

# A Study of Environmental Behaviour in Relation to Environmental Attitude among Students



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### **Abstract**

Although higher secondary students have great access to environmental information, it does not mean that an environmental behaviour is being developed. Environmental attitude and behavior in which global environmental problems of shrinking natural resources pollution and population growth challenge the ways people live, however the relation appears to be at best moderate across different studies. A selection of moderators used that affect the environmental attitude and behavior relation includes gender and locality. Thus changing attitudes toward the environment has long been a goal of educational programmes focused on helping students changes their environmental behavior. The relationship between environmental attitudes and personal behaviour changes, however, is complex. The study suggests the importance of attitude change in promoting environmental behaviour while also noting the need for additional support for maintaining these changes in the long term.

**Keywords:** Environmental Attitude, Environmental Behaviour

### **Introduction**

Attitude to environmental is called environmental attitude with the type of mindset of disposition of environmental and problems related with environmental in the areas of health and hygiene wildlife forests, polluters, population explosion, bio- diversity, pollution and its control, environmental concern etc. represent by the scale used in this study.

According to the national environmental health association, environmental behaviors has been related to the social cultural environmental genetics and environmental health which have protection against environmental factors that may adversely impact human health or the ecological balances essential to long term human health and environmental quality, whether in the natural or man-made environment.

Equip students to face various challenges to our life related to health environmental nutrition, population, weather, industries and agriculture will change the behavior of students. According to this enhanced awareness about environmental issues, problems and the appropriate solution expose the learners to emerging knowledge and it's the relevance to individual society.

All students have been needed to be provided learning opportunities to change into behavior about the environmental in the form of multiple experiences spread over school years. Learners will internalize the concept of our absolute dependence on the environmental and appreciate its value for human survival and environmental of the quality of life.

### **Review of Literature**

Many studies have been conducted (Gary T.Moore, Mograw. Hill, J.C.snyder &A.J.catanese, 1979) to find out Environmental Behaviour also includes aesthetics and people's behaviour and needs, aesthetic is related to their preferences, experiences and their perception of the world has been different aspects of human behaviour in relation to the everyday physical environment. The place of environment behaviour information on design processed made by the architectural sociological way of view thinking. Gupta, R (1982) studied have been concluded that a study of Environmental Awareness and Attitude of secondary school teachers on attitude and responsibility dimensions. To be found out that teacher with science and non-science education and younger and older age group did

not differ significantly in their awareness, orientation, attitude and responsibility.

Sinha, G.N. (1997) has been concluded that Attitude of teachers and parents of secondary school students towards environmental education to find out the parents scored more in comparisons to teachers. This will be indicated somewhat the heterogeneity of the group (parents). Seema (1997) also had been concluded that a survey of Awareness and Attitude of school students regarding in environmental pollution having some conclusion that the research finding which showed that there was no significant difference between the students belonging to the low, middle or high-income group, awareness and attitude of male and female students.

Mishra, S.N.(1998) had been concluded that the Study of environmental Attitude of secondary school (U.P Board & C.B.S.E Board)students to find out the comparison of percentage of U.P. Board respondents with low, average and high environmental attitude than the percentage of C.B.S.E. Board respondents with low, average and high environmental attitude with the scoring of mean, S.D, t-test and conclusion is that percentage of C.B.S.E. Board respondents having high environmental attitude than that of the percentage of U.P Board respondents. Saxena (2003) also had been concluded that rural and urban students were found equal in environmental awareness and find out that environmental awareness was categorized into three parts for generalization of environmental awareness of school students.

Ernesto sanchez (2007);Triana, kulsum ahmed, yewande awe "Environmental priorities (2007)" has been concluded that Environmental Attitude and Environmental Behaviour both studies have been seen related to environmental problems associated with the highest cost of environmental degradation in columbia are in decreasing order of magnitude water borne diseases, natural disaster and land degrading, the deviation in the conduct of individuals in all spheres of human living has led to the crises of life and it has being reflected in the environment induced diseases and suffering which have emerged due to hazard of pollution and disasters. Some studies in the book of ethical approach in which conclusion would be that all these had compelled us to think about the courses of development since last two hundred years in particular. They have been compelled to think for a new /applied ethical approach from life based on principle on 'simplicity and restraint, alternatives and afforestation (tree farming)' rooted in ancient Indian culture (Bahuguna, 2008).

Neelam (2007) has to be found out that the study of environmental behaviour under graduation level education than the conclusion of the study is that there was no significant difference between the environmental behaviour of art grouped and science grouped IIIrd year graduation students thus students of art group & science group were found equally aware towards environmental problems. There was no significant difference between the environmental behaviour of male & female IIIrd year graduation

students that results male & female students were found differences in their environmental behaviour.

According to Pankaj Jain (2011) would be studied on his book of "society and Environmental Ethics" and "Environmentally Ethical Behaviour" has been an attempt to sensitize its readers on the two-fold issues of environmental crises and need for a paradigm shift with respect to the development of environmentally ethical behaviour. This study has been also highlighted some ethical aspects and it expects the readers to think and develop the goals, transactional strategies and the evaluation procedures for environmental ethics education at different levels of education.

Efrat Eilam & Tamar Trop (2012) has been concluded that the Environmental Attitude and Environmental Behaviour to find out that the relationship between attitude and behaviour have been a matter of debate in psychological and sociological research for decades. The perception of acquisition of environmental behaviour as an ultimate goal of the education process has maintained a stronghold of the environmental education community

#### **Objectives of the Study**

1. To find out the environmental behavior in relation to environmental attitude between boys and girls of higher secondary students.
2. To find out the environmental behavior in relation to environmental attitude between urban and rural areas of higher secondary school students.
3. To find out the environmental behavior in relation to environmental attitude between higher secondary students

#### **Hypothesis of the Study**

Based on this objective, following hypothesis has been formulated for testing.

1. There will be significant difference between the environmental behavior and environmental attitude of boys and girls students of higher secondary school.
2. There will be significant difference between environmental behavior and rural areas of higher secondary school students.
3. There will be significant difference between the environmental behavior and environmental attitude of higher secondary school.

#### **Methods**

The descriptive survey method will be used for research work of 160 students in environmental behavior in relation to environmental attitudes towards the higher secondary students under the urban and rural areas.

#### **Variables of the Study**

Independent variables of the study

- Gender – boys and girls
- Locality – urban and rural
- Environmental attitude in higher secondary school students

#### **Dependent variable of the study**

Study of environmental behavior in higher secondary school students.

#### **Sample Size**

For the present study total 160 students of higher secondary as a sample

**Appropriate statistical techniques will be used**

Mean S.D. t-test

**Results**

**H<sub>1</sub>**- In a given table there will be significant difference between the environmental behavior and environmental attitude of boys and girls students of higher secondary school.

Group	Total	Mean	S.D.	t-value
Boys	80	70.54	9.53	1.33
Girls	80	67.72	11.46	

In this hypothesis we have to take both boys and girls students with total number of students of each school is 80 their mean will be 70.54 and 67.72 & S.D. will be 9.53 and 11.46 thus, there is difference between boys and girls students are significant. As 't' value of 1.33 is less than the table. Value of 1.97 (0.05) and 2.58 (0.01) thus hypothesis is retained

**H<sub>2</sub>**. In the given table there will be significant difference between environmental behavior and environmental attitude of urban and rural areas of higher secondary school students

Group	Total	Mean	S.D.	t-value
Urban	80	170.08	14.89	1.36
Rural	80	173.23	17.69	

In this hypothesis we have to take both urban and rural areas of higher secondary school. Their mean will be obtained 170.08 and 173.23 & S.D. will be 14.89 and 17.69

Thus, there is difference between urban and rural areas of higher secondary students are significant. As 't' value of 1.36 is less than the table value of 1.97 (0.05) and 2.58 (0.01). Thus, hypothesis is retained

**H<sub>3</sub>**- In a given table there will be significant difference between environmental behavior and environmental attitude of higher secondary school

Group	Total	Mean	S.D.	t-value
Environmental Behavior	80	67.25	11.58	1.68
Environmental Attitude	80	69.83	9.96	

In this hypothesis we have to take both environmental attitudes and environmental behavior variables. Their mean will be 67.25 and 69.83, S.D. will be 11.58 and 9.96, thus there is differences between environmental behavior and environmental

attitude of higher secondary school students are significant. As 't' value of 1.68 is less than the table value of 2.63 (0.01) and 1.97 (0.05). Thus the hypothesis is retained.

**Conclusion**

Conclusion is that the process of physical mental and moral development begins in students in which their attitude of the students can be developed in urban and rural areas, environmental problems affects the ethics and behavior of the school students and the surroundings of the social environmental, many types of changes in behavior of students are seen when a person starts giving priority to something then the value become evolution. The positive relationships between age, accumulated knowledge, and environmentally significant behavior yields an unexpected explanation for positive age effects in environmental conservation behavior.

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