

Pro-Environmental Behaviour of Secondary School Students

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ABSTRACT

The purpose of the of the present study the Pro-Environmental Behaviour of secondary school students in Prakasam district. The data gathered from the random sampling of 100 secondary school students Prakasam district. Survey method is used in this stud. The researcher adopted Pro-Environmental behavior Scale was developed by Dr.Anjuli Suhane (2012). Mean, Standard deviation, Percentage of mean and 't' values were calculated. . The study revealed that the secondary school students possess above average level of Pro-environmental behavior. The study also found that significant difference of gender and not significance difference in locality and type of school.

Keywords: gender, Pro-environmental Behaviour, education, secondary school students

INTRODUCTION

Environment is the surroundings of the human. Environment and humanity are closely related to each other. Interaction of a person with environment is usually called environmental behavior. Kollmuss and Agyeman (2002) define environmental behavior as follows: Behavior that is known to reduce the negative impact of an action on the natural and built world. Most environmental behaviors can be evaluated based on their impact on the environment and labeled as environmentally friendly or unfriendly based on knowledge of environmental science or ecology.

It's easy to explain why cycling requires more work than driving. Environmental behavior, in the context of social theory, generally refers to behaviors that are thought to protect the environment or contribute to environmental health. Other terms are used as equivalent terms for environmental behavior.

Environmental behavior is an important aspect of sustainability education, and it is essential that students in secondary education learn about the environment and develop sustainable practices. Environmental education should be integrated into the school curriculum, and teachers should receive training on how to teach sustainability concepts effectively. This education can include lessons on climate change, environmental conservation, and sustainable living practices. Students should be made aware of the impact their actions have on the environment.

This can include educating them about the effects of pollution, waste, and energy consumption. Students can also learn about the benefits of sustainable practices such as recycling, reducing their carbon footprint, and conserving water. Promoting students' environmental behavior in secondary education requires a comprehensive approach that involves education, awareness, engagement, collaboration, and evaluation. By providing students with the knowledge and skills necessary to live sustainably, we can help to create a more environmentally conscious and responsible society.

Hong Tian (2022) examined pro-Environmental conduct studies: Theoretical progress and destiny guidelines. It supplied the studies evaluate of pro-environmental conduct in terms of repute of literature publication, research hotspots and subjects. in this foundation, this paper similarly targeted on key theoretical papers and summarized three paths of theoretical development for pro-environmental conduct: theoretical improvement, theoretical exploration and theoretical integration. along the theoretical improvement route, studies in particular observe theories of psychology, sociology and economics to investigate and provide an explanation for the formation and effects of pro-environmental behavior.

Aquila ModupeOtitoju(2022) studied on Influences of Teachers Training on the Rate of Pro- Environmental Behavior Among Teachers; A Systematic Literature Review. finding revealed that after teachers received environmental-related training, there was an increase in environmental awareness, positive behavior toward the environment, and a motivation to teach environmental topics in classes.

Eze Emmanuel (2020) undertook a sociographic evaluation of climate alternate consciousness and pro-Environmental Behaviour of Secondary school teachers and college students in Nsukka, Nigeria. they had a significantly better focus of climate alternate mean ratings than students. there has been a high superb and huge dating among the extent of focus of weather trade and the extent of willingness to undertake pro-environmental behaviour.

Hamalosmanoglu Mustafa, KizilayEsra and SaylanKirmizigulAsli (2020) investigated the effect of Wall-E films on prospective teachers' Behavior towards Environmental problems and attitude towards solid waste and recycling. The findings that attitude towards solid waste and recycling was a significant predictor of the prospective teachers' Behavior towards Environmental problems. Runhaar Piety, WagenaarKlaartje, Wesselink Renate and Runhaar Hens (2019) conducted a study on encouraging students' Pro-Environmental Behaviour. The data revealed an interplay between student characteristics and situational strength in affecting PEB

Dr. Manjunatha B.K (2022) conducted a study on Environmental Behaviour of Adolescent Students. result showed that there was a significant difference in the Environmental Behaviour of adolescent boys and girls. **Shahnaz (2021)** examined the study of environmental behaviour of secondary school children towards their immediate environment in reference to gender and type of schools. There was a significant difference between boys and girls and CBSE Board and UP Board school students of their environmental behaviour.

The summary of related studies helped the investigator in indentifying the research gaps in the area of the study

Objectives:

1. To study the overall Pro-Environmental Behaviour of Secondary School Students.
2. To find out whether there is any significant difference in the Pro-Environmental Behaviour of Secondary School Students with reference to socio-demographic variables namely - Gender, Residence, Type of School.

METHODS AND MATERIALS:

Survey method is used in the present study. The data gathered from 100 secondary school students were selected by using Simple Random Sampling Technique. The study is limited to 100 secondary school students in Prakasam district only. The researcher adopted by Pro-Environmental behavior Scale was developed by Dr. Anjuli Suhane (2012). The scale consists of 40 items, each item has 3 options (a,b,c) and Mean, S D, % of mean and 't' values are calculated.

ANALYSIS AND INTERPRETATION OF DATA:

1. **Objective -1:** To study the overall Pro-Environmental Behaviour of Secondary School Students.
- 2.

Table-1 : showing mean, % of mean, S.D of the school students

Whole	Mean	SD	% of mean
100	58.51	6.42	73.13

The secondary school students possess above average level of pro environmental behavior

Objective – 2: To find out whether there is any significant difference in the Pro-Environmental Behaviour of Secondary School Students with reference to socio-demographic variables namely - Gender, Residence, Type of School,

Hypothesis-1: There would be no significant difference between male and female Secondary School Students in their Pro-Environmental Behaviour.

Table – 2: Mean, S.D. and 't' values of boys and girls

Gender	Sample	Mean	SD	't'
Boys	50	57.12	6.22	2.377*
Girls	50	58.38	6.27	

***Significant at 0.05 level**

The t-value is 2.377 is greater than the table value (1.96) at 0.05 level. Therefore there is significant difference between male and female Secondary School Students in their Pro-Environmental behavior. Hence, the null hypothesis is rejected.

Hypothesis – 2: There would be no significant difference between rural and urban Secondary School Students in their Pro-Environmental Behaviour

Table – 3: mean, S.D. and ‘t’ values of rural and urban students

Locality	No	Mean	SD	t
Rural	50	58.31	6.23	0.445 [@]
Urban	50	58.07	6.29	

@ Not significant at 0.05 level

The ‘t’ value is 0.445 less than the table value 1.96 at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the rural and urban Secondary School Students in their Pro-Environmental Behaviour.

Hypothesis-3: There would be no significant difference between Government and private Secondary School Students in their Pro-Environmental behaviour

Table – 4: Mean, S.D. and ‘t’ values of Government and Private school students

Type of Institute	Sample	Mean	SD	‘t’
Government	50	57.92	6.21	1.62 [@]
Private	50	57.06	6.22	

@Not significant at 0.05 level

The ‘t’ value 1.62 is less than the table value 1.96 at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the Government and Private Secondary School Students in their Pro- Environmental behaviour.

DISCUSSION

Over 80% of secondary school teachers exhibit strong environmental behavior is more than simply a statistic-it’s compelling evidence of how education can change the world and pave the way for a more sustainable future.

FINDINGS

1. The percentage of mean of secondary school students showed that pro-environmental behaviour is Above Average.
2. There is a significant difference between boys and girls secondary school students in their Pro-Environmental behaviour. Girl secondary school students tend to have higher pro-environmental behaviour than their boy counterparts.
3. There is no significant difference between rural and urban secondary school students in their Pro- Environmental behaviour. Rural students tend to have higher pro-environmental behaviour than urban students.
- 4.
5. There is no significant difference between government and private secondary school students in their Pro-Environmental behaviour. Government students have higher pro-environmental behaviour than private students.

EDUCATIONAL IMPLICATIONS

- The government should provide the schools with necessary resources like teaching materials in order to enhance the learning of environmental issues.
- The study will be helpful for administration in preparing and launching an objective programme to raise environmental behavior
- The study will be very helpful in selection of content for construction the syllabus and its revisions, for environmental education, environmental science & psychology
- Schools should offer different special activity related to environmental education.

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