

Responsible Environmental Behaviour of Secondary School Students in Relation to their Locus of Control and Achievement Motivation

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ABSTRACT

The aim of the present study was to study Responsible Environmental Behaviour of Secondary School Students in relation to their Locus of Control and Achievement Motivation. The findings reveal that there exists significant relationship between Responsible Environmental Behaviour and Locus of Control. Further it was found that Internal Locus of Control group students have better responsible environmental behaviour and developed more civic action, educational action, financial action, legal action, physical action, and persuasive action as compared to External Locus of Control group students. It was also found that there exists significant relationship between Responsible Environmental Behaviour and Achievement Motivation. Further it was found that High Achievement Motivation group students have better Responsible Environmental Behaviour and developed more Civic action, Educational action, Financial action, Legal action, Physical action, Persuasive action as compared to Low Achievement Motivation group students.

Introduction

“The unleashed power of the atom has changed everything except our ways of thinking.”

-Einstein (1946)

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World Wildlife Fund (WWF, 2000) living planet report found that the state of earth's natural ecosystem have declined by about 33 per cent in the last 30 years, while the ecological pressure of humanity on earth has increased by about 50 per cent (WWF, 2000). Man as such, will not survive unless the population growth, pestilence and the contamination of our air, water and land resources are controlled. Many researches have shown that human behaviour is identified as root cause of all environmental problems (Gigliotti, 1992; Newhouse, 1990).

All of this led to realisation that the current behaviour of people towards their environment needs to change, implying that people need to learn how to behave in an environmentally responsible way (Linke, 1998). Environmentally responsible behaviour is a measure of how far a person is prepared to take an active part in protecting the environment. An individual's knowledge of environmental concepts does not guarantee that individual will adopt environmentally responsible behaviour (Hwang *et. al.*, 2000, Monroe, 1993). For example, they asserted that an individual possessing more knowledge on the environment would be more aware and would thus adopt a more favourable attitude towards the environment (Hungerford and Volk, 1990). However, these conclusions proved too generalist and have been refuted, as they neglected an aspect that was just as important: intending or wanting to act (Monroe, 1993; Hwang *et. al.* 2000) and control centre.

Intending or Wanting to Act

Intending to act can be perceived as the will to act or behave in a certain way (Hwang *et. al.*, 2000). According to the model offered by Hines *et. al.* (1986), intending to act, combined with the knowledge and abilities of an individual, can lead to the development of Responsible Environmental Behaviour.

The Control Centre

The control centre is defined as individuals' beliefs concerning their capacity to improve their situation through action (Hines *et. al.*, 1986; Hungerford and Volk, 1990). It is characterised by *internal* and *external* dimensions. The internal dimension refers to a person's conviction that his or her actions will be beneficial and will contribute to change a given situation. The external dimension is based on the belief that changes in a given situation occur randomly or through the interventions of agencies that are more powerful, more competent,

better informed, older, etc. (like governments or corporations) rather than through one's personal behaviour.

Locus of Control

With the Locus of Control construct, we are dealing with a person as he views himself in conjunction with the things and the meaning that he makes of these interactions between himself and his experiences (Lefcourt, 1976). It is a measure of a person's perception of the determinants of the reinforcement he receives. According to Rotter (1966), if the person believes that the event is contingent upon his own behaviour or his own relatively permanent characteristics, he has belief I, i.e., 'internal control'. But if he believes that reinforcement is not due to his actions, and so is contingent upon connections, fate, chance or as under the control of powerful others, the individual has a belief E, i.e., 'external control'. In the words of Ducette and Wolk (1972), an internal person perceives that he is in control of his fate and that effort and reward will be correlated. But an external person perceives that powerful others or the systems determine how well he can do and that rewards are distributed by such powerful others in a random fashion. So Locus of Control refers to the extent to which a person believes that he has control over the reinforcements which he experiences. Those who believe, report, or act as though forces beyond their control are the important factors in determining the occurrence of reinforcing events are referred to as having an External Locus of Control. Such forces might include fate, chance, powerful others, social constraints and the complexity in unpredictability of the world, etc. On the other hand, those who believe and act as though they control their own future and believe that they are the effective agents in determining the occurrence of reinforcing events are referred to as having an Internal Locus of Control.

Researches tell us that an important factor in determining whether an individual will engage in environmentally responsible behaviour is the person's Locus of Control or feeling of effectiveness (**Hines et. al., 1987; Sia, Hungerford and Tomera, 1986; Marcinkowski, 1989**). A person with Internal Locus of Control feels that he/she has a measure of control over events which occur.

Achievement Motivation

Achievement Motivation means finding satisfaction in facing some difficulty and complicated situation and in order to solve these

situations, the individual tries to set the new pattern and new standards. An achievement oriented person is one, who tries to improve the conditions of life for herself/himself. So the term Achievement Motivation has been defined by psychologists as the tendency to maintain and increase individual proficiency in one's area of work. It is an 'urge to improve'. Everyone has an achievement motive to some extent but some people are constantly more oriented towards achievement than others. Perhaps the most important aspect of a really strong achievement motive is that it makes possessor very susceptible to appeal so that he tries harder.

The most fascinating aspect of the achievement motive is that it seems to make the accomplishments an end in itself. He takes a special job in winning, in competing successfully with a difficult standard. Hence, Achievement Motivation is a concern for excellence which involves planning, excitement and a specific set of action strategies. It involves fundamental assumption that the desire to achieve something of excellence is in all beings. Achievement Motivation training encourages individual to find her/his own unique way of satisfying his concern for excellence.

Mehta (1969) has put forward broader conceptual definition of Achievement Motivation as dissatisfaction with the present state of affairs and urge to improve the life and conditions for oneself.

Operational Definitions of the Variables

Responsible Environmental Behaviour

Responsible Environmental Behaviour is defined as a measure of how far a person is prepared to take an active part in protecting the environment. Operationally it is defined as scores obtained by the students on Responsible Environmental Behaviour scale developed by the investigator herself/himself.

Locus of Control

Locus of Control refers to the extent to which a person believes that he/she has control over the reinforcements which he/she experiences. The person who believes, reports, or acts as though forces beyond his/her control is the important factors in determining the occurrence of reinforcing events are referred to as having an External Locus of Control. On the other hand, one who believe and acts as though he/she control his/her own future and believes that he/she is the effective agent in determining the occurrence of reinforcing events is referred to

as having an Internal Locus of Control. Operationally Locus of Control means scores as obtained by students on Locus of Control scale (Internal-External scale) constructed and standardised by Pal (1980).

Achievement Motivation

Achievement Motivation means finding satisfaction in facing some difficulty and complicated situation and in order to solve these situations, the individual tries to set a new pattern and new standards. An achievement oriented person is one who tries to improve the conditions of life for herself/himself. Operationally Achievement Motivation is defined as scores as obtained by students on Achievement Motivation test developed by Deo-Mohan (1985).

Review of Related Literature

Studies Related to Responsible Environmental Behaviour

Chapman and Sharma (2006) investigated on the environmental attitudes and knowledge of Indian and Filipino primary and secondary school students, and their readiness to engage in pro-environmental behaviour that could involve some changes in their personal lifestyle. For the most part, Environmental Education efforts are embedded mainly into various science subjects. The relationship between Environmental education and Environmental awareness is analysed to examine whether schools' Environmental Education could contribute to the shaping of environmental attitudes. A strategy and accompanying methodology for establishing Environmental Education are supplied. They found that intradisciplinary approach to environmental education does not help much in increasing environmental awareness and developing positive environmental attitudes.

Sarkar (2006) developed a comprehensive framework for understanding the approaches adopted by firms to address their environmental responsibilities when confronted with a variety of pressures. This framework is used to analyse the economic rationale behind a firm's environmental strategy from the point of view of the environmental manager. Thus, the focus of the study is on the private costs incurred and benefits obtained by firms. The public nature of environmentally conscious activities of firms is also looked at, but only in the managerial context. In addition to exogenous pressures such as regulations and changing consumer preferences, various endogenous motivating and de-motivating factors for environmentally responsible behaviour have been identified using a case study

approach. Factors inhibiting pollution prevention initiatives are identified and highlighted. Four in-depth case studies of steel and paper producing firms, covering both the public and private sector have been conducted. Within-case and cross-case analysis has yielded several useful insights, like people should be responsible towards the environment, which have been translated into appropriate policy recommendations.

Abraham (2008) studied the Green Marketing which is the marketing of products that are presumed to be environmentally safe. Green marketing covers more than a firm's marketing claims. While firms must bear much of the responsibility for environmental degradation, ultimately it is consumers who demand goods, and thus create various environmental problems. One of the examples is *McDonald's*, which is often blamed for polluting the environment because much of its packaging finishes up as roadside waste. It must be remembered that it is the uncaring consumer who chooses to dispose off his/her waste in an inappropriate fashion. Ultimately green marketing requires those consumers who want a cleaner environment and are willing to 'pay' for it, possibly through higher priced goods, modified individual lifestyles, or even governmental intervention. Until this occurs it will be difficult for firms alone to lead the green marketing revolution.

Lake, Flanagan and Osgood (2010) presented a descriptive analysis of trends in the environmental attitudes, beliefs and behaviour of high school seniors from 1976 to 2005. Across a range of indicators, environmental concerns of adolescents show increases during the early 1990s and declines across the remainder of the three decades. Declining trends in reports of personal responsibility for the environment, conservation behaviours, and the belief that resources are scarce are particularly noteworthy. Across all years, findings reveal that youth tended to assign responsibility for the environment to the government and consumers rather than accepting personal responsibility. Recent declines in environmental concerns for this nationally representative sample of youth signal the need for a renewed focus on young people's views and call for better environmental education and governmental leadership.

Studies related to Responsible Environmental Behaviour and Locus of Control

Newhouse (1990) researched on the college students and found that individuals with a stronger Internal Locus of Control are more likely

to participate in activities related to environmentally responsible behaviour because they believe their actions can help in behaviour change.

Sheng (1990) found that people like to be able to explain the causes and speculate about the outcome of their own and other people's behaviour. They need to know the world around them and to control their environment. Comprehension of human behaviour can be attributed to one of these categories: (1) external causes (such as environment, situation, the effect of other people's behaviour); (2) dispositions and internal states (such as cognition, affection, emotion, will, moral values, character and ability); (3) a combination of both internal and external causes. The study of these essences and principles is called Attribution Theory, and was first put forward by the American social psychologist, Heider with his colleagues, Robert and Weiner. Other psychologists applied this theory to the practice of education, and through the study of educational psychology, they developed the term 'Locus of Control'.

Smith-Sebasto (1995) focussed upon the possibility of modifying or altering either as individual's Locus of Control for Reinforcement (LOCR) or perception of knowledge of responsible environmental behaviour. From pre- and post-semester survey administered to an environmental studies class (experimental) and a history class (control) findings indicated the students in the study who completed an environmental studies course had a more internal LOCR for higher perception of their knowledge and skill in using categories of responsible environmental behaviour and more frequent performance of selected responsible environmental behaviour than at the beginning of the course. The control students, who had no environmental studies courses, showed no change in these areas, they did show a statistically lower perception of their knowledge and skill in responsible environmental behaviour, which may be indicative of their lack of knowledge concerning performance.

Harjai (2008) studied the effectiveness of experiential learning strategies for enhancing environmental awareness and sensitivity among primary school students with internal and external locus of control. $2 \times 2 \times 2$ factorial design was employed with the help of ANOVA for analysing the mean gain scores on environmental awareness and sensitivity of the students. Variable of instructional treatment was studied at two levels, viz. experimental group (T_1) which was taught by experiential learning strategy and the control group (T_2) which was taught by traditional learning method. Variable of locus of control was studied with respect to internal and external locus of control. The results show that students having internal locus

of control taught by experiential learning strategies exhibited better performance on total environmental awareness and sensitivity on all of its domains than students having external locus of control and taught by traditional learning method.

Studies related to Responsible Environmental Behaviour and Achievement Motivation

Ernst and Monroe (2000) examined the relationship between environment-based education and high school students' critical thinking skills, disposition towards critical thinking and Achievement Motivation. These outcomes were selected because of their relevance to both the formal education and Environmental Education communities. Environment-based education was defined in this study as formal instructional programmes that adopt local environment as the context for a significant share of students' educational experiences; characteristics include interdisciplinary learning based on the local environment, project and issue-based learning experiences, learner-centred instruction, and constructivist approaches. Twelve environment-based programmes in Florida high schools were selected for participation, and 586, 9th and 12th grade students from 11 of these programmes participated in the study over the course of the 2001-2002 school year. The instruments used were the Cornell Critical Thinking Test (critical thinking), the California Measure of Mental Motivation (disposition towards critical thinking), and the Achievement Motivation Inventory. A Pre-test, Post-test Non-equivalent Comparison Group Design was used for the 9th grade study, and a Post-test Only Non-equivalent Comparison Group Design was used for the 12th grade study.

Pre-tests were administered to the 9th graders, before the environment-based education programmes began. Many of the 12th grade students had previously participated in environment-based programmes; thus, a pre-test for 12th grade students was not possible. Post-tests were administered to the 9th and 12th grade students at the end of the school year. In addition, interviews of students and teachers were used to help explain the test results.

Multiple linear regression and SPSS 10.0 were used in the quantitative data analysis. When controlling for pre-test scores, gender, and ethnicity, environment-based programmes had a positive effect on 9th grade students' critical thinking skills ($p = 0.002$) and Achievement Motivation ($p = 0.025$). When controlling for gender, and ethnicity, environment-based programmes had a positive effect on

12th grade students' critical thinking skills ($p < 0.001$), disposition towards critical thinking ($p < 0.001$), and Achievement Motivation ($p < 0.001$); the effects on Achievement Motivation were moderated by ethnicity. Student and teacher interviews reinforced these results, as they indicated that key elements of environment-based programmes were responsible for increasing students' critical thinking skills, encouraging students to use their thinking skills, increasing the Achievement Motivation and making school more exciting and relevant. These results support the use of environment-based education in achieving goals of national education reform and can be used to help establish a place for environment-based learning in the formal school setting.

Simmons (2001) investigated the changes in 6th grade students' and their parents' environmental knowledge, attitudes, motivation, and behaviour following an Environmental Education programme (EEP) over a school year. Results indicated that at the end of the school year, children who were of High Achievement Motivation group show more environmental knowledge, positive environmental attitudes, and more responsible behaviour towards the environment as compared to children of Low Achievement Motivation group. Parents of children in the EEP group were significantly more dissatisfied with local environmental conditions as compared to parents of children in the control group. No other significant differences between groups were observed for other measured child and parental variables. Recommendations are presented to guide future studies evaluating an EEP.

Athman and Monroe (2004) found that greater achievement motivation is associated with greater cognitive engagement in schoolwork, which improves academic performance. In eleven Florida high schools, four hundred 9th and 11th grade students took part in a comparison of achievement motivation in classrooms with EIC programmes and traditional classrooms. Students filled out a 20-item Achievement Motivation Inventory and selected teachers and students in the participating programmes were also interviewed. Controlling for grade point average, gender and ethnicity, environment-based education significantly raised 9th and 11th graders' achievement motivation in comparison to the control groups. Students and teachers attributed increased motivation to the use of the local environment, teachers' ability to tailor learning experiences to students' interests and strengths, and the application of learning to real-life issues and problems, which often enabled students to present their work to community audiences beyond their teacher.

Need of the study

Environmental educators agree that respect for the environment, the teaching of values as related to the environment and encouraging Responsible Environmental Behaviour (REB) should be the integral parts of any environmental education curriculum. Ecological crisis is really a crisis of maladaptive behaviour and not a technological problem (Newhouse, 1990). In order for environmental education to be effective, it needs to help to shift behaviour to be more environmentally mindful. Most of these studies related to environmental behaviour of school students have been conducted in foreign settings and in India these are mostly conducted on environmental attitude, pro-environmental behaviour, environmental awareness and sensitivity (Chapman and Sharma, 2006, Harjai, 2007) and on the people owing private firms like steel and paper producing firms to understand the different measures adopted by them for behaving responsibly towards the environment (Sarkar, 2006, Abraham, 2008). All of the studies reviewed by the researcher help him/her to take the variable of Responsible Environmental Behaviour.

Studies related with Locus of Control show that students who completed an environmental studies course had a more internal locus of control (Smith-Sebasto, 1995) or individuals with a strong Internal Locus of Control are more likely to participate in activities related to environmentally responsible behaviour (Newhouse, 1990, Harjai 2007). But these studies are very scanty. So researcher felt the need to explore more in this direction.

Further it was found that rare researches have been done where Responsible Environmental Behaviour is studied in relation to Achievement Motivation. While scanning the studies related to Achievement Motivation, it was found that Environmental knowledge, attitudes and behaviour are positively and significantly related to the Achievement Motivation of the school students. Work has been done on the effect of Environmental education programmes on Achievement Motivation (Ernst and Monroe, 2000, Ahman, Julie and Monroe, 2004). However Simmons (2001) reported that children who were of high achievement motivation group show more environmental knowledge, positive environmental attitudes, and more responsible behaviour towards the environment as compare to children of Low achievement motivation group. Hence there is need to explore it further. So in the present study an attempt is made to study Responsible Environmental Behaviour in relation to Achievement Motivation.

According to Lake, Flanagan and Osgood (2010) since the Environmental Movement began, adolescents' views have been largely ignored in studies of public opinion. There are two main reasons for paying close attention to trends in this age group's views. First, according to the theory of generational replacement the changes in adolescents' attitudes are important markers of long-term social change. Secondly, young people's environmental concerns also deserve attention because they act as active agents in protecting the environment. So the researcher decided to study the Responsible Environmental Behaviour of secondary schools student in relation to their Locus of Control and Achievement Motivation.

Objectives

1. To find out the significance of difference between the mean scores of the students with Internal and External Locus of Control on Responsible Environmental Behaviour and its dimensions namely Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action.
2. To find out the significance of difference between the mean scores of the students having High Achievement Motivation and Low Achievement Motivation on Responsible Environmental Behaviour and its dimensions namely Civic-action, Educational action, Financial action, Legal action, Physical action and Persuasive action.

Hypotheses

- There exists no significant difference in Responsible Environmental Behaviour and its dimensions namely Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action between the students with Internal and External Locus of Control.
- There exists no significant difference in Responsible Environmental Behaviour and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action between students having High Achievement Motivation and Low Achievement Motivation.

Research questions

1. Is there any difference among students with Internal and External Locus of Control on Responsible Environmental Behaviour and

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its dimensions namely Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action?

2. Is there any difference among these students, having High Achievement Motivation and Low Achievement Motivation on Responsible Environmental Behaviour and its dimensions namely —Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action?

Tools

For the present study the following tools were employed to collect relevant data.

1. **Responsible Environmental Behaviour scale developed and standardised by the investigator himself/herself to collect the scores on Responsible Environmental Behaviour.** 'Responsible Environmental Behaviour' scale consists of forty six items having six dimensions, namely, Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action and it is a five point scale. Every item is in the statement form. Positive and negative statements are included in the scale to add variety and reduce the students' tendency to respond perfunctorily. Five response categories are provided for responding to every item. These are:
 - Always;
 - Mostly;
 - Sometimes;
 - Rarely; and
 - Never.

In these response categories the subject is required to select the most appropriate response category indicating her/his behaviour. The reliability coefficient by Spearman Brown Prophecy formula came out to be 0.83. For determining content validity, Index of Suitability (IOS) was worked out. The value of IOS ranged from 0.88 to 1.

2. **Locus of Control Scale by Pal (1980) to collect the scores on Locus of Control.** Locus of Control scale has 35 pairs of items related to need for Achievement, Striving for superiority, Competence and Personal Causation. The reliability coefficient was found to be 0.78 for undergraduate and 0.82 for post

graduate students. The validity coefficient was found to be 0.77.

3. **Achievement Motivation scale by Deo and Mohan (1985) to collect the scores on Achievement Motivation.** The scale consists of 50 items based on 15 factors as cues to achievement imagery. These factors are : Academic motivation, Need for achievement, Academic Challenge, Achievement Anxiety, Importance of grades / marks, Meaningfulness of task, Relevance of school/college to future goals, Attitude towards education, Work methods, Attitude towards teachers, Interpersonal relations, Individual concerns, General interests, Dramatics and Sports. There are 37 positive and 13 negative items. The reliability coefficient was found to be 0.67 for males and 0.78 for females. Concurrent validity of the scale was found by coefficient of correlation between the scale and the projective test of Achievement Motivation. The coefficient of correlation between the scale and the projective test was 0.54.

Sample

For the present study investigator decided to adopt descriptive survey method. Students of class IX studying in private schools of Patiala affiliated to CBSE, formed population for the study. The data was collected from Class IX students studying in schools situated in Patiala. A sample of 260 students was raised. The technique employed was multistage randomisation of clusters at school level. Firstly, the researcher took the list of all private Schools of Patiala affiliated to CBSE from CBSE office, Sector 32, Chandigarh. There were 18 schools and out of these, 4 schools were selected randomly. Out of 4 schools, 260 students were selected randomly.

Statistical Techniques Used

The researcher used the t-test for analysis of data.

Results and Discussion

The t- ratio were computed for determining the significance of difference between means of Internal Locus of Control students and External Locus of Control students on REB and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action.

Table 1
Comparison of Internal Locus of Control students and External Locus of Control students on REB and its dimensions

<i>REB and its dimensions</i>	<i>Internal Locus of Control students</i>		<i>External Locus of Control students</i>		<i>t-value</i>
	<i>Mean</i>	<i>S.D</i>	<i>Mean</i>	<i>S.D</i>	
REB	95.54	7.3	56.78	7.8	17.12*
Civic action	18.56	5.6	10.45	6.2	7.34*
Educational action	15.64	6.1	12.35	6.7	6.98*
Financial action	17.54	5.3	9.67	6.3	5.67*
Legal action	15.45	7.5	12.45	6.9	6.23*
Physical action	25.34	6.5	14.56	5.8	9.18*
Persuasive action	12.59	5.7	5.90	7.2	7.02*

*= significant at 0.01 level

From Table 1 it is clear that obtained t-ratio for Responsible Environmental Behaviour and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action for Internal Locus of Control group students and External Locus of Control group students is more than the table value at 0.01 level of significance. Therefore it is significant at 0.01 level of significance. It means that there exists significant difference between Internal Locus of Control group and External Locus of Control group on Responsible Environmental Behaviour and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action. Thus, the null hypothesis which states that there exists no significant difference in Responsible Environmental Behaviour and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action between students with Internal and External Locus of Control is rejected.

The t-ratio were computed for determining the significance of difference between means of High Achievement Motivation students and Low Achievement Motivation students on REB and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action.

Table 2
Comparison of High Achievement Motivation students and Low Achievement Motivation students on REB and its dimensions

<i>REB and its dimensions</i>	<i>High Achievement Motivation students</i>		<i>Low Achievement Motivation students</i>		<i>t-value</i>
	<i>Mean</i>	<i>S.D</i>	<i>Mean</i>	<i>S.D</i>	
REB	64.78	5.8	38.34	6.8	14.23*
Civic action	13.34	7.5	8.45	6.7	6.54*
Educational action	11.34	5.9	7.65	4.7	5.98*
Financial action	9.78	4.9	5.78	5.6	5.67*
Legal action	11.23	5.2	7.67	6.1	6.02*
Physical action	18.02	6.1	12.57	5.8	7.34*
Persuasive action	12.59	6.7	5.90	6.9	5.57*

*= significant at 0.01 level

From table 2 it is clear that obtained t-ratio for Responsible Environmental Behaviour and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action for High Achievement Motivation group students and Low Achievement Motivation group students is more than the table value at 0.01 level of significance. Therefore it is significant at 0.01 level of significance. It means that there exists significant difference between High Achievement Motivation group students and Low Achievement Motivation group students on Responsible Environmental Behaviour and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action. Thus, the null hypothesis which states that there exists no significant difference in Responsible Environmental Behaviour and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action between students having High Achievement Motivation and Low Achievement Motivation is rejected.

CONCLUSION

1. There exists significant difference between Internal Locus of Control group and External Locus of Control group on Responsible Environmental Behaviour and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action. The mean scores of

Internal Locus of Control group students are considerably higher than the mean scores of External Locus of Control group students. It reveals that Internal Locus of Control group students have better Responsible Environmental Behaviour and developed more Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action as compared to External Locus of Control group students. The present result is supported by findings of Newhouse (1990) who researched on the college students and found that individuals with a stronger Internal Locus of Control are more likely to participate in activities related to environmentally responsible behaviour because they believe their actions can help in behaviour change.

2. There exists significant difference between High Achievement Motivation group and Low Achievement Motivation group on Responsible Environmental Behaviour and its dimensions namely—Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action. The mean scores of High Achievement Motivation group students are considerably higher than the mean scores of Low Achievement Motivation group students. It reveals that High Achievement Motivation group students have better Responsible Environmental Behaviour and developed more Civic action, Educational action, Financial action, Legal action, Physical action and Persuasive action as compared to Low Achievement Motivation group students. According to Colman (2001), "Achievement Motivation is a social form of motivation involving a competitive drive to meet standard of excellence, desire to achieve ethics, and need for having environmental ethics, and own wish to achieve that." In the light of the above statement, it can be inferred that highly motivated persons shape their own behaviour to act responsibly.

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