

A STUDY ON ENVIRONMENTAL BEHAVIOUR OF ADOLESCENT STUDENTS

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Abstract: The purpose of this research is to examine the Environmental Behaviour of adolescent students of Bengaluru District, Karnataka in relation to sex and type of schools. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret the varied types of numerical data obtained from the subjects. A sample of 210 adolescent students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Environmental Behaviour Scale (EBS) developed by Dr. Haseen Taj (2000) and along with personal proforma. The collected data was analyzed by independent 't' test and 'F' test and the level of significance was fixed at 0.05 confidence level. From the present study, the 't' analysis result shows that there was a significant difference in the Environmental Behaviour of adolescent boys and girls. The secondary school girls had more environmental behaviour than boys. Environmental behavior education helps to promote sustainable practices and behaviors in students especially for boys, which can lead to a more environmentally responsible future. Further the 'F' test analysis shows that there was a significant difference in the Environmental Behaviour of adolescent students from government, private aided and private unaided schools. The private unaided adolescent students had more environmental behaviour than students from private aided and government schools. Studying environmental behavior, it promotes the social responsibility by raising awareness of the environmental and social consequences of our actions. Students of private aided and government schools learn to think critically about their choices and the impact they have on others and the environment.

Keywords: Environmental Behaviour, Adolescent Students, Education, Type of School, Sex

INTRODUCTION

Environmental behavior refers to the actions and choices that individuals make in relation to the natural world, including their attitudes towards the environment and their impact on it. Adolescence is a critical period for the development of environmental behavior as it is a time when individuals are forming their values and beliefs about the world. This essay will analyze the environmental behavior of adolescent students and the factors that influence it. One of the key factors that influence environmental behavior in adolescent students is their level of environmental knowledge. Studies have shown that students with higher levels of environmental knowledge are more likely to engage in pro-environmental behaviors, such as recycling and conserving energy. Additionally, students who have had access to formal environmental education are more likely to have a deeper understanding of environmental issues and to engage in pro-environmental behaviors.

Another important factor that influences environmental behavior in adolescent students is their level of concern for the environment. Studies have found that students who have a strong personal concern for the environment are more likely to engage in pro-environmental behaviors. Additionally, students who perceive the environment as important are more likely to engage in pro-environmental behaviors. The influence of family and peers is also an important factor in shaping environmental behavior in adolescent students. Studies have shown that students who have parents or peers who engage in pro-environmental behaviors are more likely to do so themselves. Additionally, students who have parents who value the environment and encourage pro-environmental behaviors are more likely to engage in them.

The media is also an important factor in shaping environmental behavior in adolescent students. Studies have shown that students who are exposed to pro-environmental messages in the media are more likely to engage in pro-environmental behaviors. Environmental behavior in adolescent students is influenced by a variety of factors, including their level of environmental knowledge, their level of concern for the environment, the influence of family and peers, and exposure to pro-environmental messages in the media. By providing adolescent students with access to formal environmental education, encouraging them to develop a strong personal concern for the environment, and providing opportunities for them to engage in pro-environmental behaviors, we can help to foster environmentally responsible behavior in the next generation.

Before defining environment behaviour it is wise to define environment. The term environment comes from old French word and translates roughly as 'encircle.' Hence, environment is thus which surrounds. According to Douglas and Holland "Environment is a word which describes, in the aggregate, all of the extrinsic (external) forces, influences and conditions which affect the life, nature, behaviour, growth, development and maturation of living organisms." According to Arthur S. Reber "Behaviour is a generic term covering acts, activities, responses, reactions, movements, processes operations etc., in short." According to Skinner and Watson, "Behaviour includes only those responses which are overt and objectively observable."

Studying environmental behavior at the secondary education level is essential for a different of reasons. Studying environmental behavior promotes social responsibility by raising awareness of the environmental and social consequences of our actions. Students learn to think critically about their choices and the impact they have on others and the environment. Studying environmental behavior can help students understand the impact of human activity on the environment, including the causes and

consequences of climate change. This knowledge can motivate students to take action to reduce their carbon footprint and advocate for climate change mitigation policies. Studying environmental behavior at the secondary education level is crucial for promoting sustainability, climate change awareness, health benefits, social responsibility, and career opportunities. By incorporating environmental behavior education into the curriculum, we can help to create a more environmentally conscious and responsible generation.

Review of Related Literature

Reviewing the literature helps the researcher in understanding the subject better and conceptualizing the research problem precisely and clearly. It helps the researcher in finding the relationship between his research problem and the amount of knowledge existing in the area. Some of the studies were conducted on Environmental Behaviour are as under **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. **Tesfai et al. (2016)** studied the perceptions of secondary school students' towards environmental services. Gender appeared to be statistically significant influencing student environmental perceptions.

Kafi (2016) investigated the study on higher secondary students and eco-friendly behaviour. It was concluded that, there was significant difference in the eco-friendly behaviour of boys and girls students. **Sarita; Kavita and Kumar (2015)** determined the study of responsible environment behaviour among B.Ed. students in relation to their gender. The results indicated that there was no significant difference in responsible environment behaviour of boys & girls. There is a hardly any study conducted to know the the environmental behaviour of secondary school students. Similarly there are hardly few studies conducted to know the effect of background variables like sex and type of School on the environmental behaviour. In the light of the above discussion the investigator feels that the study is unique in the said area.

NEED FOR THE STUDY

Education has a major role to play in overcoming these problems And in creating awareness develop a positive attitude and healthy behavior among the younger generation towards environment. Environmental problems and the accelerating changes in leaving conditions have become a fundamental part of the world. Environmental problems such as Environment Pollution, Urban Garbage, population explosion and climatic changes are the result of human behavior only change in human behavior can reduce these environmental problems. The importance of environmental behavior has raised several important and challenging questions for educational researchers like what factors promote 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. Till now, very scanty researches in this field have been taken up and their results have proved to be inconclusive. At times some results complement each other, but times some are contradicting each other. A complete and comprehensive picture of environmental behavior has still enough scope to be investigated in the form of research. Hence the present study conducted to know the environmental behaviour of adolescent students with regard to sex and type of schools in Bengaluru.

STATEMENT OF THE PROBLEM

The present research topic is as follows: "A Study on Environmental Behaviour of Adolescent Students." The purpose of this research is to know the environmental behaviour of adolescent students with respect to sex and type of schools.

OBJECTIVES OF THE STUDY

1. To examine the effect of sex on Environmental Behaviour of adolescent students.
2. To examine the effect of type of schools on Environmental Behaviour of adolescent students.

RESEARCH HYPOTHESES

1. There is no significant difference in the Environmental Behaviour of adolescent boys and girls students.
2. There is no significant difference in the Environmental Behaviour of adolescent students from government, private aided and private unaided schools.

METHODOLOGY

The reason for this research is to examine the Environmental Behaviour of adolescent students of Bengaluru District, Karnataka in relation to sex and type of schools. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collect, analyze and interpret the varied types of numerical data obtained from the subjects. A sample of 210 adolescent students belonging to Bengaluru district was selected using stratified random sampling technique. Data was collected through Environmental Behaviour Scale (EBS) developed by Dr.

Haseen Taj (2000) and along with personal proforma. The collected data was analyzed by independent 't' test and 'F' test and the level of significance was fixed at 0.05 confidence level.

DATA ANALYSIS AND INTERPRETATION

Table-1: Table shows the Number, Mean Scores, Standard Deviation, 't' value and Level of significance of Environment Behaviour scores of adolescent boys and girls.

Variable	Groups	No.	Mean Scores	Standard Deviation	't' value	Sig. level
Sex	Boys	105	155.62	20.712	2.17	*
	Girls	105	161.74	20.209		

*Significant at 0.05 level; df=208 't' value 1.97

From the above table-1 shows 't' test results related to Environmental Behaviour of adolescents boys and girls. The Environmental Behaviour mean scores of adolescents boys and girls are 155.62 and 161.74 and their standard deviations are 20.712 and 20.209 respectively. The table further shows that the obtained 't' value 2.17 which is greater than the table value of 1.97 (df=208) at 0.05 level and thus it is significant. Hence, the stated null hypothesis is rejected and alternate hypothesis has been accepted that is, "there is a significant difference in the Environmental Behaviour of adolescents boys and girls." It was concluded that sex factor of adolescents was influenced to improve their awareness about environmental behaviour. The comparison mean scores of Environmental Behaviour between adolescent boys and girls are graphically presented in Fig.1.

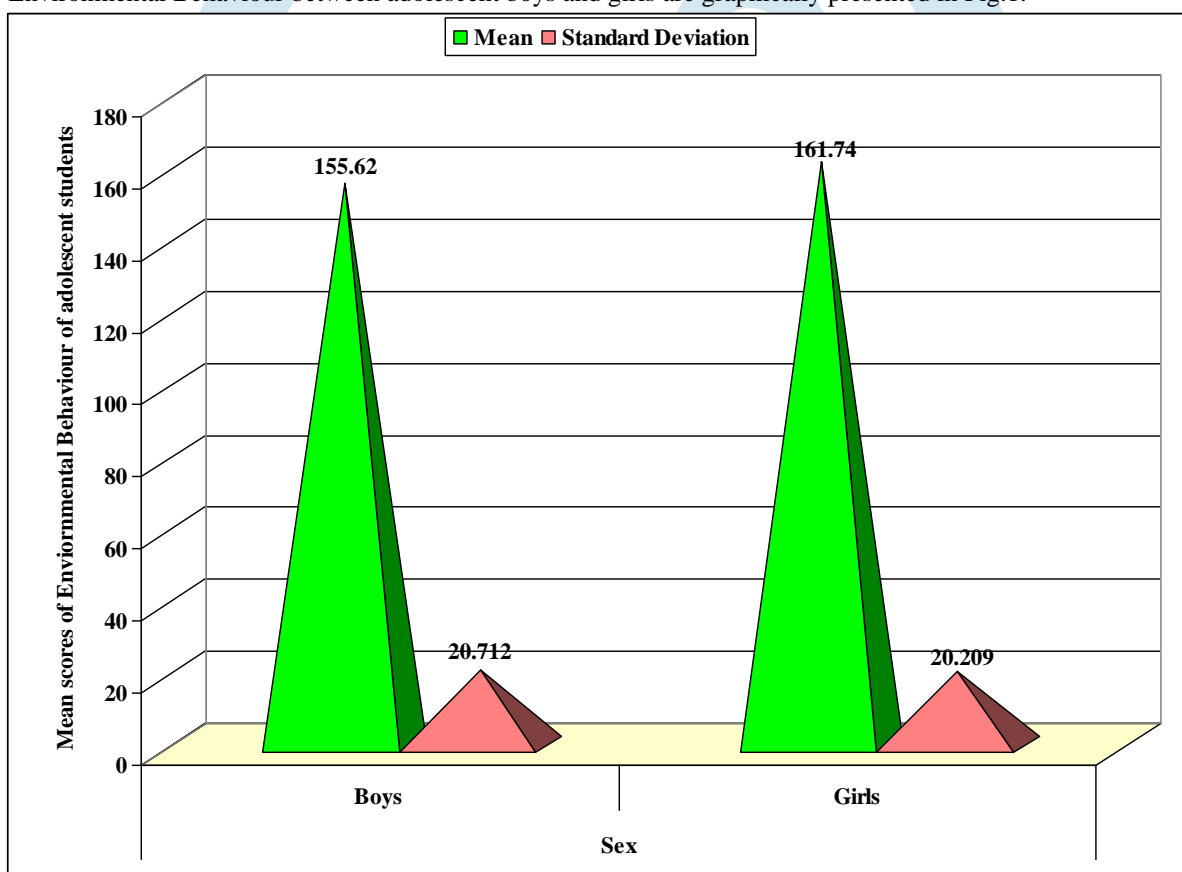


Fig.1: Bar graph shows comparison mean scores of Environmental Behaviour of adolescent boys and girls.

Table-2: Shows ANOVA results on Environmental Behaviour of adolescent students with regard to different type of schools.

Type of School	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Government	70	146.93	11.42	Between Group	15726.695	2	7863.348	22.20*
Private Aided	70	161.60	19.65	Within Group	73330.929	207	354.256	
Private Unaided	70	167.51	23.36	Total	89057.624	209		

Table value at 0.05(df-2, 207) =3.04

The table-2 shows Environmental Behaviour of adolescent students with regard to different type of schools. The obtained 'F' value 22.20 is greater than the table value of 3.04 for df '2 and 207' requested for significance at 0.05 level of significance. The results of the study indicated that "there exists significant difference in the Environmental Behaviour of adolescent students from government, private aided and private unaided schools." To determine the significant difference in the Environmental Behaviour

of adolescent students having different type of schools these paired mean scores, the ‘Scheffe’s post hoc test was applied and the results are presented in Table-2(a).

Table-2(a): Scheffe’s Post Hoc Analysis on Environmental Behaviour of adolescent students having different type of schools.

Varied Type of Schools			Mean Difference
Government	Private Aided	Private Unaided	
146.93	161.60	-	14.67*
-	161.60	167.51	5.91
146.93	-	167.51	20.58*

*Significant at 0.05 level.

Table-2(a) shows significant paired mean difference in the Environmental Behaviour of adolescent students from government and private aided & government and private unaided schools and the mean differences are 14.67 and 20.58 respectively which were greater than the critical difference value at 0.05 level. It concludes that “there exists significant difference in the Environmental Behaviour of adolescent students from government and private aided & government and private unaided schools.” The Environmental Behaviour of adolescent students from private aided and private unaided schools had a similar and it was not proved statistically, since the mean difference is 5.91 are less than the value of critical difference at 0.05 level. The private unaided school students had more environmental behaviour followed by private aided and government school adolescent students.

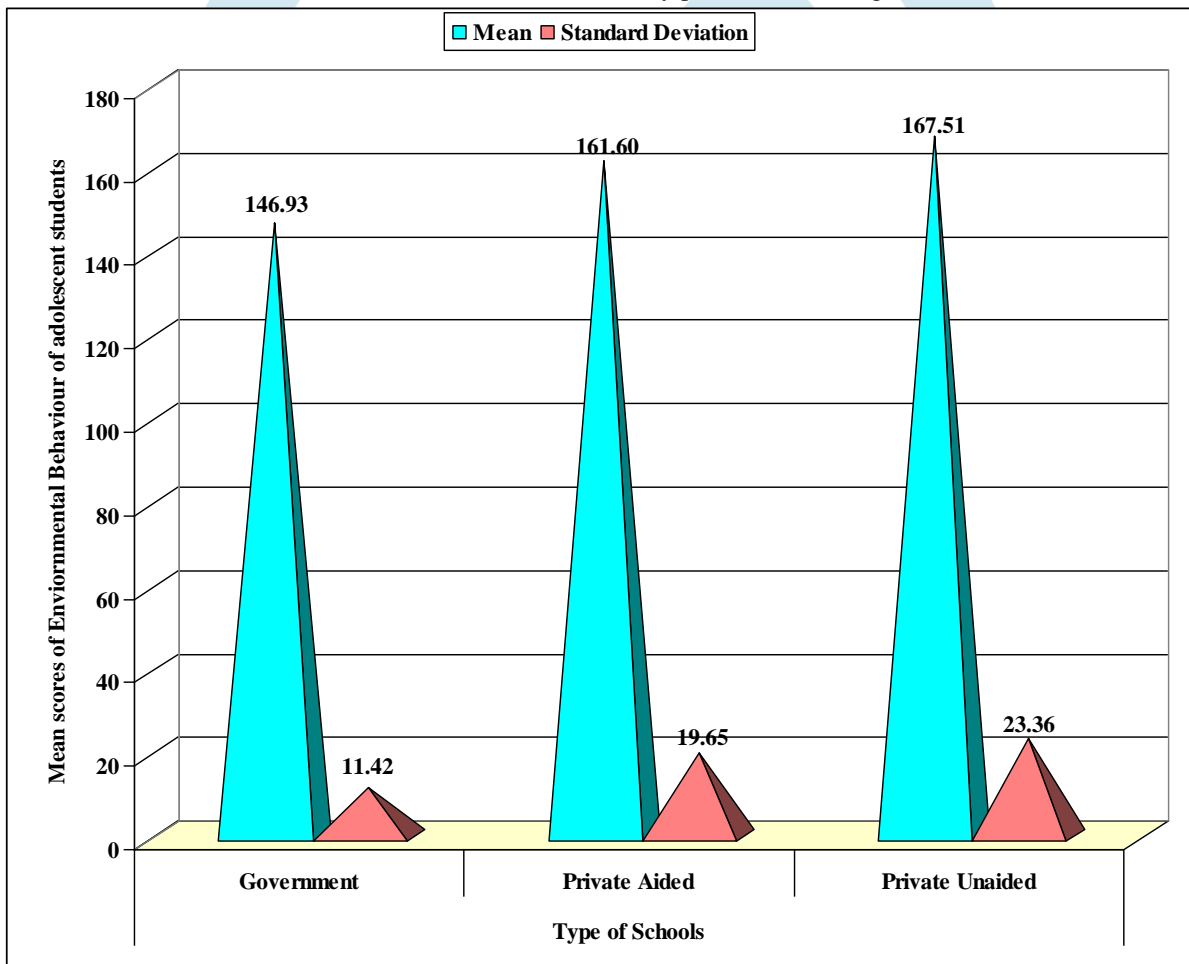


Fig.2: Bar graph shows comparison of Environmental Behaviour of adolescent students from different type of schools.

FINDINGS

1. There was a significant difference in the Environmental Behaviour of adolescent boys and girls. The secondary school girls had more environmental behaviour than boys.
2. There was a significant difference in the Environmental Behaviour of adolescent students from government, private aided and private unaided schools. The private unaided adolescent students had more environmental behaviour than students from private aided and government schools.

CONCLUSION

From the ‘t’ test analysis it was confirmed that there was a significant difference in the Environmental Behaviour of adolescent boys and girls. The secondary school girls had more environmental behaviour than boys. Environmental behavior

education helps to promote sustainable practices and behaviors in students especially for boys, which can lead to a more environmentally responsible future. When boys learn about sustainable practices such as reducing waste, conserving energy, and protecting natural resources, they are more likely to incorporate these practices into their daily lives.

The ANOVA technique confirmed that there was a significant difference in the Environmental Behaviour of adolescent students from government, private aided and private unaided schools. The private unaided adolescent students had more environmental behaviour than students from private aided and government schools. Studying environmental behavior promotes social responsibility by raising awareness of the environmental and social consequences of our actions. Students of private aided and government schools learn to think critically about their choices and the impact they have on others and the environment.

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