A STUDY OF ENVIRONMENTAL AWARENESS AND PRO-ENVIRONMENTAL BEHAVIOUR OF SECONDARY SCHOOL STUDENTS

SUMMARY

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Introduction

The Pandemic has taught us how important it is to protect our environment and lead a responsible life in the society. It changed the complete life style of the people from food habits to living conditions and also the social life of people all over the world. Environment means the things that affect a being or organism during its lifetime. The environment encompasses the intricate interplay among water, air, and land, as well as their relationships with humanity and each other. It's a comprehensive concept that spans various disciplines like physics, geography, history, geophysics, and hydrology.

Individuals with higher education generally have a deeper understanding of environmental issues, motivating them to actively involve in the environmental behaviour that helps in the conservation of the environment. The level of education is directly linked to an individual's environmental concern and adoption of environment friendly practices. Surprisingly, despite possessing extensive knowledge about environmental problems, people display a limited commitment to pro-environmental behaviour.

Conceptual Background

Meaning and Definition of Environmental Awareness

Environmental awareness encompasses a heightened recognition and comprehension of natural world ecosystems. It entails the interdependence of all living organisms and the intricate equilibrium of ecosystems essential for sustaining life on Earth. This awareness also entails understanding the potential ramifications of human actions, including pollution, deforestation, climate change, and resource depletion, on the environment and forthcoming generations.

Today continuous exploitation of resources of our environment would make our planet uninhabitable. "We are depleting natural resources at a pace far surpassing nature's capacity for regeneration. The rate at which we are polluting the environment exceeds its ability to absorb such pollution. This mode of living is not sustainable and is poised to result in an environmental and social catastrophe." (Satapathy, 2007, p.4)

Men is the custodian of this university. He has to protect the environment as well as secure the environment for future generations. Human beings must come out of myth that there are inexhaustible resources in this universe. This greed of human beings is resulting in huge damage to our environment and our future generation. Human beings must immediately make

note of their actions and stop causing damage to this universe. They must come out with ways to conserve the environment and restore the universe before it gets permanently damaged.

The damage to the environment is so high that if immediate measures are not taken to protect and safeguard the environment it may result in extinction. Environment protection, conservation can be restored only if all the human beings play an active role and work with collaborative and cooperative action to protect the environment and help in its restoration. Every person in the society must follow good environment practices like discarding the use of plastic, planting and growing trees, wisely use resources, consume less amounts of resources etc.

One of the major reasons for damage to this universe is lack of awareness and ignorance towards the consequences of environmental damage. Environmental awareness serves as the initial stride towards environmental Challenges. Conservation, serving as a catalyst for recognizing diverse emotional people should be inculcated in good environmental practices to prevent damage and extinction. It is the duty of a responsible citizen to value his environment and develop eco-friendly habits to restore the environment and conserve for future generations.

Meaning and Definition of Pro-Environmental Behaviour

Pro- environmental behaviour includes such actions and practices adopted by individual (or) groups which impact and safeguard the natural environment. This behaviour aims to minimize environmental harm, conserve natural resources and actively contribute to the sustainable development of the Planet. These actions are spread across various activities of daily life, including domestic residences, workplaces, transportation and recreational malls (or) parks.

Pro-environmental behaviour is cautiously chosen to minimize the negative impact on natural and human-made environments (Kollmuss and Agyemam, 2002). This behaviour is traditionally focussed on areas like food & diet choices, habits, water consumption etc, but more recently focussed on behaviour such as food wastage and using reusable bags (Serokowska et al., 2020). It further includes attitude towards different water resources management.

A portion of the population do lack awareness (or) behaviour necessary to protect and safeguard the environment despite its critical role in human life and thus impact the quality of life (Hamzah, 2015). Instilling pro- environmental behaviour is necessary for societal well-being. Educational interventions are effective and instill eco- conscious values in children (Collabo et al., 2015; Collado and Corraliza, 2015; otta and Pensini, 2017).

Pro-Environmental behaviour includes actions that contribute to environmental well-being and sustainability critical for facing environmental challenges and protect our planet from hazards like climate change, ozone layer depletion, deforestation, endangered species etc.

Significance of Environmental Awareness

Environmental awareness is regarded as a form of knowledge that enables individuals to cultivate the values, skills, and understanding necessary for sustainable living (Enger and Smith, 2000). The significance of environmental awareness becomes evident in its contribution to building communities that are well-informed about environmental issues, fostering responsible citizenship and a commitment to caring for the environment. Essentially, environmental awareness entails grasping the complexities of environmental challenges and recognizing the measures required to promote sound practices in environmental conservation.

Environmental consciousness is pivotal in effectively managing and safeguarding both the environment and its diverse life forms (Hanisch et al., 2014). Environmental awareness is best reflected through environmentally conscious behaviours, including pro-environmental actions. The true impact of environmental awareness is likely to be more profound when it is actively applied in real-life situations (Carmi, 2013).

Statement of the Problem

The existence of an individual depends on the availability of resources like fresh air, pure drinking water, healthy and nutritious food for a balanced personality. Children should learn to protect themselves from contaminations and toxins and adhere to healthy and safe lifestyle habits for sustainable development in this universe. Children must attain skills necessary to solve physical, chemical, biological and social environmental problems. The pandemic has made us realize that pro-environmental behaviour is also necessary and secondary school stage is a significant milestone in our children's life for strengthening student's knowledge and training in life skills. The present study is entitled as, "A Study of Environmental Awareness and Pro-Environmental Behaviour of Secondary School Students".

Terms Defined

- **Environmental Awareness**

  Environmental Awareness is the knowledge and exposure to various environmental issues and problems.

- **Pro- Environmental Behaviour**

  Pro-Environmental Behaviour is such behaviour where an individual does certain things to preserve and protect the environment and refrain from causing damage to the environment.

Objectives

1. To study the Environmental awareness of secondary school students of selected districts of Uttar Pradesh
2. To study the Environmental awareness of secondary school students with the respect to Gender, Locale, Parental Educational Background
3. To find out the Pro-Environmental Behaviour of secondary school students of selected districts of Uttar Pradesh
4. To study the Pro-Environmental Behaviour of secondary school students with respect to Gender, Locale, Parental Educational Background
5. To study the relationship between Environmental Awareness and Pro-Environmental Behaviour of secondary school students

Research Questions

1. What is the level of Environmental Awareness of secondary school students?
2. Is there any difference in Environmental Awareness with respect to gender?
3. How much the locale influences the Environmental Awareness?
4. How much the Parental Educational Background influences the Environmental Awareness?
5. Are the students showing Pro-Environmental Behaviour?
6. Is there any difference in Pro-Environmental Behaviour of male and female secondary school students?
7. Is there any difference in Pro-Environmental Behaviour of Secondary School Students basing on Locale, Parental Educational Background?
8. Is there any relationship between Environmental Awareness and Pro-Environmental Behaviour of secondary school students?

Hypotheses

1. There is no significant difference in environmental awareness of male and female secondary school students.

1.1 There is no significant difference in the Pollution and Climate Change Environmental Awareness of male and female secondary school students.

1.2 There is no significant difference in the Sustainable Development and Living Environmental Awareness of male and female secondary school students.

1.3 There is no significant difference in the Sanitation and Waste Management Environmental Awareness of male and female secondary school students.

1.4 There is no significant difference in the Management of Biological Resources and Biodiversity Environmental Awareness of male and female secondary school students.

2. There is no significant difference in environmental awareness of rural and urban secondary school students

2.1 There is no significant difference in the Pollution and Climate Change Environmental Awareness of rural and urban secondary school students.

2.2 There is no significant difference in the Sustainable Development and Living Environmental Awareness of rural and urban secondary school students.

2.3 There is no significant difference in the Sanitation and Waste Management Environmental Awareness of rural and urban secondary school students.

2.4 There is no significant difference in the Management of Biological Resources and Biodiversity Environmental Awareness of rural and urban secondary school students.

3. There is no significant difference in the environmental awareness of secondary school students with reference to parental educational background

3.1 There is no significant difference in the Pollution and Climate Change Environmental Awareness of secondary school students with reference to parental educational background.

3.2 There is no significant difference in the Sustainable Development and Living Environmental Awareness of secondary school students with reference to parental educational background.

3.3 There is no significant difference in the Sanitation and Waste Management Environmental Awareness of secondary school students with reference to parental educational background.

3.4 There is no significant difference in the Management of Biological Resources and Biodiversity Environmental Awareness of secondary school students with reference to parental educational background.

4. There is no significant difference in the pro-environmental behaviour of secondary school students with respect to gender
    - 4.1 There is no significant difference in the Conservation of Natural Resources Pro-Environmental Behaviour of male and female secondary school students.
    - 4.2 There is no significant difference in the Control of Noise Pollution Pro-Environmental Behaviour of male and female secondary school students.
    - 4.3 There is no significant difference in the Conservation of Water Pro-Environmental Behaviour of male and female secondary school students.
    - 4.4 There is no significant difference in the Cleanliness and Sanitation Pro-Environmental Behaviour of male and female secondary school students.
    - 4.5 There is no significant difference in the Conservation of Energy Pro-Environmental Behaviour of male and female secondary school students.
    - 4.6 There is no significant difference in the Use of Poly Products Pro-Environmental Behaviour of male and female secondary school students.
5. There is no significant difference in the pro-environmental behaviour of rural and urban secondary school students
    - 5.1 There is no significant difference in the Conservation of Natural Resources Pro-Environmental Behaviour of rural and urban secondary school students.
    - 5.2 There is no significant difference in the Control of Noise Pollution Pro-Environmental Behaviour of rural and urban secondary school students.
    - 5.3 There is no significant difference in the Conservation of Water Pro-Environmental Behaviour of rural and urban secondary school students.
    - 5.4 There is no significant difference in the Cleanliness and Sanitation Pro-Environmental Behaviour of rural and urban secondary school students.
    - 5.5 There is no significant difference in the Conservation of Energy Pro-Environmental Behaviour of rural and urban secondary school students.
    - 5.6 There is no significant difference in the Use of Poly Products Pro-Environmental Behaviour of rural and urban secondary school students.
6. There is no significant difference in the pro-environmental behaviour of secondary school students with reference to parental educational background
    - 6.1 There is no significant difference in the Conservation of Natural Resources Pro-Environmental Behaviour of secondary school students with reference to parental educational background
    - 6.2 There is no significant difference in the Control of Noise Pollution Pro-

Environmental Behaviour of secondary school students with reference to parental educational background.

6.3 There is no significant difference in the Conservation of Water Pro-Environmental Behaviour of secondary school students with reference to parental educational background.

6.4 There is no significant difference in the Cleanliness and Sanitation Pro-Environmental Behaviour of secondary school students with reference to parental educational background.

6.5 There is no significant difference in the Conservation of Energy Pro-Environmental Behaviour of secondary school students with reference to parental educational background.

6.6 There is no significant difference in the Use of Poly Products Pro-Environmental Behaviour of secondary school students with reference to parental educational background.

7. To study the relationship between Environmental Awareness (Pollution and Climate Change, Sustainable Development and Living, Sanitation and Waste Management, and Management of Biological Resources and Bio diversity) and Pro-Environmental Behaviour (Conservation of Natural Resources, Control of Noise Pollution, Conservation of Water, Cleanliness and Sanitation, Conservation of Energy and use of Poly Products).

Delimitations of the Study

- The study is delimited to some selected districts of Uttar Pradesh only.
- The study is delimited to certain aspects of Environmental Awareness only.
- The study is delimited to few areas of Pro-Environmental Behaviour only.

Review of Related Literature

Studies Related to Environmental Awareness

Henson, P. (1994) investigated a study on *Population Growth, Environmental Awareness, and Policy Direction*, which reveals that many experts, commentators, and researchers opined that the issue of population growth has declined attention. The study was done by quantifying articles pertaining to population between 1967 and1989 across three periodical index services. The findings reveal a significant decrease in media coverage since

the early 1970s. The study reveals potential reasons for this decline within the broader debate between population "pessimists" and "optimists."

Ono, T., Maeda, Y. (2002) conducted a study titled *On The Index of Environmental Awareness*. This study examines a two-country model to examine individual countries' contributions to the global environment through localized environmental improvements. Within this framework, we introduced an environmental awareness index to gauge each country's awareness of global environmental concerns. Our analysis highlights the pivotal role of this index in assessing the impact of income growth and international transfers on the global environment. By incorporating this index, we elucidate how changes in economic factors and international aid influence environmental outcomes on a global scale.

Studies Related to Pro-Environmental Behaviour

Rodriguez, M., Boyes, E., & Stanisstreet, M. (2010) conducted a study titled *Spanish Secondary Students' Willingness to Undertake Specific Actions to Combat Global Warming: Can Environmental Education Help?* This study explores the nuanced connection between secondary students' inclination towards undertaking particular pro-environmental actions and their perceptions of the efficacy of these actions in combating global warming. By delving into the intricate interplay between intention and belief, the research aims to uncover insights into how educational interventions in environmental awareness might influence these attitudes. The study delves into the depth of students' motivations and their understanding of the impact individual actions can have on the broader issue of climate change. At its core, this research investigates not only the willingness of students to engage in environmentally conscious behaviours but also the underlying beliefs shaping their choices.

Ucci, M. (2010) conducted a study on *Sustainable Buildings, Pro-Environmental Behaviour and Building Occupants: A Challenge or An Opportunity?* This study delves into the intricate dynamics surrounding sustainable buildings, emphasizing the pivotal role of occupant behaviour in shaping environmental outcomes. Despite notable strides in architectural and technological innovations geared towards eco-friendly constructions, the influence of occupants' actions often remains understated. Even meticulously crafted sustainable designs can fall short of their intended energy efficiency and carbon reduction goals, primarily due to disparities between projected and actual CO2 emissions. The behaviours of occupants, spanning employees to customers, wield considerable influence over the ecological footprint of non-residential buildings, impacting factors such as energy usage for

heating, cooling, lighting, and waste management. The nexus between occupant behaviour, building design, and performance emerges as a multifaceted puzzle.

Research Gaps Identified

While there is burgeoning body of literature exploring the relationship between environmental awareness and pro-environmental behaviour, there exists a notable research gap concerning the nuanced understanding of these dynamics specifically within the context of secondary school student. Previous studies have predominantly focused on general populations or specific age groups, leaving a substantial gap in our understanding of the unique factors influencing environmental awareness and pro-environmental behaviour among secondary school students. Additionally, there is a dearth of research examining the impact of educational interventions, peer influences, and socio-economic factors on shaping environmental attitudes and behaviours in this particular demographic. Addressing this gap is crucial for developing targeted strategies and interventions that can effectively foster a more sustainable and eco-conscious mindset among secondary school students, contributing to the broader discourse on environmental education and behaviour.

Research Methodology

Research Method

Research method encompasses the systematic approaches, methodologies, and strategies utilized by researchers to explore, collect, analyse, and interpret data with the aim of addressing research inquiries or validating hypotheses. The selection of research methods is contingent upon the research's nature, data requirements, and overarching objectives. These methods span a wide spectrum and may differ across academic domains. Choosing suitable methods is pivotal as it directly impacts the credibility and dependability of the study's findings. Descriptive Survey Method was used in this present study.

Population of the study

The population of the study consists of secondary school students of Uttar Pradesh.

Sample and Sampling Techniques

This study employed a purposive selection approach, targeting three districts based on the Air Quality Index (AQI) report 2020 and geographical positioning to ensure representation. The three districts selected are Ghaziabad- highly polluted, Kanpur- industrially polluted and

Lucknow- metro city. A sample of 660 secondary school students was randomly drawn from almost 90 schools across the three purposefully selected districts, encompassing various types of schools.

Variables

Dependent Variable

Dependent variable the defined as one which has corrected right stick that appears when the researcher changes or manipulates the independent variable. In this study the dependent variables were

- Environment Awareness
- Pro-Environment Behaviour

Independent Variable

Independent variables are the factors that researchers intentionally manipulate, regulate, or alter in an experimental investigation to examine their impact on other variables. They are termed 'independent' as they remain unaffected by other variables within the study context. In this study the dependent variables were

- Gender
- Local
- Parental Educational Background

Research Tool

The goodness of data collection completely depends on the sensitivity of the tools. According to the selected objectives and hypothesis the researcher used Environmental Awareness Test constructed by the researcher and Pro-Environmental Behaviour Scale prepared by Dr Anjali Suhane.

Statistical Techniques

In this study, statistical methods such as the Mann-Whitney U test, Kruskall-Wallis test, Mean, Standard Deviation (SD), Skewness, and Kurtosis were applied to ascertain distinctions. Additionally, Spearman rank correlation was utilized to examine the relationship between Environmental Awareness and Pro-Environmental Behaviour.

Findings and Conclusion

Environmental Awareness of Secondary School Students

The Mean (31.37), Standard Deviation (6.717), Skewness (0.348) and Kurtosis (-0.644) indicates that the distribution is positively skewed and platykurtic. The distribution is not normal and heterogenous.

Environmental Awareness depends on many inputs like their surroundings, habits, culture, manners, their day to day living conditions and the school atmosphere. Thus, the Environmental Awareness of secondary school students is heterogenous.

Pro-Environmental Behaviour of Secondary School Students

The Mean (51.66), Standard Deviation (11.859), Skewness (0.147) and Kurtosis (-1.049) indicates that the data is platykurtic and heterogenous with more extreme values than a normal distribution.

Life styles of secondary school students are different and so do their habits. The way of living, their preferences, their daily routine and family customs develop different behaviour patterns in different secondary school students.

Variable Wise Findings Environmental Awareness

Gender

Findings

- There is significant difference in the Pollution and climate change Environmental Awareness of male and female secondary school students.
- There is no significant difference in the Sustainable Development and Living Environmental Awareness of male and female secondary school students.
- There is significant difference in the Sanitation and Waste Management Environmental Awareness of male and female secondary school students.
- There is no significant difference in the Management of Biological Resources and Biodiversity Environmental Awareness of male and female secondary school students.

Conclusion

The findings indicate that male and female secondary school students differ in their pollution and climate change and sanitation and waste management awareness. Male and female usually differ in their cleanliness, hygiene and toilet habits and their rigidity in safe and clean sanitation conditions.

Locale

Findings

- There is significant difference in the Pollution and climate change Environmental Awareness of rural and urban secondary school students.
- There is significant difference in the Sustainable Development and Living Environmental Awareness of rural and urban secondary school students.
- There is no significant difference in the Sanitation and Waste Management Environmental Awareness of rural and urban secondary school students.
- There is no significant difference in the Management of Biological Resources and Biodiversity Environmental Awareness of rural and urban secondary school students.

Conclusion

In the present society the living conditions and infrastructure facilities are almost similar in both rural and urban areas. The rural greenery, agriculture forms and the urban green corridor effects are equally contributing for sustainable development, sanitation and waste management and management of biological resource and biodiversity.

The urban/metro transportation and factories and the rural secluded life bring in a difference in the pollution and climate change of rural and urban secondary school students.

Parental Educational Background

Findings

- There is significant difference in the Pollution and climate change Environmental Awareness of secondary school students with reference to parental educational background.
- There is no significant difference in the Sustainable Development and Living Environmental Awareness of secondary school students with reference to parental educational background.
- There is no significant difference in the Sanitation and Waste Management Environmental Awareness of secondary school students with reference to parental educational background.
- There is no significant difference in the Management of Biological Resources and Biodiversity Environmental Awareness of secondary school students with reference to

parental educational background.

Conclusion

Educational Background of the parents do influence their awareness of pollution and climate change but their awareness in other areas remain unaffected as the researcher observed that the educated too are not much interested in conservative measures to protect the environment and take step towards waste management and sustainable development.

Variable Wise Findings Pro-Environmental Behaviour

Gender

Findings

- There is significant difference in the Conservation of Natural Resources Pro-Environmental Behaviour of male and female secondary school students.
- There is significant difference in the Control of Noise Pollution Pro-Environmental Behaviour of male and female secondary school students.
- There is no significant difference in the Conservation of Water Pro-Environmental Behaviour of male and female secondary school students.
- There is no significant difference in the Cleanliness and Sanitation Pro-Environmental Behaviour of male and female secondary school students.
- There is significant difference in the Conservation of Energy Pro-Environmental Behaviour of male and female secondary school students.
- There is significant difference in the Use of Poly Products Pro-Environmental Behaviour of male and female secondary school students.

Conclusion

Male and female secondary school student differ in their celebrations, place of visit, preference of music, use of various resources, campaigns and other preferences in public gatherings. Thus, their conservation awareness differs in their conservation of natural resources, noise pollution, conservation of energy and use of poly products. Health and hygiene and water conservation concepts are equally important for both male and female secondary school students. Hence not significant.

Locale

Findings

- There is significant difference in the Conservation of Natural Resources Pro-Environmental Behaviour of rural and urban secondary school students.
- There is no significant difference in the Control of Noise Pollution Pro-Environmental Behaviour of rural and urban secondary school students.
- There is no significant difference in the Conservation of Water Pro-Environmental Behaviour of rural and urban secondary school students.
- There is significant difference in the Cleanliness and Sanitation Pro-Environmental Behaviour of rural and urban secondary school students.
- There is significant difference in the Conservation of Energy Pro-Environmental Behaviour of rural and urban secondary school students.
- There is no significant difference in the Use of Poly Products Pro-Environmental Behaviour of rural and urban secondary school students.

Conclusion

Rural and urban areas have different conservation mechanisms and sanitation facilities. The requirements are also different due to different occupational and living conditions of the society. Hence, the rural and urban secondary school student differs in their conservation of natural resources, cleanliness and sanitation and conservation of energy.

Parental Educational Background

Findings

- There is significant difference in the Conservation of Natural Resources Pro-Environmental Behaviour of secondary school students with reference to parental educational background.
- There is significant difference in the Control of Noise Pollution Pro-Environmental Behaviour of secondary school students with reference to parental educational background.
- There is significant difference in the Conservation of Water Pro-Environmental Behaviour of secondary school students with reference to parental educational background.
- There is no significant difference in the Cleanliness and Sanitation Pro-Environmental Behaviour of secondary school students with reference to parental educational background.

- There is significant difference in the Conservation of Energy Pro-Environmental Behaviour of secondary school students with reference to parental educational background.
- There is no significant difference in the Use of Poly Products Pro-Environmental Behaviour of secondary school students with reference to parental educational background.

Conclusion

Parents play a critical role in shaping the future of our planet by instilling environmental awareness in the younger generation. Parental Educational Background plays an important role in building habits, teaching responsibilities, develop culture in students. Pro-Environmental behaviour is highly influenced by home environment, parental guidance and support, customs and principles of the family. Parental knowledge and dedication contribute to creating environmentally responsible individuals who are equipped to address and solve complex environmental challenges. Thus, there is significant difference in conservation of natural resources, control of noise pollution, conservation of water and energy.

Relationship between Environmental Awareness and Pro-Environmental Behaviour

Findings

- There is significant correlation between conservation of Natural Resources and Control of Noise Pollution ($\rho = 0.541$, $p=0.001<0.05$)
- There is significant correlation between conservation of Natural Resources and Conservation of Water ($\rho =0.597$, $p=0.001<0.05$)
- There is significant correlation between conservation of Natural Resources and Cleanliness and Sanitation ($\rho =0.627$, $p=0.001<0.05$)
- There is significant correlation between conservation of Natural Resources and Conservation of Energy ($\rho = 0.540$, $p=0.001<0.05$)
- There is significant correlation between conservation of Natural Resources and use of Poly Products ($\rho =0.502$, $p=0.001<0.05$)
- There is significant correlation between conservation of Natural Resources and Pollution and Climate Change ($\rho =0.144$, $p=0.001<0.05$)
- There is significant correlation between conservation of Natural Resources and Sustainable Development and Living ($\rho = 0.277$, $p=0.001<0.05$)

- There is significant correlation between conservation of Natural Resources and Sanitation and Waste Management (ρ =0.227, p=0.001<0.05)
- There is significant correlation between conservation of Natural Resources and Management of Biological Resources and Biodiversity is (ρ =0.252, p=0.001<0.05)
- There is significant correlation between Control of Noise Pollution and Conservation of Water is (ρ =0.516, p=0.001<0.05)
- There is significant correlation between Control of Noise Pollution and Cleanliness and Sanitation (ρ =0.563, p=0.001<0.05)
- There is significant correlation between Control of Noise Pollution and Conservation of Energy (ρ =0.465, p=0.001<0.05)
- There is significant correlation between Control of Noise Pollution and Use of Poly Products (ρ =0.474, p=0.001<0.05)
- There is significant correlation between Control of Noise Pollution and Pollution and Climate Change (ρ =0.230, p=0.001<0.05)
- There is significant correlation between Control of Noise Pollution and Sustainable Development and Living (ρ =0.251, p=0.001<0.05)
- There is significant correlation between Control of Noise Pollution and Sanitation and Waste Management (ρ =0.299, p=0.001<0.05)
- There is significant correlation between Control of Noise Pollution and Management of Biological Resources and Biodiversity (ρ =0.252, p=0.001<0.05)
- There is significant correlation between Conservation of Water and Cleanliness and Sanitation (ρ =0.549, p=0.001<0.05)
- There is significant correlation between Conservation of Water and Conservation of Energy (ρ =0.492, p=0.001<0.05)
- There is significant correlation between Conservation of Water and Use of Poly Products (ρ =0.498, p=0.001<0.05)
- There is significant correlation between Conservation of Water and Pollution and Climate Change (ρ =0.151, p=0.001<0.05)
- There is significant correlation between Conservation of Water and Sustainable Development and Living (ρ =0.246, p=0.001<0.05)
- There is significant correlation between Conservation of Water and Sanitation and Waste Management (ρ =0.277, p=0.001<0.05)
- There is significant correlation between Conservation of Water and Management of Biological Resources and Biodiversity (ρ =0.228, p=0.001<0.05)

- There is significant correlation between Cleanliness and Sanitation and Conservation of Energy (ρ =0.598, p=0.001<0.05)
- There is significant correlation between Cleanliness and Sanitation and Use of Poly Products (ρ =.479, p=0.001<0.05)
- There is significant correlation between Cleanliness and Sanitation and Pollution and Climate Change (ρ =0.152, p=0.001<0.05)
- There is significant correlation between Cleanliness and Sanitation and Sustainable Development and Living (ρ =0.235, p=0.001<0.05)
- There is significant correlation between Cleanliness and Sanitation and Sanitation and Waste Management (ρ =0.236, p=0.001<0.05)
- There is significant correlation between Cleanliness and Sanitation and Management of Biological Resources and Biodiversity (ρ =0.203, p=0.001<0.05)
- There is significant correlation between Conservation of Energy and Use of Poly Products (ρ = 0.361, p=0.001<0.05)
- There is significant correlation between Conservation of Energy and Pollution and Climate Change (ρ =0.077, p=0.049<0.05)
- There is significant correlation between Conservation of Energy and Sustainable Development and Living (ρ =0.150, p=0.001<0.05)
- There is significant correlation between Conservation of Energy and Sanitation and Waste Management (ρ =0.180, p=0.001<0.05)
- There is significant correlation between Conservation of Energy and Management of Biological Resources and Biodiversity (ρ =0.113, p=0.001<0.05)
- There is significant correlation between Use of Poly Products and Pollution and Climate Change (ρ =0.191, p=0.001<0.05)
- There is significant correlation between Use of Poly Products and Sustainable Development and Living (ρ =0.272, p=0.001<0.05)
- There is significant correlation between Use of Poly Products and Sanitation and Waste Management (ρ =0.251, p=0.001<0.05)
- There is significant correlation between Use of Poly Products and Management of Biological Resources and Biodiversity (ρ=0.268, p=0.001<0.05)
- There is significant correlation between Pollution and Climate Change and Sustainable Development and Living (ρ = 0.487, p=0.001<0.05)
- There is significant correlation between Pollution and Climate Change and Sanitation and Waste Management (ρ = 0.491, p=0.001<0.05)

- There is significant correlation between Pollution and Climate Change and Management of Biological Resources and Biodiversity ($\rho = 0.465$, $p=0.001<0.05$)
- There is significant correlation between Sustainable Development and Living and Sanitation and Waste Management ($\rho = 0.514$, $p=0.001<0.05$)
- There is significant correlation between Sustainable Development and Living and Management of Biological Resources and Biodiversity ($\rho = 0.355$, $p=0.001<0.05$)
- There is significant correlation between Sanitation and Waste Management and Management of Biological Resources and Biodiversity ($\rho = 0.473$, $p=0.001<0.05$)

Conclusion

Today there is every need to protect our environment, reduce noise pollution inculcate healthy and safe habits for preserving the greenery of the soil and maintain a sustainable environment. One's active behaviour or Pro-Environmental Behaviour is instrumental in building a balanced personality to acclimatize themselves with flourishing practices of augmenting their Pro-Environmental Behaviour. The study reveals that Pro-Environmental Behaviour is significantly correlated with Environmental Awareness. Incorporating environmental awareness in secondary school education not only prepares students for a sustainable future but also empowers them to make informed choices that positively impact the planet. It nurtures a generation of responsible individuals who are equipped to address the environmental challenges of the present and the future.

The adoption to nature and minimizing the hazards and actively restoring to the natural environment can help in building a healthy and safe environment for the generations to come. By nurturing pro-environmental behaviour among secondary school students, we empower them to make conscious choices that positively impact the environment and contribute to a more sustainable and resilient planet. This behaviour not only benefits the natural world but also enriches their own lives and the lives of future generations.

Educational Implications

1. Environmental Awareness helps in pollution control, ozone layer depletion, prevent extinction of species, safeguard natural resources etc. and build a sustainable environment.
2. Pro-Environmental Behaviour promote students to respect different forms of life, preserve and protect the environment to become the future responsible citizens of the world.

3. The study helps to model environmental values in students motivates them to connect with the world around, resolve environmental issues and strive towards building a balanced and healthy environment for themselves and also for the future society.

Suggestions for Further Research

- The study can be further done with different other variables like type of school, community etc.
- The study can also be extended with other variables like barriers of Pro-Environmental behaviour, factors effecting environmental awareness etc.

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