

Perception of Environmental Cues and Its Influence On Pro-Environmental Behaviour Among Secondary School Students In Ohafia Lga, Abia State

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Abstract:

In secondary schools in Ohafia L.G.A., Abia State, this study investigates environmental cues and their impact on pro-environmental behaviour. Five thousand forty (5040) students from chosen secondary schools make up the study's population, and a sample size of three hundred and sixty (360) respondents were chosen from secondary schools in the Ohafia Local Government Area using the Taro Yamene formula. The study's research design is a correlative one. Every secondary school student was categorised using the basic random sampling technique. Data was gathered using a self-structured questionnaire with a modified 4-point Likert scale. Data for the study were analysed using the mean and standard deviation. The T statistical table was used to test the hypotheses using the one-way analysis of variance (ANOVA) at the 0.05 level of significance. The findings showed a strong inverse link between environmental cues and pro-environmental behaviour, with pro-environmental behaviour decreasing as environmental cues rise.

Keywords: Environmental Cues, Pro-Environmental Behaviour, Secondary School Students, Ohafia LGA, Abia State.

Introduction

Every individual consistently perceives and reacts to environmental stimuli throughout the decision-making process, directly influencing the effective utilisation of space and the corresponding quality of life in areas that fulfil human objectives. Territorial conduct is intimately associated with environmental cues, which signify private care and ownership. All sensory signals present in the environment are regarded as environmental cues. An ambient cue can transform into an attended cue through concentrated attention. Nonetheless, akin to visual contextual cueing, most environmental cues are assimilated subconsciously. Environmental cues can activate prior experiences to affect memory retrieval and decision-making, as they constitute the primary environment that influences perception of the world. Marketing has utilised this concept, as evidence indicates that a store's ambiance and design can influence customers' purchasing decisions. The behaviour of both plants and animals is directly influenced by their environment. For example, salmon spawning behaviour is affected by environmental signals such as temperature fluctuations or food accessibility [1]. Cues generated by other agents, such as ant pheromone trails, can influence behaviour and indirectly synchronise actions among those agents, in addition to cues originating from the environment itself. Given that these systems emerged from a natural context, which generates scene statistics and the aspiration to construct a natural scene, environmental cues are crucial in the experimental design of perception studies. An ideal observer experiment utilising data from authentic settings may experience issues with external validity if the experimental environment is excessively contrived. An individual who deliberately opts to mitigate the negative impacts of their actions on the environment is described as engaging in pro-environmental behaviour. Factors that inhibit individuals from altering their conduct to adopt more sustainable lifestyles are referred to as barriers to pro-environmental behaviour [2]. These impediments can typically be classified into four primary categories: structural, financial, social/cultural, and psychological. Internal psychological barriers arise when an individual's facts, beliefs, and thoughts affect their behaviour. Contextual social and cultural barriers arise when an individual's behaviour is shaped by their environment (e.g., neighbourhood, town, city, etc.). Financial restrictions refer to an insufficiency of resources to implement more environmentally sustainable activities (e.g., advanced technologies, electric vehicles). Structural impediments are external and often beyond an individual's control. Such is the absence of governmental action or a residential zone that promotes driving over the use of public transportation. [3]. Pro-environmental behaviour denotes the engagement in activities designed to reduce environmental damage or to actively rehabilitate the natural environment, which may occur in the private sphere (e.g., recycling, eco-friendly purchasing, conserving water and energy) or the public sphere (e.g., motivating others to value and safeguard the environment, participating in an environmental organisation). Human conduct can exert beneficial or detrimental impacts on the environment. Environmental stimuli elicit societal behaviours [4]. Societal behaviours build norms that generate an internal motivation to achieve a specific objective. In contemporary society, environmental conservation appears to be a low priority. Despite initiatives to enhance understanding of future environmental threats, society often fails to comprehend the entire impact of its actions on the environment. Practicing preservation is essential for achieving future sustainability. Formulating preservation strategies endorsed by the community will cultivate a more environmentally conscientious individual. Environments significantly impact behaviour through clues. Cues are environmental features that communicate significant information or elicit an emotional response. Litter on the sidewalk serves as an environmental indicator for passersby, indicating a deviation from the antilitter standard by others. Observing such a trigger is likely to affect one's actions.

This chapter will examine the influence of environmental cues on normative behaviour. In any civilisation, it is imperative that individuals adhere to social standards and lawful regulations. This is also crucial for pro-environmental behaviour. This respect for social norms, both attitudinal and behavioural, cannot be assumed. This discussion will elucidate the mechanisms by which environmental cues significantly influence the probability of individuals possessing and adhering to

social norms. Human activity invariably occurs within a certain environment: at home, in the schoolyard, on the city street, in the workplace, in the store, etc. In each of these scenarios, pertinent social rules are applicable. Social norms can be defined as informally imposed regulations that possess a degree of unanimity. Should individuals disregard societal standards or adhere to them just for immediate benefit, both civic cooperation and the rule of law would be compromised. What environmental factors influence the adherence to social norms by individuals? In any setting, there are indicators that affect the relative strength of the motivation to adhere to social standards and to lawful rules overall. Consider the subsequent example. The entrance to the parking lot is suddenly barricaded (both physically and by a police sign), necessitating a walk of around 200 meters to an alternative entrance. They may disregard the notice and go via a narrow opening in the fence, or they could exert the effort to travel the designated route and adhere to the sign. What actions will they undertake? It was found that 27% of individuals who arrived for their vehicle successfully passed through the barrier. Nonetheless, 82% of the cyclists disregarded the police notification and successfully traversed the fence, while four were secured to it despite a prohibitory sign. Numerous individuals ignored an additional restriction about the diversion despite being notified by others in their vicinity that they were violating the bicycle ordinance. What accounts for the significant impact of environmental signals? The methods expected to deliver this cueing power will be elaborated upon in the subsequent sections [6]. The study aims to examine environmental stimuli and their influence on pro-environmental conduct. The research will specifically examine the following:

1. The extent to which pro-environmental behaviour is affected by environmental factors
2. The impact of gender-specific environmental cues on pro-environmental behaviour
3. The impact of location-specific environmental cues on pro-environmental behaviour

The subsequent research question was established to direct the investigation.

To what extent does pro-environmental behaviour rely on environmental cues?

Examine the subsequent example. Individuals are required to go around 200 meters to an alternative access following the sudden obstruction of a parking lot's entrance, both physically and with a police notice. They may disregard the notice and go via a narrow opening in the fence, or they could exert the effort to travel the distance and adhere to the sign. What actions will they undertake? It was found that 27% of individuals who arrived for their vehicle successfully navigated past the gate. Nonetheless, 82% of the cyclists disregarded the police notification and successfully traversed the fence, while four were secured to it despite a prohibitory sign. Numerous individuals ignored an additional rule regarding the diversion despite being notified by others in their surroundings that they were violating the bicycle law. What accounts for the significant impact of environmental signals? The methods expected to deliver this cueing power will be elucidated in the subsequent sections. The fundamental objective of the study is to examine environmental stimuli and their influence on pro-environmental conduct. This research will specifically examine the following:

1. The extent to which pro-environmental behaviour is affected by environmental factors
2. The impact of gender-based environmental cues on pro-environmental behaviour
3. The impact of location-specific environmental cues on pro-environmental behaviour

The subsequent research question was established to direct the investigation.

To what extent does pro-environmental behaviour rely on environmental cues?

2. To what extent does gender-based pro-environmental behaviour rely on environmental cues?

The subsequent null hypotheses, to be evaluated at the 0.05 significance level, were formulated to guide the inquiry.

Ho1: Environmental cues do not significantly influence pro-environmental conduct.

Ho2: Gender exerts no significant influence on environmental stimuli or pro-environmental conduct.

This study may be particularly advantageous for students across several departments in our colleges and universities. The conclusions of the work will be significant as they will assist the school psychologist, educators, parents, the government, and society as a whole. Literate parents will be equipped to tackle these difficulties inside their own households due to this initiative. It will function as a resource for future study and assist in enhancing awareness. This study investigates environmental cues and their impact on pro-environmental conduct among senior secondary school students in twelve randomly selected schools across five villages in Ohafia. L.G.A. Cue: A term, expression, or gesture in a theatrical performance that indicates to the subsequent performer to articulate or perform. The environment is the context in which an individual, animal, or plant exists or operates. "Survival in a frequently adverse environment" pertains to the natural world, either in its totality or within a specific geographic area, especially as influenced by human actions.

Behaviour: An individual's activities or demeanour, especially in relation to others. The conduct of an individual or animal in response to specific stimuli or situations.

Environmental stimuli: An individual's environment might furnish them with insights into ongoing events and appropriate responses. Students may navigate transitions more effortlessly and autonomously if instructed on the indicators that generally precede such changes. Pro-environmental behaviour is defined by acts individuals undertake to protect the environment. It encompasses any actions that can be undertaken to safeguard against or avert environmental damage. This subheading examines pertinent studies on environmental signals and their influence on pro-environmental conduct. Summary of literature review, conceptual analysis, theoretical examination, and empirical investigation. Every individual perpetually perceives and reacts to environmental stimuli throughout the decision-making process, directly influencing the effective utilisation of space and the corresponding quality of life in areas that operate and fulfil human objectives. An individual can acquire knowledge about their environment and appropriate responses through observation. Students may navigate transitions more effortlessly and autonomously if instructed on the cues that generally precede such transitions [7]. Human conduct exerts a persistent influence on the environment, both locally and globally. Human activities can provide either advantageous or adverse effects on the environment. Climate change, deforestation, wildlife extinction, pollution, noise, and various other detrimental consequences are among them. The conservation of Earth's resources, the preservation of endangered species, and the protection of the ozone layer are many of the advantages. This essay will address the effects of cultural norms on human behaviour, the importance of sustainability and its environmental repercussions, and the impact of environmental cues on individuals. Furthermore, it will delineate potential strategies for effectively modifying behaviour and mitigating negative environmental impacts. Human conduct can affect the environment both positively and negatively. Social behaviours arise from external factors. Social norms are shaped by societal behaviours, which subsequently generate an intrinsic incentive to attain a certain goal. Environmental preservation does not seem to be a paramount concern in contemporary societies. Notwithstanding initiatives to enhance awareness of future environmental concerns, society often neglects to acknowledge the comprehensive effects of their actions on the environment. To attain future sustainability, preservation actions must be instituted immediately. Developing socially sanctioned preservation strategies will cultivate individuals who are more environmentally and behaviourally aware. Behaviour and Environmental Cues: Environmental cues are components of an experience that elicit a reactive response. Actions influenced by environmental cues are termed reactive responses. Upon exposure to an event, an individual receives a signal that triggers a behavioural response, prompting them to respond in a particular manner. The individual is informed of the surrounding factors that influence the anticipated reciprocal conduct through environmental signals. Upon detection of a student's cheating on an assignment, the student is suspended from school, thereby prohibiting them

from completing tasks at that time. The student's grade deteriorates due to the unsubmitted homework. Classmates refrain from cheating on their assignments due to the belief that the repercussions reflect poorly on the individual. The penalty imposed on the cheating student acts as the environmental cue. To avert low grades and detention, the environmental cue deters other students from replicating the bad activity. Behaviour can disseminate. An individual is more inclined to repeat an action when they perceive it as socially acceptable. However, it is more probable that an alternative line of action will be adopted instead of behaviour deemed socially unacceptable. A person may litter if they perceive it as acceptable for the street to be contaminated with refuse. Conversely, an individual is more inclined to locate a trash receptacle or collect scattered litter that is polluting the environment if the streets are tidy. To safeguard the environment and its resources for future generations, it is imperative to alter entrenched non-environmental behaviours. Altering environmentally detrimental actions promotes future conservation efforts. An incentive promotes positive change, yet it should not be necessary to motivate individuals to save the environment. The transmissibility of behaviour and the transmissibility of moods appear to be analogous. A behaviour is perceived as attractive and desirable when regarded positively by the individual. Immediate implementation of changes in community behaviour is essential for environmental preservation. Preserving natural resources can be achieved through straightforward actions such as carpooling, walking to work, or turning off the water when brushing teeth. Implementing an environmental sustainability strategy may lead to societal endorsement of conservation initiatives, establishing them as standard practice. The Process of Environmental Cues:

- Analyse the environment to discern any contextual indicators at each transition phase.
- To determine the cue levels and timing during transitions, monitor the pupil.

Instruct the learner on the suitable environmental cues for specific scenarios through both verbal and visual techniques. For example, employ video clips to demonstrate the cue. Utilise images to instruct on the environmental cue. In practical scenarios, such as the cafeteria, wait until the pupils are disposing of their trash before indicating his tray and stating, "The children are discarding their trash..."

• Gradually present the clues to the pupil without providing explanations. We consistently utilise environmental cues. We utilise the brakes to halt the vehicle when the traffic signal turns red. We cleanse our hands subsequent to handling an object. A family member approaches the front door upon hearing the doorbell ring. The majority of individuals respond unconsciously to environmental cues consistently. It is the manner in which we execute our essential duties. Not all individuals recognise environmental cues; certain signals are presented to us, while others are acquired independently. Environmental stimuli may go unrecognised by certain individuals. For instance, an individual may go over an object throughout the day without recognising its inappropriate presence. Certain individuals necessitate guidance on identifying and responding to environmental signals. When instructing your child to recognise environmental signals, it is essential to emphasise both the cue and the task it signifies. "Your book has fallen from your desk." "The trash receptacle is filled with refuse." "The telephone is ringing." "She posed a question." For certain children, only indicating the environmental cue suffices to prompt them to commence the task independently. It is anticipated that by identifying the cues, individuals will learn to detect them and respond independently and correctly. Nevertheless, it may require a considerable duration. Certain environmental indicators will necessitate further clarification. It is essential to recognise the signal and formulate an inquiry if your child necessitates further support. Occasionally, prompting the individual with the task associated with the cue will incentivise them to act. The garbage bin contains a significant amount of refuse. What should we do? "Everyone is depleting their resources." What should one do? The bell rang unequivocally. What should we do? "Your hands are sticky." What should one do? "You have erred." What should we do? Utilising this strategy will often prompt the youngster to identify and react to cues. Ensure that your child comprehends how to respond to the environmental stimulus prior to

executing this technique. It may be essential to instruct children on executing certain duties, such as cleaning spilt milk, retrieving art supplies, or disposing of waste. Children with disabilities will ultimately achieve greater independence in their daily lives if they are instructed to identify environmental cues. Both typical and atypical users of space are profoundly influenced by external stimuli. The signals that alert a typical user to potential danger often have the contrary effect on an atypical user, who perceives them as indicators of safety and a diminished likelihood of detection. Conversely, signals that instill a sense of safety in a typical space user may heighten the perceived risk for an atypical user. He will experience insecurity. Distance is arguably the one environmental cue that influences both typical and atypical users of space similarly. A potential threat is more manageable the greater the distance from it. For instance, an individual on a downtown sidewalk confronted by an inebriated person or a group of rowdy youths has less space to navigate in the typically crowded pedestrian zone of a high-traffic route. A multitude of automobiles are rapidly passing by. The final result is avoidance conduct. The pedestrian either opts against traversing that roadway or, if necessary, refrains from making eye contact and hurries due to potential peril. Upon entering the mall or shopping complex, this overt behavioural pattern changes. The gait transitions from scurrying to walking as the shoulders retract. Upon encountering someone nearby, eye contact is established. It is permissible to gaze. Individuals often express a preference for observing others to analyse their behaviour and attire. Observe the reactions of individuals when you attempt that in the parking lot! The avoidance behaviour in the parking lot appears to validate atypical users' perceptions of safety or minimal risk; yet, these controlling or confrontational indicators indicate to others that an observer, who feels secure, will not tolerate any wrong actions. Physical attributes encompass age, physical status, illness, discomfort, and the impact of pharmaceuticals or medications. Personal and emotional aspects include an individual's personality, beliefs, expectations, emotions, mental health, life experiences, family, culture, friendships, significant life events, and wants and desires. Context additionally affects behaviour. This encompasses the present circumstances, the environment (temperature, illumination, sound, seclusion), and the responses of others, shaped by their individual physical, emotional, and experiential backgrounds, as well as their demands and objectives. In a residential area, environmental indicators are essential. Outsiders can discern their visibility through the inhabitants' gazes and well-maintained gutters. The holiday decorations clearly indicate that the residents are both competitive and proud of their community. This behaviour is characterised by several euphemisms, such as pride, communal spirit, and unity. The intrinsic human inclination towards competition, envy, and jealousy—the essential behavioural characteristics that unify a community—serves as the impetus for this phenomenon. Regular visitors to a neighbourhood where locals observe and acknowledge them experience an enhanced sense of safety. Abnormal users regard themselves as more susceptible or at risk. In a community characterised by avoidance behaviour and a lack of eye contact, typical individuals experience insecurity. Windows adorned with tightly drawn curtains suggest that the inhabitants have ceased to be worried. A retreat from the thoroughfare is signified by disordered sidewalks and overgrown lawns. A lightly veiled window, along with a well-maintained pavement and planting strip, conveys the message, "We own this." Residents in such a setting respond to these cues differently than those in less cared-for spaces. The environment evolves progressively, and inhabitants acclimatise to it. It is as perceived by non-residents. Residents may be attracted to a dilapidated cafe or convenience store due to their affinity for the proprietors and concern for the establishment's viability. Despite non-competitive pricing, local shoppers will remain loyal to their favoured retailer. What is the rationale behind this? As social beings, humans demand familiarity to manage the stresses and challenges of everyday life. Consequently, it is facile to acclimatise to environments that may be unwelcoming to guests. Locations are regarded as they exist by individuals who do not reside there. Upon entering a new region, they are promptly challenged by environmental stimuli. The original image consequently shapes their attitudes. This differentiation between residents and non-residents is crucial for the CPTED planner. Without the identification and definition of the target user group, contextual factors will dictate the project's success or failure. To ensure that design and space management approaches correspond with possibly evolving behavioural patterns, effective

projects must consistently assess their user demographic. The entirety of natural phenomena that envelops individuals is referred to as the natural environment. This indicates that all entities, both biotic and abiotic, that occur naturally on Earth and remain unaltered by human intervention, are deemed components of the natural environment. The physical and biological habitats constitute components of the natural environment. The physical environment encompasses all of the Earth's natural physical properties. It comprises the hydrosphere, the Earth's liquid component; the lithosphere, the solid layer enveloping the globe; and the atmosphere, the gaseous layer surrounding the planet. The biological environment encompasses the natural biological factors that influence human life in a particular region or time period, including microorganisms, plants, and animals. Conversely, human behaviour, as defined by Wikipedia, encompasses the range of behaviours or attitudes exhibited by individuals. This indicates that human behaviour includes all acts, speech, gestures, and mannerisms employed by individuals. Culture, emotions, and the environment significantly influence human behaviour. The natural environment influences human behaviour, similar to how a society's culture affects an individual's actions. The water, climate, soil, fauna, and flora we encounter influence our worldview and occasionally mould our cultural traits, thereby affecting human behaviour. Since the inception of humanity, human behaviour has been influenced by the natural environment. It has influenced our conduct about food, housing, clothing, terminology, and philosophies [9]. The phrase "pro-environmental behaviour" (PEB), often known as "green," "sustainable," or "eco-friendly," denotes actions individuals undertake to protect the environment. PEBs can serve as adaptive measures to mitigate the impacts of climate change, including the purchase of sustainable items (local food, eco-friendly cleaning supplies), water or energy conservation, transitioning from driving to walking or cycling, acquiring an electric vehicle, or constructing an off-grid residence. PEBs encompass the recycling of domestic garbage and the responsible engagement in outdoor activities. With the escalating urgency of anthropogenic climate change, recent climate assessment reports, such as those from the IPCC, along with academic research, have begun employing the term "climate change adaptive behaviour" (also referred to as "climate change adaptation behaviour"). This term denotes any actions individuals can undertake to alleviate the adverse impacts of climate change while simultaneously fostering sustainability. Previous study indicates that PEBs may facilitate environmental sustainability as part of climate change adaption strategies.

Methods

According to Ajzen and Fishbein's Theory of Planned Behavior/Reasoned Action, intentions, attitudes, and subjective norms—beliefs about how other people feel about a behavior—all influence behaviour. Later, the theory was developed into the Theory of Planned Behaviour, which holds that behavioural intentions and perceived behavioural control—beliefs about one's capacity to carry out a behavior—predict behaviour. Although these theories are covered in greater detail elsewhere in this book, the concept of subjective norms merits special attention here. One operationalisation of the broader concept of social norms is the concept of subjective norms, which is comparable to the injunctive norm element of other social norms theories. "Most people that are important to me think that I should not smoke cigarettes." is an example of a subjective norm, which is the opinion of those we care about about us when we engage in a certain behaviour. I should be less likely to intend to smoke cigarettes and, thus, less likely to actually smoke cigarettes if I think that significant others in my life would disapprove if I did so, according to the theories of reasoned action and planned behaviour. There are two ways in which subjective norms differ from previous operationalizations of social norms. The behaviour of relevance is on the perceiver's behaviour rather than the behaviour in general, and they only concentrate on significant others as the reference group. Therefore, the question is not whether I believe that people I care about approve or disapprove of smoking, but rather whether I believe that people I care about approve or disapprove of MY smoking. This can appear to be a minor and inconspicuous difference, and it most likely is. It might be a significant differential in other situations, though. For instance, parents who have neutral or positive opinions

about marijuana legalisation might not be as supportive of their adolescent daughter's marijuana use. Although there are similarities between subjective and injunctive norms, injunctive norms are structured to be intrinsically consistent with Social Identity Theory and Social Impact Theory (see below) and do not contain the requirements that the behaviour in question be the individual's own behaviour or the reference group (important others). One cannot ignore humans when analysing various built settings, whether they are historical or modern landscapes, because they were created for and by people—that is, by architects or architecture without architects, as Rudofsky notes in his 1964 book. As a result, any city, town, structure, or interior must be viewed from the standpoint of man-environment relations. This is the primary distinction between architectural design and other design disciplines that require the involvement of "man" in the design process. The qualities of humans as individuals and as members of different social groupings that influence the way built environments are constructed become significant in the study of architecture if the aforementioned idea is accepted. When it comes to individuals, the first question concerns their sensory capacities: how they perceive, interpret, and ultimately choose and use it. People must be regarded as belonging to groups that have specific values, beliefs, and worldviews because these are also influenced by membership in a particular group. Belonging to small groups, families, larger social groupings and organisations, subcultures, and cultures influences people's behaviours, communication styles, and other aspects of their lives. All of these have an impact on and may have an impact on judgements regarding the built environment. Relevant ideas are constantly emerging around the key research subjects of pro-environmental behaviour, namely, pro-environmental behaviour of people with various roles, antecedents, and repercussions of the behaviour. In order to review the development of theories pertaining to pro-environmental behaviour and investigate their evolutionary tendency, this part focusses on the theoretical literature on pro-environmental behaviour. This paper essentially separates the theoretical advancement of pro-environmental behaviour into theoretical development and theoretical exploration, referring to the notion that innovation theory separates innovation into exploitative innovation and exploratory innovation. According to the former, pro-environmental behaviour is explained by applying established ideas from economics, sociology, and psychology, such as the formation mechanism and the spillover effect. The latter places more emphasis on expanding theories, primarily in two ways. One is to add to or broaden current theories by using pro-environmental behaviour as a backdrop. Building original theoretical models based on the traits of pro-environmental behaviour is the alternative. Based on this, this research considers theoretical integration to be a significant future theoretical evolution trend. Pro-environmental behaviour is typically difficult to explain by a single hypothesis. A workable approach is to partially integrate current ideas to provide complementary explanations, which may enhance the theories' ability to explain real-world events. Originally known as social learning theory, social cognitive theory (SCT) describes how an individual's social-environmental setting affects their later learning and behaviours (Bandura 1986). According to Bandura, learning is an active process that involves practice, observation, and modification rather than being a one-way activity. When people are aware of their own psychological processes, which support the connection between social-environmental elements and subsequent motivations and behaviours, they are engaging in introspection. According to SCT, learning is a dynamic process in which a person adjusts their behaviour in response to the interaction of personal and environmental elements. In the context of social learning, SCT offers a thorough theoretical framework for comprehending human cognition, including behavioural and attitude impacts. SCT's wide range of applications has led to its adoption in behavioural research in fields such as media violence, developmental psychology, and neuroscience criminology. Psychologists have noted the applicability of SCT in the context of environmental issues in order to comprehend pro-environmental attitudes and behaviours. In order to understand how to intervene and encourage human behaviours that are less detrimental to the environment, environmental psychologists, as well as marketing and media academics, have modified the theory. Cues are a significant way that environments affect behaviour. The influence of environmental cues on normative behaviour is the main topic of this chapter. Goal framing theory states that a change in the relative strength of

overarching goals is the primary mechanism behind the impact of environmental cues on norm conformance. Other norms may be broken as a result of cues that indicate disdain for one. The cross-norm inhibitory effect is the term used to describe this. The normative objective can be supported by some gain and hedonic elements that remain in the cognitive background, such as a minor reward (gain) for lending a helpful hand or a pleasant glow and praise (hedonic) for doing so. Visceral cues that elicit emotional responses and make one or more basic requirements more important. People are inherently more impatient and willing to behave impulsively when the hedonic desire is readily strengthened. The study's methodology is covered in this chapter. It is categorised under the following subheadings: study design, study population, sample and sampling methods, data collecting instrument, instrument validation, instrument dependability, and instrument administration. Since events have already happened and the researcher is unable to change the variables, this study employed the ex-post facto correlation design. According to Black, the goal of a research design is to increase our knowledge and comprehension of reality. Undoubtedly, adolescent delinquency is a worldwide issue, and much more research is still required to fully comprehend it, even with the substantial global research that has been conducted. Ex-post facto, which translates to "after the act" or "retrospectively," is a research methodology that establishes a causal relationship between two or more variables. It makes advantage of variables as they arise naturally. A population is a collection of people, animals, and objects chosen for research because they share one or more characteristics [10]. The study was conducted in the Ohafia Local Government Area in Abia State, with the local senior secondary schools serving as the study's target population. Twelve secondary schools are among them: Federal Government College Ohafia, Command Secondary School, Ohafia Model High School, Adventist Technical Secondary School, Amedo Secondary School, Ifemba International School, and St. Anthony Secondary School. Enohia Itim Secondary School, Ohaeke Secondary School, Enuda High Secondary School, Nkporo Comprehensive Secondary School, and Ozuitem Secondary School. The process a researcher employs to collect subjects, locations, or objects for study is known as sampling. Using Taro Yamen's formula, twelve (12) of the forty-two schools in the Ohafia Local Government Area of Abia State were chosen using a simple random selection technique. Students were chosen using a systematic random process. After obtaining a list of every senior secondary school student, the sample size was calculated. A representative portion of a population is called a sample. Therefore, it is possible to gain an understanding of a population's features without studying the full population by examining the sample. Ferguson defines a sample as any group sub-aggregate selected from the population using a suitable technique. Out of forty-two (42) schools, twelve (12) were chosen for this study. The researcher created an introduction letter and obtained a study permit from the principals. The tool utilised to gather data for this study was a questionnaire. This made it easier for the researcher to get to know the school and build relationships with the participants [11]. Four research assistants were enlisted to aid with the distribution of questionnaires and data collection from the participants. For effective management and oversight, this number of research assistants was chosen. The environmental cues around us is one of the two sensors that will be utilised to collect data. The respondent's biographical information will be gathered in Section A. Information about environmental cues will be gathered in Section 13. A 4-point Likert scale with 1, 2, 3, and 4 representing strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA) is used. Pro-environmental behaviour comes in second.

Results and Discussion

After the questionnaire was constructed, it was given to the supervisor of the researchers and two additional lecturers in the guidance and counselling department of educational psychology to make sure it measured the things it was intended to test. They made adjustments to the instrument to increase its validity. The degree of consistency with which an attribute is measured by an instrument is known as reliability. It also refers to the degree to which the identical instrument administered independently produces the same outcome under similar circumstances. The liability increases when the instrument

provides less fluctuation in repeated measurements of a property. Additionally, there is a connection between validity and reliability. It is impossible for an instrument that is invalid to be dependable. The questionnaire was given to 360 students at random in order to ensure reliability in this study. The responses were then divided in half and scored separately to check for correlation; 212 of them strongly agreed that these factors are in charge of observing environmental cues [12]. With the assistance of a research assistant, the researcher administered the instrument. Respondents who answered the questions were given instructions by the researcher, and they were immediately gathered back. All finished study tools were put together, and data analysis was done using data from twelve (12) of the forty-two (42) randomly chosen schools, which were then examined using statistical methods. Responses to the student questionnaire and the interview schedule have been documented. All of these data have undergone qualitative analysis and have been presented in a narrative and descriptive fashion. Descriptive statistics have been used to analyse quantitative data, which has been then represented by totals and percentages. The study's analysis has been given in accordance with the study purpose. Research questions and hypotheses are presented.

Research Question 1: How much does pro-environmental behaviour in Ohafia L.G.A. secondary schools correlate with environmental cues?

Ho1: Environmental cues and pro-environmental behaviour don't significantly correlate.

According to Table 1, environmental cues and pro-environmental behaviour in Ohafia L.G.A. have a strong negative correlation ($r = -0.81$). This suggests that pro-environmental behaviour decreases as environmental stimuli rise. The p-value is 0.00, which is below the alpha threshold of 0.05. The Ho1 is rejected since there is a significant link, as indicated by the p-value being less than the 0.05 standard of significance.

Table 1: PPMC table showing relationship between environmental cues and Pro Environmental behavior among secondary school students in Ohafia L.G.A

Variables	N	a	r-value	(P-value)	Decision
Environmental cues and Pro Environmental behavior	360	0.05	-0.81	0.00	Ho: Rejected

Ohafia L.G.A. male secondary students' pro-environmental behaviour and environmental cues have a very high negative relationship ($r = 0.89$), according to Table 1, while female secondary students' pro-environmental behaviour and environmental cues have a moderately negative relationship ($r = 0.53$), according to Table 2b. This suggests that among male and female secondary students, pro-environmental behaviour decreases as environmental cues grow.

The p-value for both tables is 0.00, which is below the alpha threshold of 0.05. Therefore, the Ho2 is rejected since the p-value is less than 0.05, indicating a substantial correlation between delinquency and gender-based academic achievement.

Research Question 2: How much do environmental cues influence the pro-environmental behaviour of male and female pupils in Ohafia L.G.A. secondary schools?

Ho2: There is no discernible link between pupils' gender-based pro-environmental behaviour and

environmental cues.

Table 2a: PPMC table showing relationship between Environmental cues and male student's Pro Environmental behavior in secondary school in Ohafia L.G.A.

Variables	N	a	r-value	(p-value)	Decision
Environmental cues and Pro Environmental behavior	195	0.05	-0.89	0.00	Rejected

Table 2b: PPMC table showing relationship between environmental cues and female students Pro Environmental behavior among secondary school students in Ohafia L.G.A.

Variables	N	a	r-value	p-value	Decision
Environmental cues and Pro Environmental behavior	165	0.05	-0.53	0.00	Rejected

According to Table 2b, secondary school children in Ohafia L.G.A. with high socioeconomic parents exhibit a very strong negative correlation ($r = -0.95$) between environmental cues and pro-environmental behaviour. Additionally, Table 3b demonstrates that among secondary school pupils in Ihatia L.G.A. with low socioeconomic level parents, there is a strong negative correlation ($r = -0.73$) between environmental cues and environmental behaviour. This suggests that among secondary pupils whose parents have high or poor socioeconomic status, respectively, pro-environmental behaviour decreases as environmental cues increase [13]. The p-value for both tables is 0.00, which is below the alpha threshold of 0.05. Therefore, the H_03 is rejected because the p-value is less than 0.05, indicating a substantial link between environmental signals and pro-environmental behaviour depending on parental socioeconomic position.

Research Question 3: How much does parental socioeconomic status affect pro-environmental behaviour and environmental cues in Ohafia L.G.A. secondary schools?

H_03 : Based on parental socioeconomic level, there is no discernible correlation between environmental cues and pro-environmental behaviour.

Table 3a: PPMC table showing relationship between environmental cues and Pro behavior among secondary school students in Ohafia L.G.A. with parents of high status.

Variables	N	a	r-value	(p-value)	Decision
Environmental cues and Pro Environmental behavior	234	0.05	-0.95	0.00	Rejected

Table 3b: PPMC table showing relationship between environmental cues and Pro Environmental behavior among secondary school students in Ohafia L.G.A. with parents of low socioeconomic status.

Variables	N	a	r-value	(p-value)	Decision
Environmental cues and Pro Environmental behavior	126	0.05	-0.73	0.00	Rejected

According to the EPA, attaining sustainability necessitates a strategy that prioritises environmental, social, and economic needs that promote harmony among all elements of the environment. While environmental preservation encompasses a wide range of methods created to save various resources, safeguarding the future should come first. Giving today's kids the information and resources they need to protect the environment will be a good place to start when it comes to safeguarding the future. Kids have a whole universe of assistance [14]. They are a sound tomorrow's covert weapon. A youngster will be conditioned to embrace conservation practices like recycling and energy and resource conservation if they are taught the value of the environment and how to protect it. When a youngster is taught, they may acquire an innate drive to "save the planet" because they want to raise their kids in a beautiful world. It's also critical to make preservation financially feasible. Compared to typical purchasing, becoming green is more expensive. Because living organic tends to be more expensive, the products end up costing more. Organic food is more expensive for consumers than chemically sprayed produce and hormone-injected animals [15]. Because there are countless warning signs about the possible consequences of consuming a certain crop, the chemicals employed in farming have the potential to increase disease. Generalised illness and disease have changed along with the world. The water supply that runs into homes is contaminated by the pesticides used in farming. People will buy more organic food and less chemically processed food if the cost of living organically is lowered. Demand for organic food will rise, necessitating a rise in supply and, ultimately, bigger profits. The increased revenue may then go into solar lighting, water filters, or even further preservation education.

Conclusion

However, it is a difficult effort to change the behaviour of the vast majority of people on the earth, who have been acting in highly damaging ways for the previous few decades. Today, however, there is a lot of awareness about the threats that the planet Earth and all of its inhabitants face unless significant change takes place. Small actions might lead to behavioural change. After that, people consciously choose to lessen the harm, their personal waste, and their carbon impact. One way to teach a learner greater independence is to educate them environmental clues and then wait before prompting them. Observing pupils queue up, passing in the hallway and throwing away their lunch

plates are examples of environmental cues. Human survival depends on a healthy environment. A harmonious environment for the future is established through environmental preservation. The implementation of the required preservation plans has been a sluggish process, despite the fact that attempts to achieve environmental sustainability have started. Starting to educate the next generation is the best approach to guarantee a future that is environmentally friendly.

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