

Environmental culture of Kazan students and the urban development



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Structure of the presentation



Introduction

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What role does it play in the urban development*

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What is an environmental culture? What are its components?

Environmental awareness versus environmental behavior: Contextual Theory

Why often people do not act in line with their environmental concern?

Kazan students' environmental culture: case study

*A sociological snapshot on the students' green practices
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Discussion and Conclusion

*What are the urban factors which could affect the students' behavior
and attitude towards the environment?*

Why is it important to study an environmental culture? What role does it play in the urban development?



- (1) In the discourse of environmental quality improvement in urban development perspective a lot of effort is put on the technological advancement. For instances, in production processes and waste disposal. However, achievements based on efficiency alone often result in a limited effect where a gain in efficiency is overcompensated by a population growth as well as the consumption volumes' increase (Vlek et al, 2007).
- (2) Cultural practices are significant part of the urban space. Here I think of the environmental culture not as a separate part of the culture per se but as a projection of the general culture that covers all sphere of social reality. For instance, in the economic urban space, environmental culture is demonstrated through the employment of environmentally friendly technologies, non-waste production. In the legislative field it is displayed through the implementation of environmental legislation. In the cultural field it is exposed through promoting environmental values, norms, attitudes, etc.

Environmental culture: conceptualization



WHAT IS AN “ENVIRONMENTAL CULTURE?”

- ▶ Environmental culture is a multifaceted construct consisting of two conceptual components: the “environmental” and “culture” components (Dunlap, 2002). The environmental component represents the substantive content of environmental culture that related to the environmental issues (e.g., recycling, global warming, etc). The culture components represents “the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought” (Farlex dictionary).

Environmental culture's structure

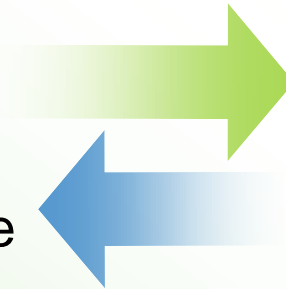


Environmental awareness

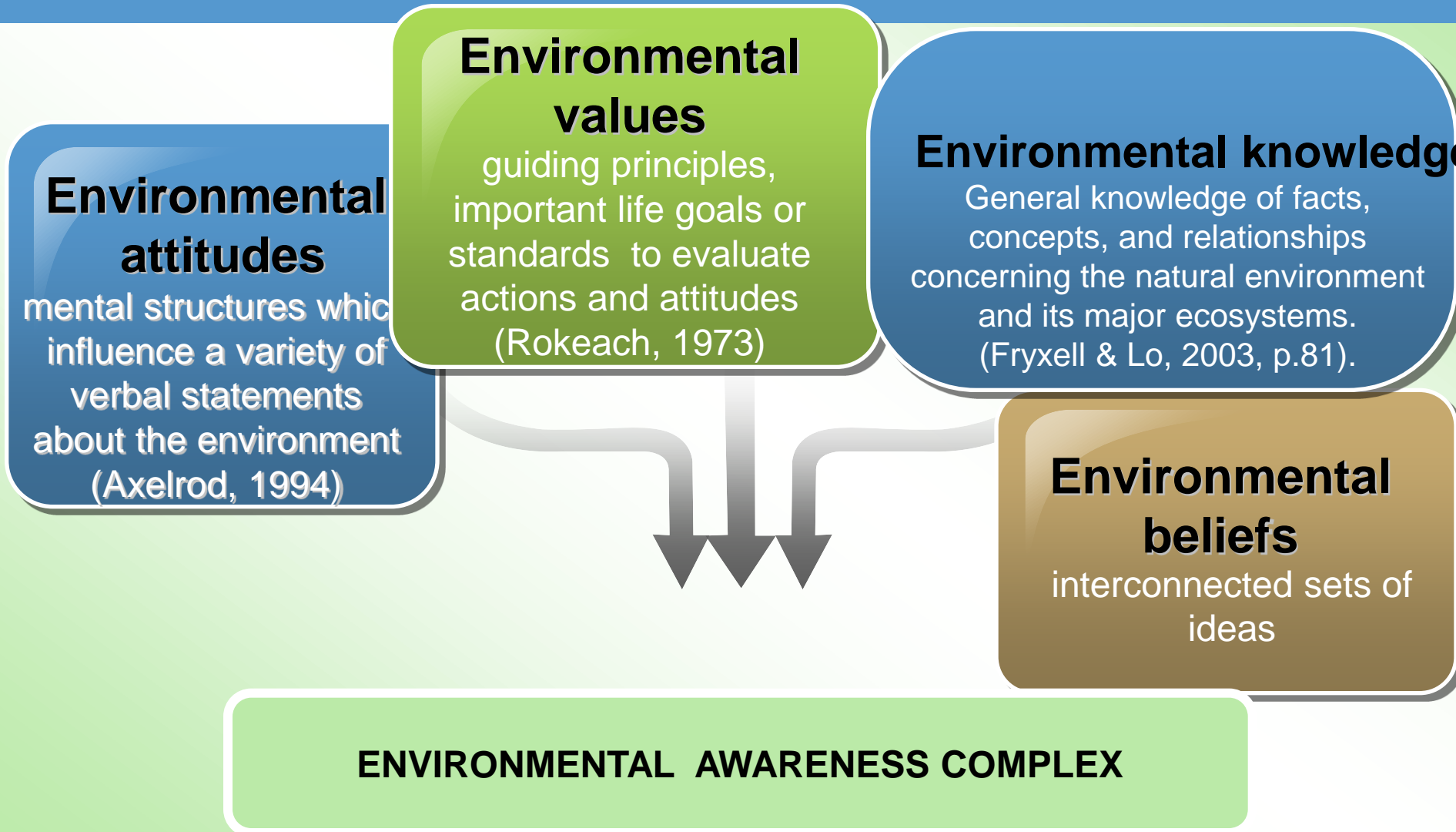
- Environmental attitudes
- Environmental beliefs
- Environmental knowledge
- Environmental values

Environmental behavior

Environmental activism
Environmental lifestyle



Environmental awareness components



Environmental behavior



Conceptualization (2 approaches):

**Environmental behavior defines
by its impact
(impact-oriented approach)**

**Environmental behavior as
individuals' engagement in
the environmentally friendly
practices
(intent-oriented approach).**

While the impact-oriented approach is mainly concentrates on a negative effect on the environment, the intent-oriented approach is more likely to focus on a positive change through individuals' engagement in the environmentally friendly practices.

The impact-oriented approach can describe behavioral patterns linked to a broader environmental context, whereas the intent-oriented approach can reveal individuals' motives behind environmentally friendly acts.

Environmental attitudes versus environmental behavior: Contextual theory



- Studies environmental behavior in the interaction of many variables that can affect it. It includes a wide range of social, psychological, financial and many other causal factors (e.g., cultural background, religion, family, economic condition, education, skills, social class, etc.).
- For example, people in a city may use public transportation because they do not have a car, because of the traffic jams, because of the lack of the parking space, because of a fear to get in a car accident or because of other contextual conditions. For these reasons although people can be environmentally concerned and have an intention to act, they still might not perform environmentally sound behavior due to the lack of time, lack of infrastructure and cultural support, inconvenience, or living in a context that ignores environmental issues and many other factors

Environmental culture in the urban perspective: social profile



- Younger, well educated people with higher income tend to be more environmentally friendly (Van Liere & Dunlap, 1990).
- These groups are more environmentally friendly not only because they are in position to do something about these issues, but also because they believe that they can do something and view themselves as agents of change (Murch, 1974).
- Women are more environmentally concerned than men, especially regarding local issues.

Kazan students' environmental culture: case study



- **Project objective:** to study the environmental culture of the city of Kazan students.
- **Sampling Procedures and Data Collection:**
- The empirical study involved the administration self-completion questionnaire of Kazan students.
- Data were collected from the middle of October to the middle of December 2010.
- The total number of respondents was 650. The sample was representative of the actual number the city of Kazan students with regard to gender, university year and university affiliation.

FINDINGS: Environmental attitudes



Figure 1. “Which of the following issues are you mostly concerned about?”, %

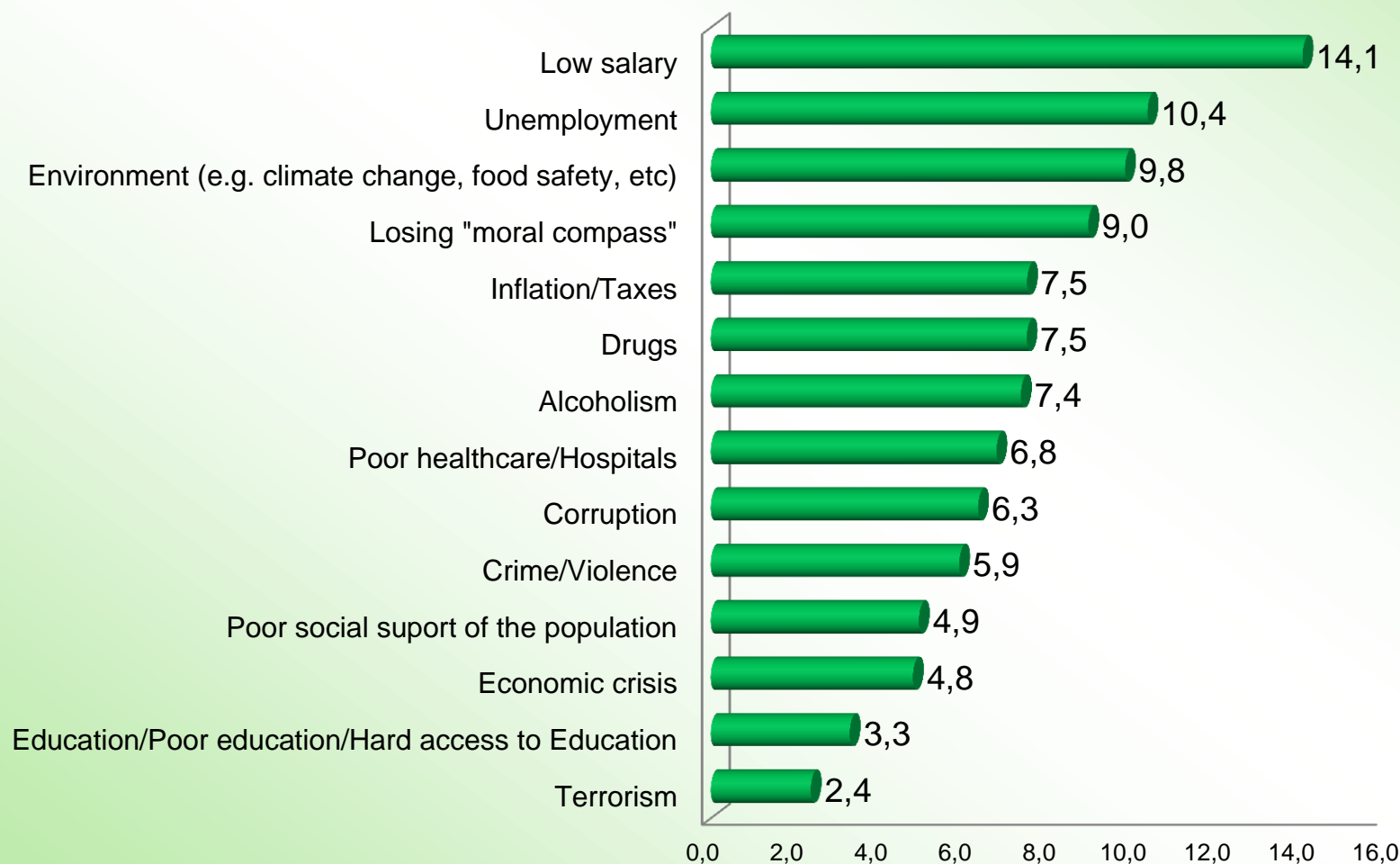


Figure 2. “In general, how important is the quality of the environment for you?”, %

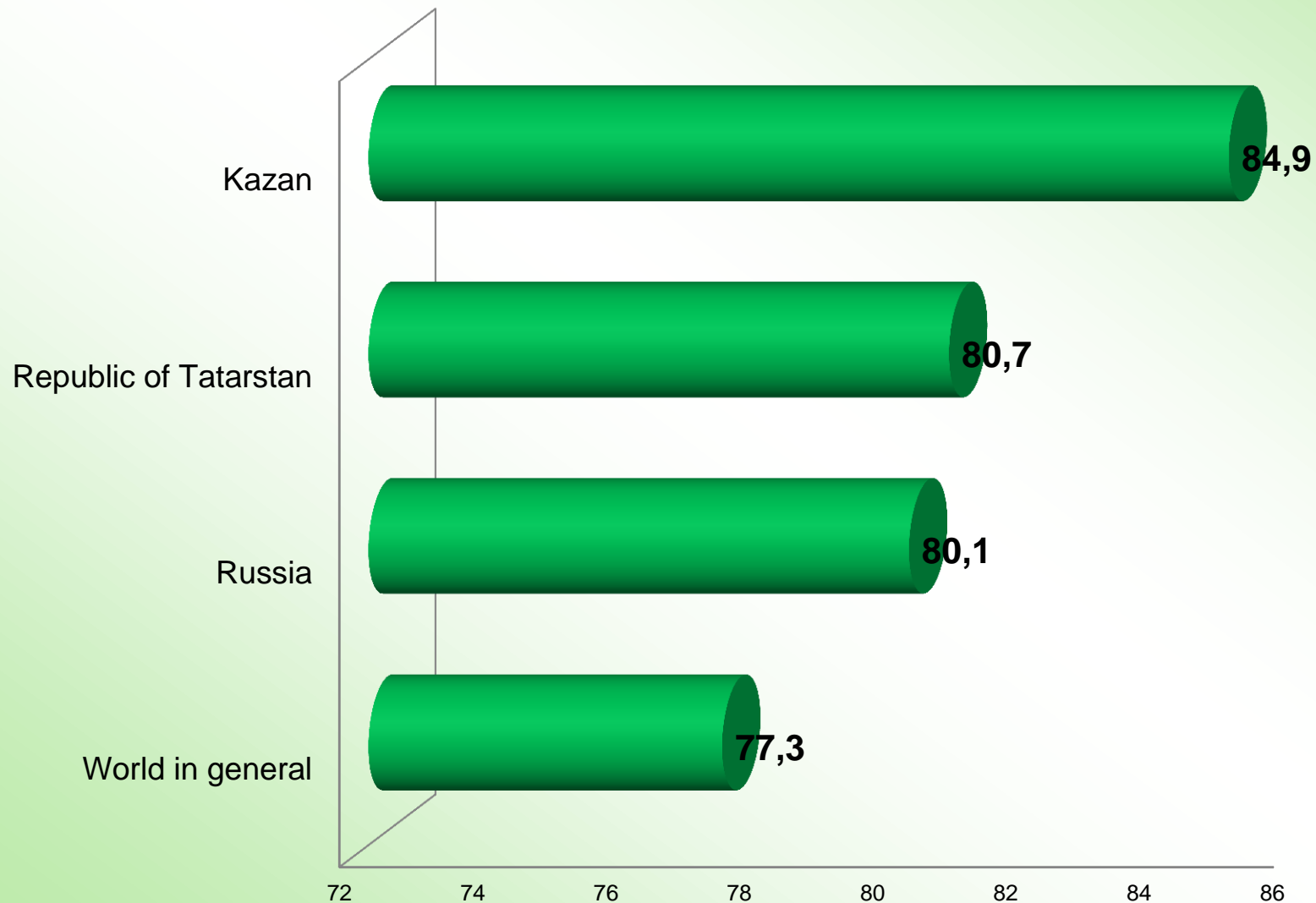
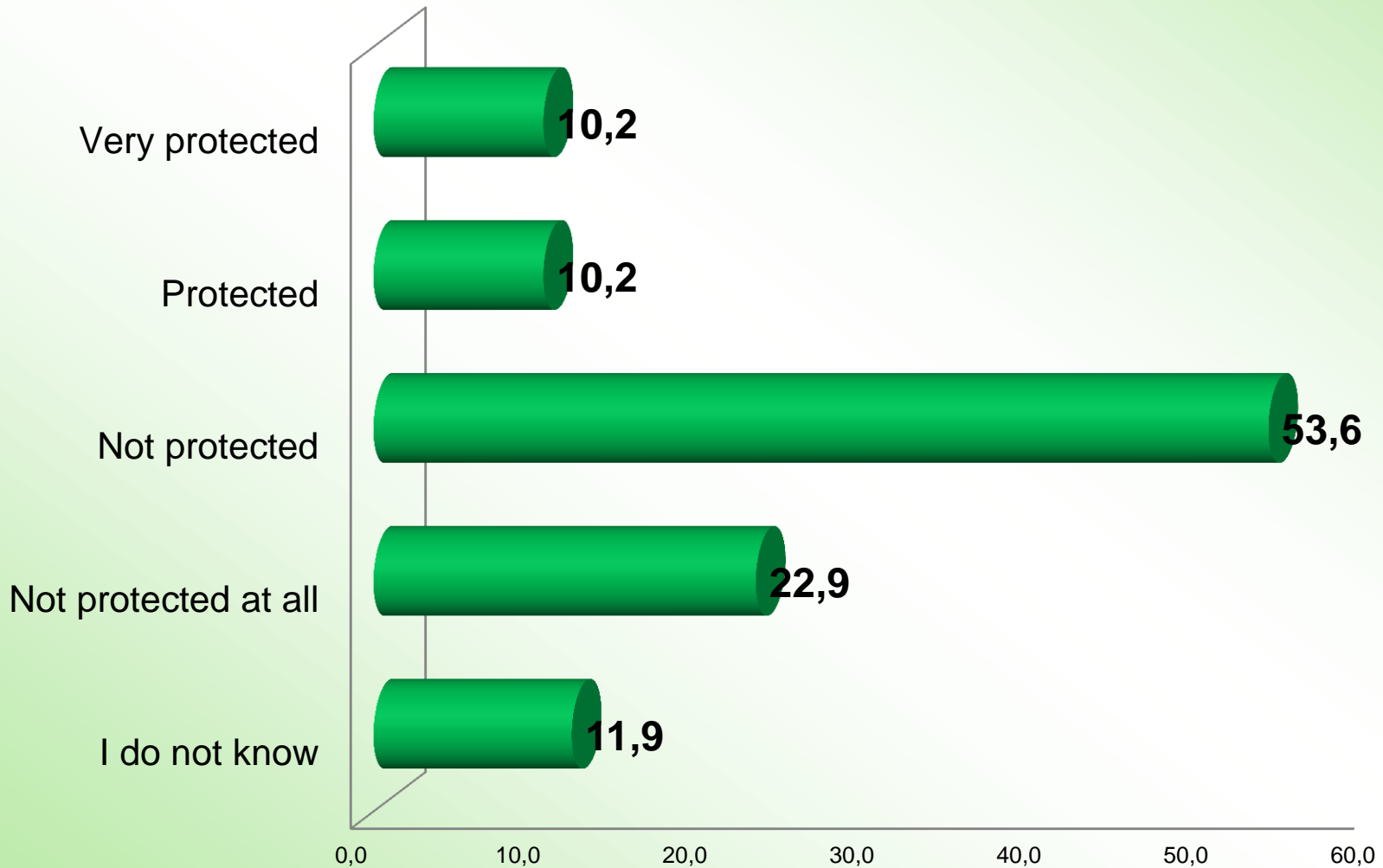


Figure 3. “How protected do you feel yourself to be from environmental risks?”, %



Environmental behavior and lifestyle

Figure 5. "Have you done any of the following over the last year?"

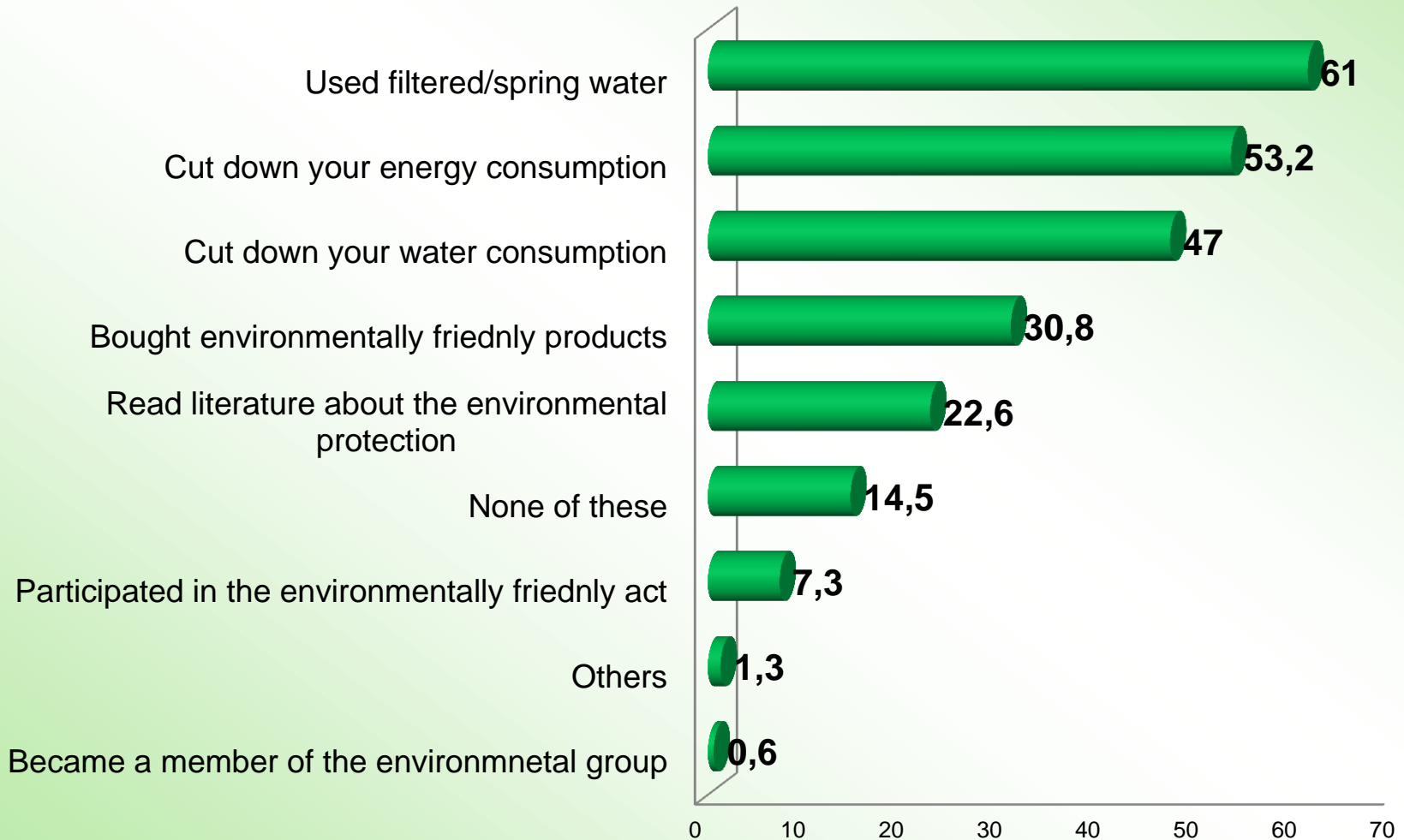
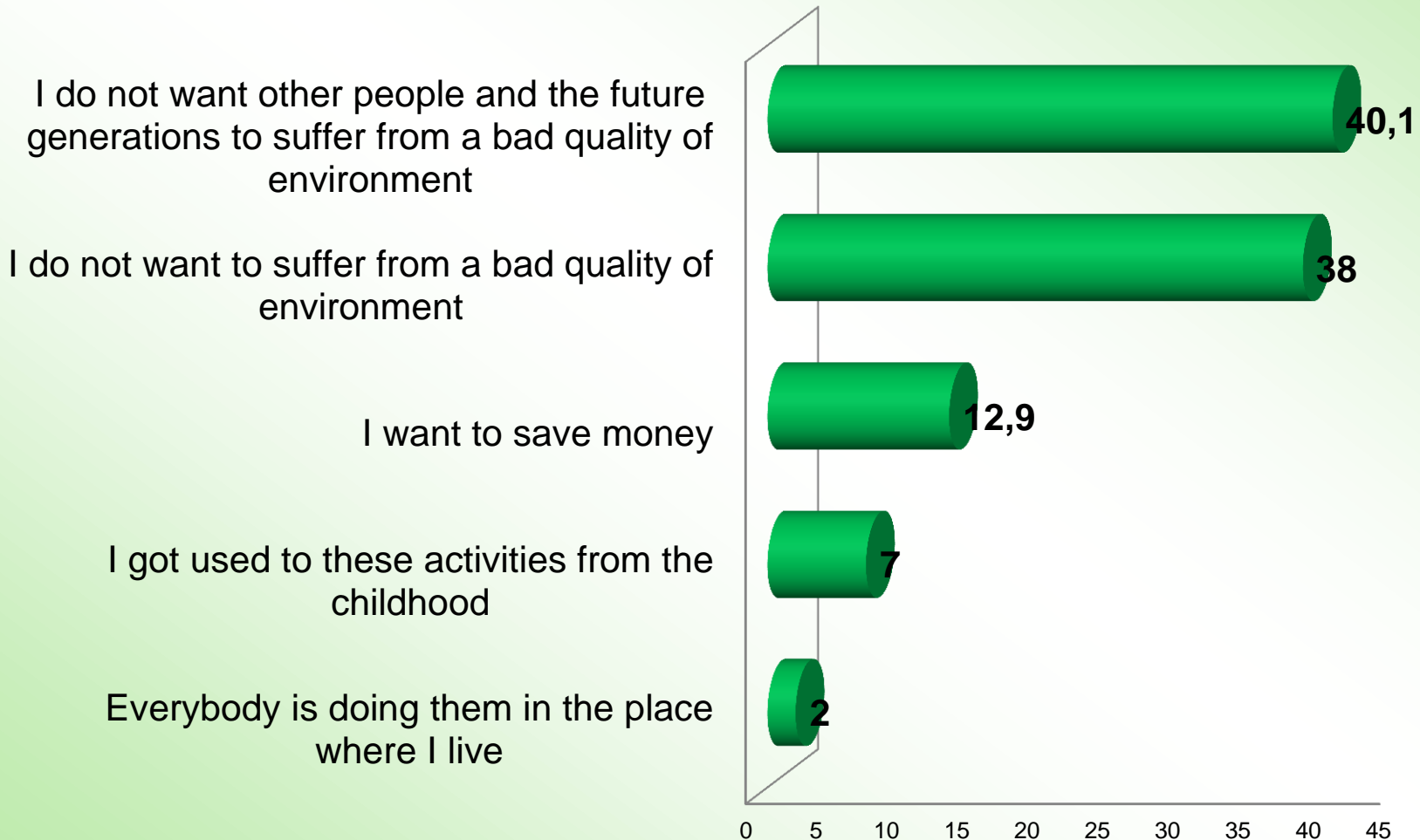


Figure 4. “What was the main reason why you were engaged in the environmental activities?”, %



Environmental types (factor/cluster analysis)

Factor analysis is used to identify and group students into segments based on their similar attitudinal and behavior profiles. Students were asked to agree or disagree with 13 statements related to environmental behavior and environmental awareness.



Table 1. “How much do you agree or disagree with each of the following statements?” On a 1 to 5 scale, where 5 means you are “strongly agree”, 1 means you are “strongly disagree” and 0 means “it is not available where I live”

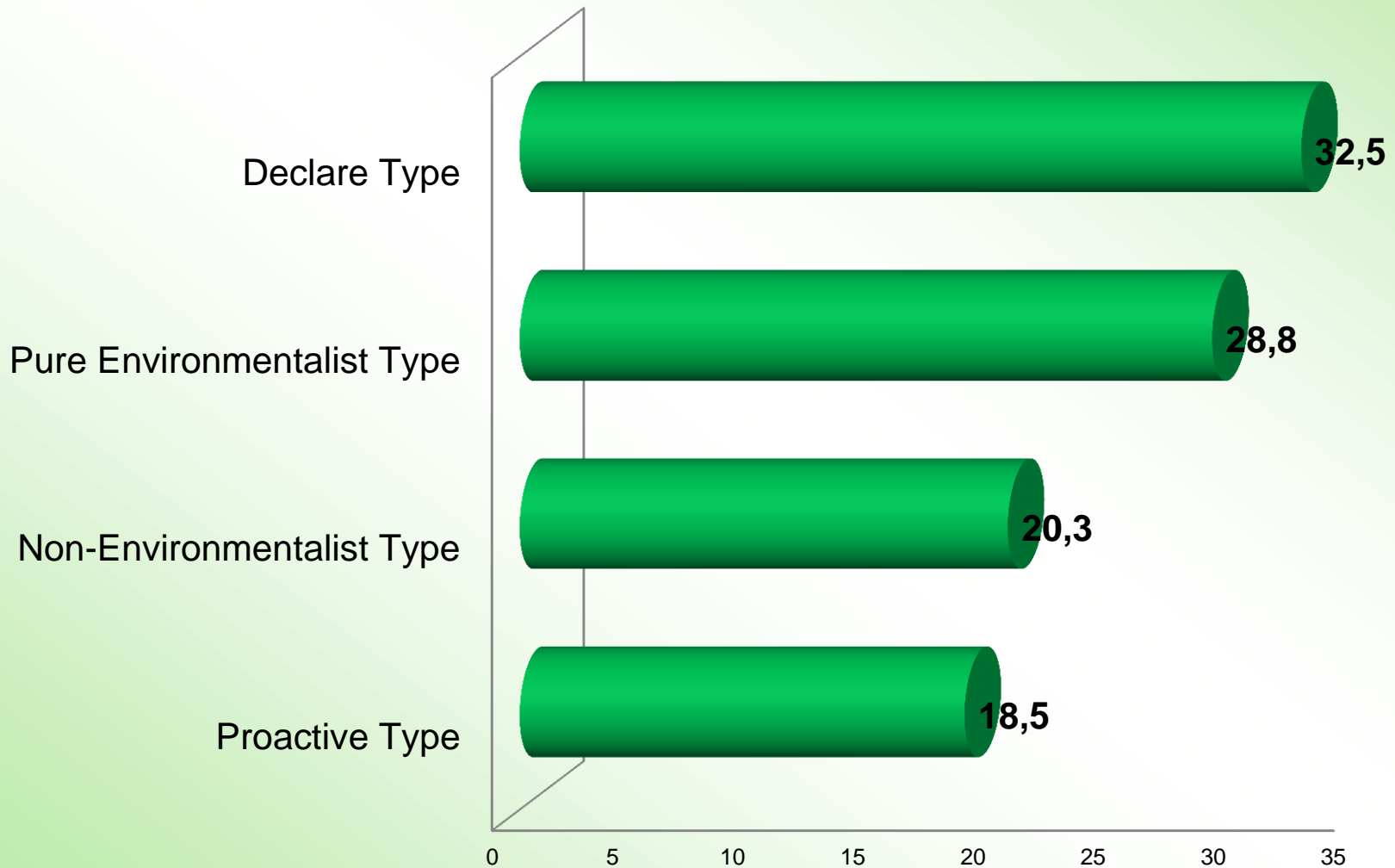
<i>1. I am concerned about the environmental quality in the area where I live</i>	0 1 2 3 4 5
<i>2. I don't feel myself protected from environmental risks</i>	0 1 2 3 4 5
<i>3. Poor environment can be a cause of health problems</i>	0 1 2 3 4 5
<i>4. I avoid unnecessary consumption of water (for example not leaving water running when washing the dishes or taking a shower, etc.)</i>	0 1 2 3 4 5
<i>5. I avoid unnecessary consumption of energy (for example turning down air conditioning or heating, not leaving appliances on stand-by, buying energy saving light bulbs, buying energy efficient appliances, etc.)</i>	0 1 2 3 4 5
<i>6. I save cans, bottles or newspapers for recycling</i>	0 1 2 3 4 5
<i>7. I chose an environmentally friendly way of traveling</i>	0 1 2 3 4 5
<i>8. I try to buy environmentally friendly products marked with an environmental label</i>	0 1 2 3 4 5
<i>9. I would give part of my income if I were certain that the money would be used to prevent environmental pollution</i>	0 1 2 3 4 5
<i>10. I take part in the environmentally friendly activities</i>	0 1 2 3 4 5
<i>11. I am a member of an environmental club/organization</i>	0 1 2 3 4 5
<i>12. I read nature or environmental magazines</i>	0 1 2 3 4 5
<i>13. I would vote for a candidate who support environmental issues</i>	0 1 2 3 4 5

Table 2. Factor analysis of items resulted in two factors



Variables	Factor 1 “Environmental awareness”	Factor 2 “Environmental behavior”
I am concerned about the environmental quality in the area where I live	.756	
I don't feel myself protected from environmental risks	.546	
Poor environment can be a cause of health problems	.655	
I would give part of my income if I were certain that the money would be used to prevent environmental pollution	.647	
I would vote for the candidate who support environmental issues	.753	
I avoid unnecessary consumption of water		.813
I avoid unnecessary consumption of energy		.789
I save cans, bottles or newspapers for recycling		.737
I choose an environmentally friendly way of travelling		.633
I try to buy environmentally friendly products marked with an environmental label		.441
I take part in the environmentally friendly activities		.512
I am a member of an environmental club		.018
I read nature or environmental magazines		.029
Cumulative percentage		49.008

Figure 5. Clusters of students based on their level of environmental behavior and environmental awareness



Clusters: interpretations/socio-demographics



“PURE ENVIRONMENTALIST TYPE” (28,8%).
(high scores in the environmental behavior and in the environmental awareness dimensions)
This group has a higher percentage of female, respondents who belong to upper middle class

“NON-ENVIRONMENTALIST TYPE” (20,3%).
(low scores in the environmental behavior and in the environmental awareness dimensions)
This group has an even percentage of male and female students, respondents who belong to lower class



Clusters: interpretations/socio-demographics

“PROACTIVE TYPE” (18,5%)

(high level of environmental behavior and low level of environmental awareness)

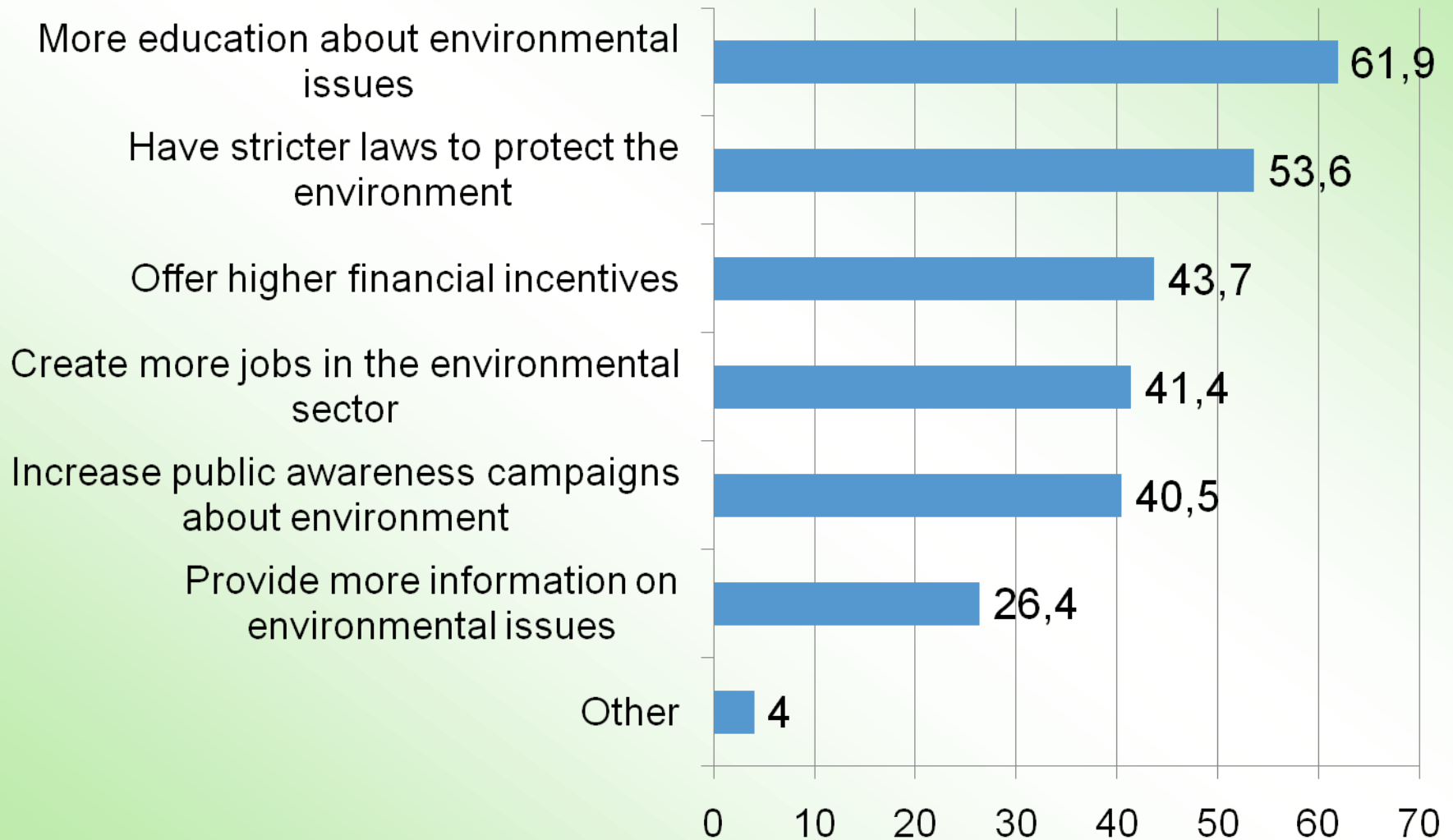
This group has a higher percentage of male and a higher representation of those who belong to upper middle class

“DECLARE TYPE” (32,5%)

(high level of environmental awareness and low level of environmental behavior)

This group has a higher percentage of female, respondents who belong lower middle class

Figure 6. “What actions do you think are important to undertake to manage environmental problems?”, %



DISCUSSION and CONCLUSION



This study suggests that Kazan students environmental culture stays on the symbolic level of the environmental awareness without much transformation to the instrumental level of environmental practices.

Kazan students are sympathetic to environmental problems, they do not feel themselves protected from the environmental risks, however, their environmental lifestyle and civic initiatives is on the process of formation.

Thus, we hypothesises that Kazan students environmental culture is structured by many interrelated objective and subjective factors. Here are some of them:

(1) The survey shows that the problems that Kazan students are concerned of is related to satisfying basic materialistic needs which are negatively correlated with the environmental issues. Postmaterialist values represent higher needs and are met only as lower material needs are satisfied. In that sense, Kazan students environmental lifestyle is seen as a luxury affordable only for those who have enough economic security (“Pure Environmentalist Type”);

DISCUSSION and CONCLUSION (cont.)



- (2) **Poor green infrastructural support** including an absence in Kazan the bicycle tracks, recycling cans, green zones (not enough parks, etc), accessible places for environmental tourism, overused water pipes, etc.
- (3) **Poor institutional support and not well-developed civic society.** Thus, students have a fear/not enough will/resources to initiate environmental proactive practices and act accordingly;
- The following contextual factors can affect each other or in the language of experiment research they can interact and produce the synergetic affect.



Thank you for your attention!