Pro-Environmental Behaviour In Daily Practice Of Undergraduate Students Of Kohima, Nagaland

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Abstract

This study explores the pro-environment behaviour in the daily practices of undergraduate students in Kohima, Nagaland, using a survey research method. A structured questionnaire based on a 5-point Likert scale was used to assess students' environmentally responsible actions. The findings indicate a high level of awareness and concern among students regarding environmental issues such as pollution and climate change. Students reported strong personal responsibility and willingness to engage in eco-friendly behaviours like switching off appliances and reducing plastic use. However, variations were noted in peer-influenced motivation and the perceived support from institutions. Some students expressed concern about inadequate infrastructure and feelings of helplessness. Overall, the study highlights the positive orientation of students toward environmental sustainability and suggests the need for strengthened institutional and infrastructural support to encourage sustained pro-environmental behaviour.

Keywords: Pro-environment Behaviour, Practices, Environmental Responsibility, Sustainable Behaviour.

INTRODUCTION

Young adults, particularly undergraduate students, are considered pivotal in driving environmental change due to their openness to new ideas, long-term thinking, and active social networks (OECD, 2020). Their potential for adopting and promoting sustainable practices makes them a key demographic for environmental education and behaviour change interventions. As the world is faced with critical environmental problems, educational systems must produce environmentally literate citizens who care about the environment and have sufficient knowledge about environmental issues to behave responsibly (Tuncer *et al.*, 2009). Pro-environment behaviour refers to actions that individuals take with the intent to minimize their negative impact on the natural environment (Kollmuss & Agyeman, 2002). In response, a pro-environmental behaviour (PEB) action that individuals take to minimize their negative impact on the

environment has become a vital area of study, especially among young adults. As future leaders and active participants in society, undergraduate students play a crucial role in advancing sustainability by integrating environmentally responsible values, awareness, and practices into their everyday lives. Kohima's being the capital of Nagaland blend of cultural richness and increasing educational initiatives in environmental awareness makes it a compelling site for examining pro-environmental behaviour.

This study aims to examine undergraduate pro-environmental behaviour level to the extent to which students in Kohima practice environmentally responsible behaviours in their daily lives. It further explores their awareness, motivation, attitudes, and barriers to adopting pro-environmental practices.

MATERIALS AND METHODS

Research Method

The study employed using a **descriptive survey method** to collect data on students' pro-environmental behaviours.

Participants

The research participants of the study were 215 college students from five colleges of Kohima town namely, Alder College, Kros College, Model College, Mt. Olive College, and Capital College. Forty three students each were selected from these five colleges for the study. Participation in this study was completely voluntary. Ethics protocols were employing using inform consent.

Instrumentation:

A structured questionnaire was developed to measure pro-environmental behaviour. The instrument included 19 Likert-scale items based on a 5-point scale:

1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = I Have No Idea (IHNI), 4 = Agree (A) and 5 = Strongly Agree (SA).

Validity and Reliability:

Content Validity was ensured by expert review in environmental science and education. A pilot study was conducted, and the reliability of the statement or questionnaire was assessed using Cronbach's Alpha**,** ensuring acceptable internal consistency.

Data Collection and Analysis:

Seeking approval through a formal communication letter from the authorities concerned to float the questionnaire started the data gathering stage. Upon informed consent, the researcher ensured proper consultation for the schedule of the administration of the questionnaire. Distribution and retrieval were personally executed by the researcher. As agreed upon by the concerned authorities and the researcher, the data gathered was properly kept to ensure its confidentially and were strictly used for research purposes only. The elicited quantitative data had undergone checking, scoring, analysis, and interpretation. Every item in the questionnaire was analysed and interpreted. Descriptive statistics (percentage, mean, standard deviation) were used to interpret the results. Each item was evaluated for its average score and standard deviation to categorize the level of PEB as High, Very High, or Moderate.

Weighted Mean Interpretation (based on 5-point scale) the following is adopted: 4.20 – 5.00 (Very High); 3.40 – 4.19 (High); 2.60 – 3.39 (Moderate); 1.80 – 2.59 (Low); 1.00 – 1.79 (Very Low)

Standard Deviation (SD) indicates consistency of responses:

< 0.70: Strong consensus

0.70–0.99: Moderate agreement

≥ 1.00: Diverse opinions
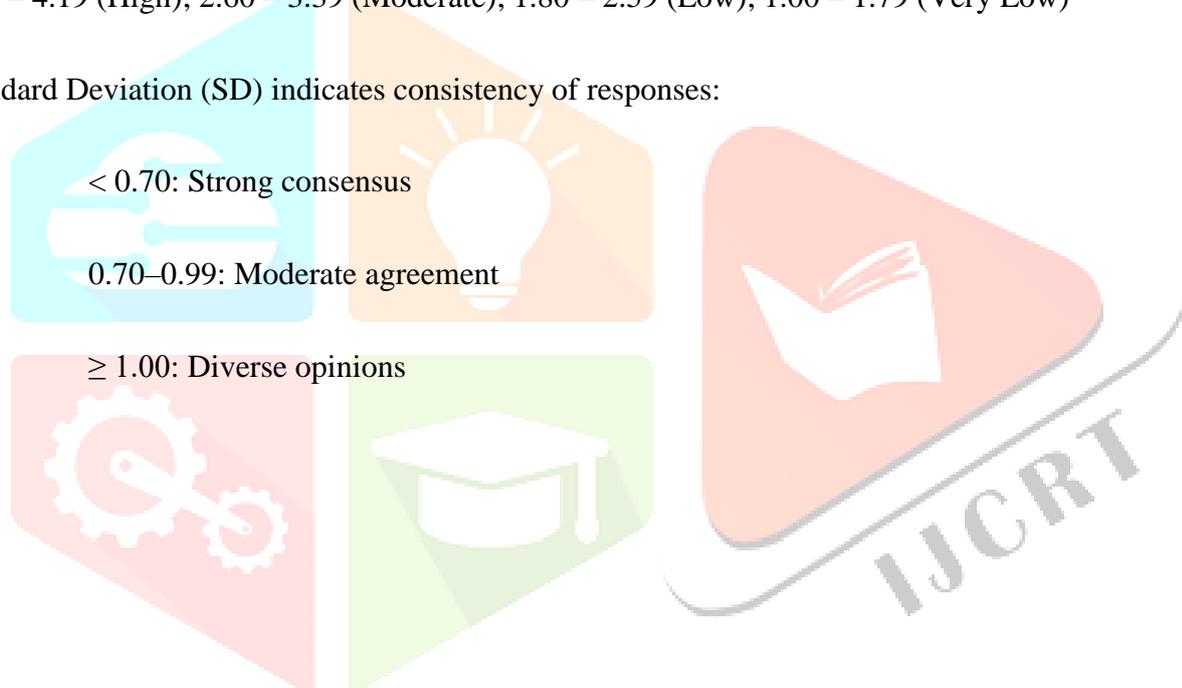
RESULTS AND DISCUSSION

Table No 1. Distribution of Undergraduate Students' Pro-environment behaviour

Items	SD%	D%	IHNI%	A%	SA%	Total	Average	S.D	Decision	Interpretation
I am aware of major environmental issues like global warming and pollution	0	0	24	43	33	100	4.09	0.75	**High**	High awareness, consistent responses
Environmental education in college helps improve my behaviour towards nature.	0	0	8	59	33	100	4.25	0.60	**Very High**	Strong positive impact, consensus
I stay informed about environmental issues through news or social media	0	4	27	47	23	100	3.88	0.80	**High**	Well-informed, with some variation
Environmental problems are a serious concern for my future	0	7	37	31	25	100	3.73	0.92	**High**	Some concern, moderate variation
I know how my daily actions impact the environment	0	2	13	53	32	100	4.14	0.72	**High**	Strong understanding of personal impact
I personally responsible for protecting the environment	0	0	17	64	20	100	4.03	0.60	**High**	Strong personal accountability
I believe small actions can contribute to solving high environmental problems	0	0	32	31	37	100	4.05	0.83	**High**	Positive belief, some variation
I would be willing to change my habits to protect the environment	0	0	47	30	23	100	3.75	0.80	**High**	Willingness is present, but not absolute
I feel motivated when I see other engage in eco-friendly behaviour	0	8	40	25	27	100	3.69	0.96	**High**	Motivation is influenced by peers, but varies
Government and institutions alone are not enough; individual must act too	0	0	39	40	21	100	3.82	0.75	**High**	Belief in shared responsibility
I switch of electrical appliances when not in use.	0	0	11	53	36	100	4.25	0.64	**Very High**	Strong habitual eco-practice
I participate in eco-friendly events like clean up drive, trees plantation	0	0	30	41	29	100	3.99	0.77		Good involvement in environmental

etc.									activities
								High	
I use water and electricity responsibly in my institute and home	0	0	18	60	22	100	4.04	0.63	**High**	Responsible usage, clear consensus
I talk to friends or family about environmental issues.	0	10	17	55	18	100	3.82	0.84	**High**	Active discussion, but not universal
I avoid using single-use plastic items like plastic bags or straws.	0	11	16	54	19	100	3.82	0.86	**High**	Practiced, though not by all
Lack of infrastructure like dustbins, recycling centres) prevents me from being eco-friendly.	7	14	20	53	6	100	3.36	1.04	**Moderate**	Split opinions, high variability
I do not have enough knowledge about eco-friendly practices.	0	0	24	63	13	100	3.90	0.60	**High**	Most **disagree**, showing good awareness
I feel my actions alone cannot make a difference.	0	8	16	64	12	100	3.79	0.76	**High**	Some feelings of helplessness exist
My college does not support or promote pro-environment practices enough.	0	14	12	67	8	100	3.68	0.81	**High**	Suggests a need for more institutional support

Note: N = 215, SA =Strongly Agree; A = Agree; IHNI =I Have No Idea; D =Disagree; SD = Strongly Disagree. Decision – Weighted Average = 74.08/19 = 3.89

The data analysis shows that majority of the respondents show high pro-environmental behavior as respondents demonstrate very high awareness of major environmental issues (Mean = 4.09) and recognize the positive impact of environmental education on their behaviour (Mean = 4.25). This suggests that environmental education is playing a vital role in shaping students' attitudes. This pattern is consistent with findings from UNESCO (2021), it emphasis that environmental education plays a crucial role in promoting pro-environmental behavior by enhancing awareness, attitudes, and skills necessary for sustainable development. It shows a strong agreement that environmental education affects students' behaviour positively. Also majority of the respondents stay informed through news and social media (Mean = 3.88), although there is some variation. This shows that media plays a significant role in spreading environmental knowledge. High scores also indicates in habitual practices, such as switching off electrical appliances (Mean = 4.25) and responsible use of resources (Mean = 4.04), indicate that eco-friendly habits are well-established. When enquired about personal responsibilities and habits, majority of

the respondents show a strong understanding of how their daily actions affect the environment (Mean = 4.14) and believe in individual accountability (Mean = 4.03). Most of the respondents believe that small actions matter (Mean = 4.05), and are willing to change habits (Mean = 3.75), although not all are fully committed. Hines et al. (1987) found that individuals who feel a strong sense of responsibility and believe in the effectiveness of their actions are more likely to engage in pro-environmental behaviour. This findings is aligns with this study, which indicates that respondents report high level of personal responsibility and belief in the impact of their actions on the environment.

On the other hand, Lack of infrastructure such as dustbins and recycling centres emerged as a moderate concern (Mean = 3.36) with high variability (S.D. = 1.04), suggesting disagreement among students about whether this is a real barrier. Some students feel helpless (Mean = 3.79) or perceive limited institutional support (Mean = 3.68), which calls for greater involvement by colleges. This pattern is consistent with findings from Kollmuss and Agyeman (2002), who observed that while knowledge and attitudes influence environmental behavior, external factor like infrastructure, institutional support, and social norms also play a critical role and perceptions of these factors vary widely across individuals. Similarly, Bamberg and Moser (2007) identified that even individuals with strong environmental intentions may be hindered by perceived or actual external barriers, including lack of resources or systemic support. It was also found that Most participants disagree with the idea that they lack knowledge (Mean = 3.90), suggesting good environmental literacy. However, a small group still feels that individual actions may not be effective (Mean = 3.79), which indicates a need for more empowerment and success stories.

CONCLUSION

The findings of this research indicate a high overall awareness and positive attitude among students regarding environmental issues, with an average weighted score of 3.89. A majority of respondents are well-informed about environmental concerns such as global warming and pollution, and they demonstrate strong personal responsibility and willingness to adopt eco-friendly behaviours, such as conserving energy and avoiding single-use plastics. Notably, environmental education appears to have a very high positive impact, fostering greater environmental consciousness and responsible actions. While most students believe that individual efforts matter, some responses reflect moderate feelings of helplessness and a perception that infrastructure limitations and lack of institutional support can hinder eco-friendly behaviour. Despite these challenges, the consistent agreement across most items highlights a robust environmental ethic among participants, with peer influence and personal accountability emerging as significant motivators. These insights suggest that strengthening institutional support and addressing infrastructural barriers could further enhance students' engagement in sustainable practices.

Recommendations

Based from the conclusion of the study, the following recommendations are offered: 1. Integrate practical environmental modules into college curricula. 2. Promote critical thinking about personal vs. collective action through debates, projects, and community-based learning. 3. Establish Green Clubs, eco-monitoring committees, and awards for eco-friendly behaviour. 4. Ensure availability of dustbins, compost units, water-saving taps, and recycling bins across the campus. 5. Organize campaigns and workshops to show how small actions collectively create large impacts. 6. Use peer-led initiatives (e.g., students as "Green Ambassadors") to encourage others. 7. Promote regular updates and campaigns via college social media platforms. 8. Highlight student achievements and success stories in environmental action. 9. Partner with local NGOs and municipal bodies for clean-up drives, plantation programs, and eco-literacy campaigns.

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