

GENDER DIFFERENCE IN THE PRO-ENVIRONMENTAL BEHAVIOUR DIMENSIONS OF HIGHER SECONDARY STUDENTS

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RESEARCH GUIDE

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ABSTRACT

The present study aimed to find out the gender difference in the Pro-Environmental behaviour dimensions of higher secondary students. Survey method with stratified random sampling technique has been followed for the present study. The Pro-Environmental behaviour Scale constructed and validated by the investigator(2023) has been adapted to measure the Pro-Environmental behaviour of higher secondary students. The sample consists of students studying higher secondary in selected schools. The total sample consists of 896 students which includes 559 Boys and 337 Girls. The present study revealed that there is no significant difference between male and female higher secondary students in the Total Pro-Environmental behaviour and Pro-Environmental behaviour dimensions such as, Conservation behaviors, Environmental Policy Support, Social Environmentalism and Land Stewardship.

KEYWORDS: Gender difference, Pro-Environmental behaviour dimensions

1. INTRODUCTION

Environment is of vital importance in establishing human relations based on trust, a prerequisite for a healthy society, and ensures the protection of natural, cultural and aesthetic Environment. Improving environmental awareness and sensitivity will help individuals live in a healthier and safer environment, and this is only possible by raising the knowledge, awareness, attitudes, concern and values of individuals leading to better environmental behaviour. One of the aims of Science education is to raise environmentally-aware individuals with improved attitudes and behaviours with regard to environmental protection

Pro-environmental behavior (PEB) is a multi-dimensional construct generally classified into four key domains: conservation lifestyle behaviors (household actions), social environmentalism (peer interaction), environmental citizenship (policy, civic engagement), and land stewardship (habitat protection). These dimensions distinguish actions by their scope and impact, ranging from private sphere habits to public participation.

The main dimensions of pro-environmental behavior are categorized as follows

1. Conservation Lifestyle/Private Sphere Behaviors: Household actions, such as energy reduction, water conservation, waste disposal, recycling, and purchasing eco-friendly products.
2. Social Environmentalism: Behaviors involving interaction with others, including environmental advocacy, volunteering for environmental groups, and influencing peers.
3. Environmental Citizenship/Public-Sphere Behaviors: Active engagement in the political or policy arena, such as supporting environmental policies, voting for green parties, or signing petitions.
4. Land Stewardship/Biodiversity: Specific actions focusing on direct interaction with and conservation of the natural environment, such as protecting wildlife habitats, planting trees, or participating in nature conservation projects.

2 NEED AND IMPORTANCE OF THE STUDY

Children are very emotional and sensitive about everything they learn. They can easily be attracted or repelled by any topic. Environmental education must not be presented to them with a sense of doom or disaster so they don't avoid or dislike it. If they feel the natural world is a universe of problems they might not want to deal with it at all. Children should be given a chance to bond with the natural world before they are asked to heal it. Students learn better when they focus first on local issues and globalize after.

The present students studying at school levels are the future protectors of our nature. Hence, it is necessary to inculcate in them the proper values with imparting good knowledge that might be helpful for creating an eco-friendly society. Even though growing public awareness about environmental issues is evident, lack of adequate environmental

knowledge can play a big role as an obstacle towards achieving a sustainable future for humankind at both global and local scales. Proper research on environmental education and awareness campaigns regarding the importance of environmental health are vital to enhance the protection and well use of natural resources, and to reach a sustainable future in any community. The proper selected studies might distinguish and relate environmental awareness and environmental education, and consider the factors influenced the pro-environmental behaviour in different contexts. Campaigns and programs should be designed in a sustainable way to assist target groups with the acquisition of knowledge, skills, and attitudes that are necessary to solve actual and local environmental problems.

Environmental problems created by development are due neither to the need for economic development, nor to the technology that produces pollution, but rather to a lack of awareness of the consequences of unlimited and unrestrained anti environmental behavior. Looked in this way, it deals with the concepts of what is appropriate behavior in relation to our surroundings and to other species on earth. How we live our lives in fact shapes our environment. This is what human values are about his environment. Each action by an individual must be linked to its consequences in his/her mind, so that a value is created that strengthens pro-environmental behaviors and prevents anti-environmental actions. The present study will be useful for students as well as teachers, because the knowledge about gender difference in Pro-Environmental behaviour dimension will enable the teachers and policymakers to plan teaching and learning process keeping in view of these dimensions. The present study will provide an insight to the parents to deal effectively with their children, so that they will be able to develop an understanding of the importance of Pro-Environmental behaviour dimensions with respect to gender and also proper training and guidance may be given to the children accordingly to develop their Pro-Environmental behaviour dimension.

Based on the above discussion the investigator felt it necessary find out gender difference in the Pro-Environmental behaviour dimensions of higher secondary students.

3. OBJECTIVE OF THE STUDY

1. To find out whether there is any significant difference between male and female higher secondary students in the mean scores of following dimensions of Pro-Environmental behaviour

- Conservation behaviors
- Environmental Policy Support
- Social Environmentalism
- Land Stewardship

4. METHOD OF STUDY

The normative survey method has been followed for the present study. The stratified random sampling technique has been adopted for the present study for the selection of sample from the schools. The size of each stratum has been decided, based on the principle of disproportionate stratified sample. The sample consists of students studying in XI standard in selected schools of Kanchipuram District. The total sample consists of 896 students which includes both boys and girls. For the present study the Pro-environmental behaviour Scale constructed and validated by the investigator(2022) has been used to measure the Pro-environmental behaviour of higher secondary students. The statistical analysis such as descriptive analysis, differential analysis, correlation analysis and regression analysis have been adapted for the present study to test the hypothesis of the study. For the selection of the sample from the selected schools, the stratified random sampling technique has been followed. The sample consists of students studying higher secondary in selected schools. The higher secondary students refers to the students studying 2 years of 'Higher Secondary Education' provided in higher secondary schools affiliated by higher secondary board, Government of Tamilnadu. The total sample consists of 896 students which includes 559 Male and 337 Girls.

RESULT AND DISCUSSION

The 't' test has been carried out to compare the male and female higher secondary students in the mean scores of different dimensions of Pro-Environmental behaviour. The result of the analysis is presented in table 1.

Table 1. ‘t’ VALUE OF MEAN DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENT IN THE PRO-ENVIRONMENTAL BEHAVIOUR SCORES

Dimensions of Pro-environmental behaviour	Gender	N	Mean	Std. Deviation	‘t value
Conservation behaviors	Male	559	29.79	6.19	1.07
	Female	337	29.34	6.16	
Environmental Policy Support	Male	559	86.40	13.06	0.66
	Female	337	86.98	12.13	
Social Environmentalism	Male	559	36.69	10.11	0.32
	Female	337	36.91	10.20	
Land Stewardship	Male	559	30.03	5.06	0.24
	Female	337	29.95	5.02	
Pro-environmental behaviour	Male	559	182.93	16.66	0.22
	Female	337	183.20	17.42	

Note: * indicates significant at 0.05 level,** indicates significant at 0.01 level

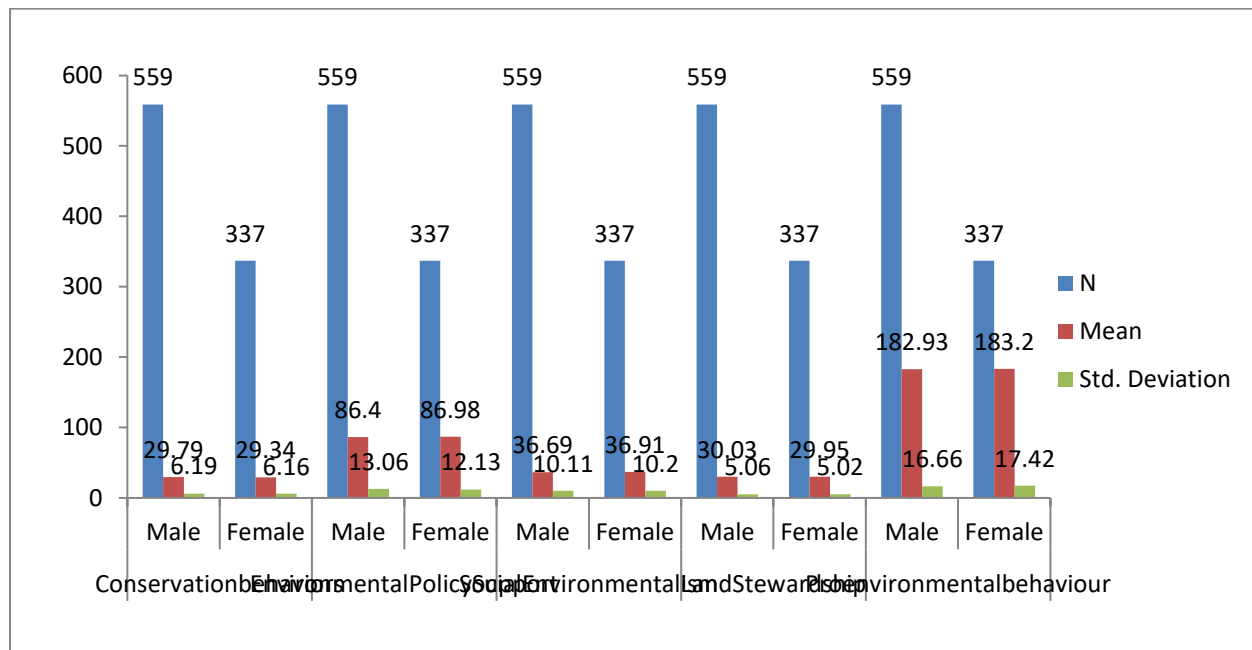


Figure 1. Showing the Pro-environmental behaviour of higher secondary students with respect to Gender

Comparison of Mean Conservation behaviors scores with Respect to Gender

Table 1 shows the result of the ‘t’ test carried out to compare the mean dictating style scores of male and female higher secondary students. the ‘t’ value is found to be 1.07, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the male and female higher secondary students do not differ significantly in their Conservation behaviors.

Comparison of Mean Environmental Policy Support scores with Respect to Gender

Table 1 shows the result of the ‘t’ test carried out to compare the mean inspiring style scores of male and female higher secondary students. The ‘t’ value is found to be 0.66, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the male and female higher secondary students do not differ significantly in their Environmental Policy Support .

Comparison of Mean Social Environmentalism scores with Respect to Gender

Table 1 shows the result of the ‘t’ test carried out to compare the mean Laissez-faire style scores of male and female higher secondary students. The ‘t’ value is found to be 0.32, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the male and female higher secondary students do not differ significantly in their Social Environmentalism.

Comparison of Mean Land Stewardship scores with Respect to Gender

Table 1 shows the result of the 't' test carried out to compare the mean Laissez-faire style scores of male and female higher secondary students. The 't' value is found to be 0.24, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the male and female higher secondary students do not differ significantly in their Land Stewardship.

Comparison of Mean Total Pro-environmental behaviour Scores with Respect to Gender

Table 1 shows the result of the 't' test carried out to compare the mean Pro-environmental behaviour scores of male and female higher secondary students. The 't' value is found to be 0.22, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is concluded that the male and female higher secondary students do not differ significantly in their total Pro-environmental behaviour.

o sum up, the following conclusions are reached with respect to above analysis:

1. The higher secondary students do not differ significantly in the total Pro-environmental behaviour and also for all the dimensions of Pro-environmental behaviour such as, Conservation behaviors, Environmental Policy Support, Social Environmentalism and Land Stewardship with respect to gender.

CONCLUSION

The present study indicates that there is no significant difference between male and female higher secondary students in the Total Pro-environmental behaviour and Pro-environmental behaviour dimensions such as, Conservation behaviors, Environmental Policy Support, Social Environmentalism and Land Stewardship. The students of today are the youth of tomorrow, future citizens and pillars of the nation. They are the backbone of the educational process. Education is a process and it acts as an instrument to bring out the innate behaviour of the individual. Therefore, proper development and growth of the students should be ensured even at the earliest stage.

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