmental risks, environmental projects such as tree-planting campaigns, and benefiting from experts in the field, including water officials, forest and environmental protection officials, gendarmerie officers, police officers, and others.

-The dimensions of affective education should be integrated into environmental education curricula, especially those related to strengthening realistic educational situations connected with confronting local environmental problems.

-Efforts should be made to develop environmental awareness, consolidate the values of communication and empathy, strengthen positive attitudes, and promote responsible decision-making toward the environment and its components, in order to preserve its natural balance and sustainability.

-Training courses should be organized for teachers to develop their skills in instilling the concepts, principles, and theories of emotional and affective intelligence among pupils, while providing them with the necessary tools to encourage them to integrate the strategies and dimensions of affective education into teaching, so that they become true and positive models of environmental behavior.

5. ***Conclusion***

Based on the results of the partial and general hypotheses, the study confirmed a statistically significant positive relationship between affective education and environmental education at the significance level of $\alpha = 0.05$. This indicates that the relationship is statistically real and not due to chance. The findings show that environmental education is not based only on transmitting knowledge, but also depends on the learner's affective structure, emotional awareness, empathy, and ability to regulate behavior toward the environment.

The results suggest that pupils who are more aware of themselves, better able to manage their emotions, and more empathetic toward living organisms are more likely to adopt responsible environmental behaviors. Therefore, affective education represents an effective and integrative approach to strengthening environmental education in the school environment, especially at the primary stage.

However, the moderate relationship between some dimensions, particularly knowledge and emotion management, and environmental education reveals a weakness in cognitive awareness and affective attention toward environmental issues in the Algerian school context. This may be due to the limited discussion of environmental problems, the lack of practical activities, and the insufficient involvement of specialized experts and field visits.

Despite these limitations, Algeria has made efforts to integrate environmental education into schools through cooperation between the Ministry of National Education and the Ministry of Regional Planning and Environment, especially through the agreement of April 2, 2002, and the joint ministerial decision of May 21, 2005, which aimed to include environmental concepts in curricula and school activities.

In conclusion, promoting affective and environmental education requires the combined efforts of the school, the family, and practical activities. This is consistent with the study of Tawfiq Salah al-Din (2017), which emphasized the importance of family upbringing, strong social relationships, modern curricula, effective teachers, school resources, and diverse activities in achieving sound affective education and supporting a sustainable environmental culture.

6.***Bibliography List***

Al-Agha, K. R. (2020). The effectiveness of some learning center activities based on the effective formation of the educational environment in achieving the emotional education goals of the kindergarten child. Scientific Journal of Research Management and Scientific Publishing.

Al-Badawi, R. M. (2011). Curriculum and teaching methods (01 ed.). Oman: Dar Al Fikr.

Al-Jamal, A. A., & Al-Liqa'i, A. H. (1999). Dictionary of Educational Terms - Knowledge and Teaching Methods. Cairo: World of Books.

Al-Mashharawi, I. (2004). The reality of the affective objectives included in the mathematics textbook for the upper stage of basic education in Palestine. Gaza, Paper submitted to the First Educational Conference, Faculty of Education, Islamic University, Palestine.

Boucheikhawi, A., & Soualmia, N. (2016). Environmental development in school curricula – an analytical reading of civic education textbooks for primary education. Journal of Studies in Development and Society.

Bouta, A., & Manasriya, O. (2018). The role of the affective component in the modern educational process and ways to activate it in Algerian schools. Journal of the Human Resources Development Research Unit, 09(03).

Dewey, J. (1916). Democracy and education: An introduction to the philosophy of education. Macmillan.

Gharbi, E. (2008). Environmental education in primary schools from the perspective of teachers – Constantine city schools as a case study –. Mentouri University, Constantine, Algeria.

Hassan, S. M. (2006). Environment and Children - A Study of the Nature of the Environment and its Impact on Shaping Children's Behavior (01 ed.). Baghdad: Arab Horizons Magazine.

Ibn Manzur. (2003). Lisan al-Arab Dictionary. Beirut, Lebanon: Dar Saber.

Krathwohl, D. R. (1964). Taxonomy of educational objectives: The classification of educational goals, Handbook II: Affective domain. David McKay.

Lahleh, S. (2015). The role of the school in environmental education for primary school students. Department of Educational Sociology, University of M'sila, Algeria.

Madouri, Y., & Ben Choufi, B. (2019, 12 14). Emotional education in primary school. Journal of Studies in Human and Social Sciences, 02(04).

Msadia, H., & Garbi, S. (2018). The teacher and his role in establishing the dimensions of environmental education in the school environment. Journal of Human and Social Sciences, 07(28).

Orr, D. W. (1992). Ecological literacy: Education and the transition to a postmodern world. State University of New York Press.

Pekrun , R. (2018). ''The impact of Educations on Learning and Achivement : Towards a theory of cognitive/ notivational meditors '', article in appled psycology. 473. ,Ludwing Maximilian-university of minich (L.M.U)Australian, catholic university(ACU), p.