

Sustainable Food Education for Self-Efficacy Development - SEED How to encourage future citizens to act for a sustainable society



Factors behind pupils' and teachers' sustainable actions

In the survey, factors influencing sixth and ninth grade pupils, teachers and headmasters' sustainable actions will be studied in the framework of ESD. Theoretical background includes for instance the theory of reasoned action (Ajzen 1985), the models predicting environmentally responsible behaviour (Bamberg and Möser 2007) and the studies of Uitto et al. (2009) on pupils' environmental interests, attitudes and values in Finland.

Research questions:

1. What is the relation between experiences, knowledge, interests, attitudes, self-efficacy, norms, intentions and behaviour of sixth and ninth grade pupils in the framework of ESD at school?
2. How teachers experience their skills and possibilities to implement ESD?
3. What is the role of headmaster in implementing ESD at school?
4. What is the relative contribution on demographic factors, such as gender and residential area in explaining the studied factors?
5. To what extent does the survey confirm the models of environmental psychology and environmental education in predicting sustainable actions?

The survey will be carried out with a pre-tested questionnaire containing both multiple choice and open questions. Likert-scaled items will be analyzed by multivariate analyses. Mixed methods will be used. For model construction, structural equation modelling will be applied.

The results will be published in refereed papers and as a Ph.D. study.

Ph.D. Anna Uitto (Project researcher)
M.Ed. Seppo Saloranta (PhD. student)
anna.uitto@helsinki.fi
seppo.saloranta@helsinki.fi

Department of Applied Sciences of Education
PO Box 9, (Siltavuorenpenger 20 R)
00014 University of Helsinki, Finland

References:

Ajzen, I. (1985). *From intentions to actions: A theory of planned behavior*. In J. Kuhl & J. Beckmann (Eds.), *Action control: From cognition to behavior* (pp. 11-39). Heidelberg: Springer.

Bamberg, S. & Möser, G (2007). *Twenty years after Hines, Hungerford, and Tomera: A new meta-analysis of psycho-social determinants of pro-environmental behaviour*. *Journal of Environmental Psychology*, 27, 14–25.

Uitto, A., Lavonen, J. Juuti, K., Byman, R. and Meisalo, V. (2009). *The contribution of gender, school and residential area in explaining the interest in biology by lower secondary school students*. In: Hammann, M., Boersma, K., Waarlo, A. J. (Eds), *The Nature of Research in Biological Education: Old and New Perspectives on Theoretical and Methodological Issues. A selection of papers presented at the VIIth Conference of European Researchers in Didactics of Biology (ERIDOB), 16-20 September, 2008, Woudschoten Conference Center, Zeist, The Netherlands, Utrecht: Beta press.*