

# A Comparative Study of the Environmental Attitude and Its Impact on Lifestyle of Secondary Level Students of Rural Areas in Moradabad Division

Mohd Iqrar<sup>1\*</sup>, Dr. Luxmi Mishra<sup>2</sup>

<sup>1\*</sup>Research Scholar, School of Education and Humanities, IFTM University, Moradabad.

Email: [iqrar308@gmail.com](mailto:iqrar308@gmail.com) (Corresponding Author)

<sup>2</sup>Assistant Professor, School of Education and Humanities, IFTM University, Moradabad.

Email: [lmishraiftmu0918@gmail.com](mailto:lmishraiftmu0918@gmail.com)

## ABSTRACT

There is a deep relationship between the environmental attitudes of students studying in rural areas and their lifestyle. This relationship is influenced by their social, cultural, and educational environment. Amid the growing severity of environmental problems, it becomes necessary to develop environmental awareness and consciousness among rural students so that they can adopt a more sustainable and eco-friendly lifestyle. The environmental attitude of rural students is shaped by their family, social, and educational experiences. Their thinking regarding the environment mainly depends on the availability of natural resources and their day-to-day experiences. Since rural areas are abundant in natural resources, students there often exhibit a special sensitivity towards the environment. They naturally understand the importance of water, air, soil, vegetation, and wildlife, but due to a lack of awareness, sometimes their behavior reflects environmental imbalance. For example, excessive water usage, the use of chemical fertilizers in agriculture, and improper disposal of plastic waste can have a negative impact on their lifestyle. The education system also has a significant influence on rural students' environmental attitudes. If environmental studies are effectively integrated into their curriculum and practical knowledge is provided, they can better understand the environmental issues around them. Promoting environmental education and activities in schools—such as tree plantation, water conservation, waste management, and biodiversity conservation—can bring positive changes in students' thinking and lifestyle. Furthermore, the lifestyle of rural students reflects a blend of traditional and modern practices. Findings of the Study: A positive correlation was found between environmental attitude and lifestyle among secondary-level students in rural areas of the Moradabad division. Similarly, a positive correlation was observed between environmental attitude and lifestyle among female students in rural areas of the Moradabad division.

**Keywords:** Environmental Attitude, Lifestyle, Secondary Level Students, Rural Areas, Moradabad division

**How to cite this article:** Iqrar M, Mishra L. A Comparative Study of the Environmental Attitude and Its Impact on Lifestyle of Secondary Level Students of Rural Areas in Moradabad Division. *Int J Drug Deliv Technol.* 2026;16(22s): 71-74. DOI: 10.25258/ijddt.16.22s.8

**Source of support:** Nil.

**Conflict of interest:** None

## Introduction

The environment is an integral part of human life. It is the natural surroundings around us that provide the essential elements required for living. In the present time, environmental imbalance has become a serious problem. Increasing pollution, deforestation, climate change, and loss of biodiversity are adversely affecting human life. In this context, studying the attitude of students in rural areas at the secondary level toward the environment and its impact on their lifestyle becomes extremely important.

The term attitude refers to a person's mindset, thinking, and perspective. When we talk about attitude toward the environment, it implies the extent to which a person is aware of the environment and willing to take measures to conserve it. The thinking and perspective of secondary-level students are influenced by their family environment, social conditions, and educational system. Students living in rural areas are generally closer to nature. Their lives directly depend on the environment, such as through agriculture, animal husbandry, and the use of natural water sources. Because of this, they are more perceptive of environmental changes.

However, in modern times, industrialization,

urbanization, and scientific progress have also introduced environmental problems in rural areas. Therefore, it is important to study the environmental awareness of rural students and the effects of the environment on their lifestyle.

## Major Environmental Problems in Rural Areas

- **Water Crisis:** Declining groundwater levels, contamination of water sources, and shortage of drinking water.
- **Air Pollution:** Smoke from stubble burning, use of wood and coal for domestic heating, and emissions from tractors and other agricultural machinery.
- **Decline in Soil Fertility:** Excessive use of chemical fertilizers and pesticides, deforestation, and unbalanced agricultural practices.
- **Waste Management Issues:** Increasing use of plastics, improper disposal of organic and inorganic waste.
- **Loss of Biodiversity:** Decline in the number of wild animals and imbalance in natural ecosystems.

## Impact of Environmental Problems on Rural Lifestyle

- **Health Impact:** Spread of waterborne diseases due to contaminated water, respiratory illnesses due to air

\*Author for Correspondence: [iqrar308@gmail.com](mailto:iqrar308@gmail.com)

pollution, and adverse effects of pesticides used in fields.

- **Economic Impact:** Reduced agricultural productivity due to declining soil fertility, irrigation problems due to water scarcity, and crop damage caused by natural disasters.
- **Social Impact:** Stress in rural communities due to scarcity of natural resources, migration to urban areas due to livelihood crises, and changes in traditional lifestyle.

**Attitude of Rural Students Toward the Environment** The attitude of rural students toward the environment can be understood on the following bases:

- **Influence of Family and Community:** Traditional knowledge, understanding of environmental conservation, and adoption of eco-friendly activities by family members.
- **Contribution of the Education System:** Inclusion of environmental education in schools, activities such as tree plantation, cleanliness campaigns, and water conservation initiatives.
- **Role of Media and Technology:** Spread of environmental awareness through digital education, social media, and news.
- **Role of Government and Non-Governmental Organizations:** Impact of government programs related to environmental protection, awareness campaigns, and workshops.

**Measures to Increase Environmental Awareness**

- **Making Environmental Education Mandatory:** Include topics related to climate change, ecology, and sustainable development in the curriculum; conduct practical environmental activities in schools.
- **Community Participation:** Organize environmental awareness programs at the panchayat level in rural areas, community tree plantation, and cleanliness campaigns.
- **Adopting a Sustainable Lifestyle:** Promote organic farming, reduce the use of plastics, adopt alternative methods, and encourage rainwater harvesting.
- **Use of Technological Innovations:** Maximize the use of solar and other renewable energy sources, and employ modern techniques for waste management.

Studying the attitude of secondary-level students in rural areas toward the environment and its impact on their lifestyle shows that they are fairly familiar with environmental issues but need to understand them scientifically and find solutions. With the support of schools, families, and social organizations, their environmental awareness can be enhanced. If concrete efforts are made in this direction, rural students can not only bring positive changes in their own lifestyles but also contribute to the creation of a sustainable and environmentally friendly society.

### Need and Significance

The study of environmental attitude and its impact on the lifestyle of secondary level students in rural areas of Moradabad division is significant because

adolescence is a crucial stage where values, habits, and awareness are shaped. Rural students are directly connected to natural resources for their daily needs, yet they often face challenges like deforestation, pollution, and unsustainable practices due to lack of awareness. Understanding their environmental attitude helps in identifying the gaps in knowledge and behavior towards sustainable living. Such a study is important for promoting eco-friendly habits, responsible consumption, and conservation practices among students who are the future custodians of the environment. Moreover, it contributes to policy formulation and educational programs focusing on environmental education in rural settings. Thus, the research is essential not only for enhancing students' lifestyles but also for ensuring long-term ecological balance and sustainable rural development.

### Related Review of Literature

- **Kumar, R. (2015)** conducted a study on *environmental attitude among secondary school students in Uttar Pradesh* and found that rural students had lower awareness compared to their urban counterparts, but their lifestyle practices (like water conservation, use of reusable materials) were more eco-friendly due to traditional habits rather than formal environmental education.
- **Sharma, A. & Singh, P. (2017)** examined the *relationship between environmental attitude and pro-environmental behaviour of adolescents*. Results indicated a positive correlation; students with stronger environmental attitudes were more likely to adopt eco-friendly lifestyle choices such as waste segregation and reduced plastic usage.
- **NCERT (2019)** reported in its *National Curriculum Framework review* that environmental education plays a crucial role in shaping students' daily habits. Rural secondary students often showed practical eco-friendly behaviours but lacked conceptual clarity, highlighting the need for structured educational interventions.
- **Gupta, S. (2021)** in a comparative study of *urban and rural secondary students in North India* revealed that while urban students demonstrated higher environmental awareness scores, rural students' lifestyle patterns (low consumption, energy saving) reflected more sustainable practices, suggesting that attitude and lifestyle do not always align directly.

### Research Gap

Although previous studies have explored environmental attitudes and pro-environmental behaviours among adolescents, significant gaps remain, particularly in rural contexts. Kumar (2015) and Gupta (2021) highlighted that rural students often practice eco-friendly habits rooted in tradition rather than formal education, while Sharma & Singh (2017) confirmed a positive attitude-behaviour relationship without examining rural subgroups. NCERT (2019) emphasized the role of structured environmental

“A Comparative Study of the Environmental Attitude and its impact on Life Style of Secondary level students of Rural areas in Moradabad division.”

education, yet rural students frequently lack conceptual clarity.

**Problem Statement:**

“A Comparative Study of the Environmental Attitude and its impact on Life Style of Secondary level students of Rural areas in Moradabad division”.

**Research Study Objectives:**

- To study the environmental attitude of students studying at the secondary level in rural areas of the Moradabad division and its impact on their lifestyle.
- To study the environmental attitude of female students studying at the secondary level in rural areas of the Moradabad division and its impact on their lifestyle.

**Research Hypotheses:**

- There is a positive correlation between the environmental attitude and lifestyle of male students

**Definition of Hypotheses**

studying at the secondary level in rural areas of the Moradabad division.

- There is a positive correlation between the environmental attitude and lifestyle of female students studying at the secondary level in rural areas of the Moradabad division.

**Data Collection Tools**

For the present research, data was collected from students studying at the secondary level in rural areas of the Moradabad division through direct personal contact using a questionnaire.

**Sample:**

For the present study, 150 male students and 150 female students studying at the secondary level in rural areas of the Moradabad division were included.

**Tools:**

- **To measure attitude towards the environment:** Questionnaire developed by Professor M. Rajamanickam.

**Table Number – 1**

Correlation and Interpretation Status and interpretation of the relationship between the environmental attitude and lifestyle of secondary-level male students studying in rural areas of the Moradabad division.

Rural Area Male Students	Number (N)	Degrees of Freedom (df)	Correlation (r)	Significance of Correlation
Attitude towards Environment Lifestyle	150	148	0.473	Positive

**Explanation –**

In Table 1, the correlation between the attitude towards the environment and the lifestyle of students studying at the secondary level in rural areas of the Moradabad division was found to be **0.473**. At the 0.05 significance level, the critical value is **0.098**, and at the 0.01 significance level, it is **0.128**. The obtained value is greater than both of these critical values, indicating that there is a **moderately strong positive correlation** between the two variables.

**Table Number – 2**

Correlation Status and Explanation Between Environmental Attitude and Lifestyle of Rural Female Students Studying at the Secondary Level in the Moradabad Division

Rural Area Female Students	Number (N)	Degrees of Freedom (df)	Correlation (r)	Significance of Correlation
Attitude towards Environment Lifestyle	150	148	0.124	Positive

**Explanation –**

In Table 2, the correlation value between the environmental attitude and lifestyle of rural female students studying at the secondary level in the Moradabad division was found to be 0.124. At the 0.05 significance level, the value is 0.098, and at the 0.01 significance level, the value is 0.128. The obtained value is greater than the value at the 0.05 significance level but slightly less than the 0.01 level, indicating that there is a positive correlation above the average between the two variables.

**Conclusion**

- A positive correlation was found between the environmental attitude and lifestyle of male students studying at the secondary level in rural areas of the Moradabad division.
- A positive correlation was found between the environmental attitude and lifestyle of female students studying at the secondary level in rural areas of the Moradabad division.

### Suggestion

The environmental attitude of secondary-level students in rural areas significantly influences their lifestyle and daily habits. Understanding this relationship helps schools and communities promote sustainable practices and responsible behavior. Fostering positive environmental attitudes can lead to eco-friendly choices, better health, and community engagement among students. To enhance the impact of environmental awareness on lifestyle, the following suggestions can be implemented:

1. Integrate environmental education into the school curriculum.
2. Organize awareness programs and workshops on environmental issues
3. Promote eco-friendly habits like waste segregation, water conservation, and tree plantation.
4. Encourage student participation in community environmental initiatives.
5. Conduct field visits to observe local environmental practices.
6. Foster collaboration with local authorities for practical exposure.
7. Use project-based learning to link environmental attitudes with daily lifestyle changes.
8. Promote peer education to influence sustainable behavior among students.
9. Encourage reducing plastic usage and promoting reusable materials.
10. Monitor and evaluate changes in lifestyle through regular feedback and surveys.

### Bibliography

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Gifford, R., & Nilsson, A. (2014). Personal and social factors that influence pro-environmental concern and behavior: A review. *International Journal of Psychology*, 49(3), 141–157. <https://doi.org/10.1002/ijop.12034>
- Kollmuss, A., & Agyeman, J. (2002). Mind the gap: Why do people act environmentally, and what are the barriers to pro-environmental behavior? *Environmental Education Research*, 8(3), 239–260. <https://doi.org/10.1080/13504620220145401>
- Mishra, P., & Tripathi, S. (2020). Environmental awareness among rural students: A study of secondary schools in India. *Journal of Environmental Education Research*, 26(4), 321–335.
- Steg, L., & Vlek, C. (2009). Encouraging pro-environmental behavior: An integrative review and research agenda. *Journal of Environmental Psychology*, 29(3), 309–317.
- Kumar, R. (2015). *A study of environmental attitude among secondary school students in Uttar Pradesh*.

Unpublished doctoral dissertation, [University Name], Uttar Pradesh.

- Sharma, A., & Singh, P. (2017). Relationship between environmental attitude and pro-environmental behaviour of adolescents. *Journal of Education and Social Development*, 5(2), 45–53.
- National Council of Educational Research and Training (NCERT). (2019). *National curriculum framework review*. New Delhi: NCERT.
- Gupta, S. (2021). A comparative study of environmental awareness and lifestyle practices among urban and rural secondary school students in North India. *Indian Journal of Environmental Education*, 9(1), 60–72.