

Chapter 9

Attitudes & EC



**ATTITUDE
IS EVERYTHING.**

LIFE IS 10%
OF WHAT YOU MAKE IT
& **90%** OF **HOW**
YOU TAKE IT.

**ATTITUDE IS
EVERYTHING
IN LIFE.**



THINK GREEN: SAVE WATER, ... DRINK BEER ☺

Our Team

- Jelle Boevedepauw & Rares Halbac Cotoara Zamfir– coordinators of WG2
- Nicole Bauer
- Bruce Johnson
- Cristina Halbac Cotoara Zamfir
- Dilyana Keranova
- Megyesi Boldizsar
- Ferencz Zoltan
- Matejic Violeta
- Mark Camilleri

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Book chapters:

- **Ch.1**-Political dimensions of EC
- **Ch. 2** Social dimension of environmental citizenship
 - **Ch.3**-Economic dimensions of EC,
 - **Ch.6**-Knowledge & EC
 - **Ch.8**-Values and EC
 - **Ch.9-Attitudes & EC**
- **Ch.13**- EC in heritage evaluation, tourism and transport
 - **Ch.14**-EC & Activist Citizenship
 - **Ch.15**-EC & REB
 - **Ch.16**-EC and ESD
 - **Ch.20**-EC in Primary Formal Education
 - **Ch.21**- EC in Primary Non-Formal Education
 - **Ch.22**-EC in Secondary Formal Education
 - **Ch.23**-EC in Secondary Formal Education

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The subchapters

Questions:

- **what are they?**
- **why are interested?**
- **how do we measure them?**
- **how do we form them?**
- **how do we change them?**

Answers:

- 9.1. **Introduction** - Attitudes - theoretical aspects (– **definition** and **correlation with EC.**)
- 9.2 The attitudes **importance** in environmental citizenship development
(Attitudes and The behavior of an environmental citizen. Attitudes and values)
- 9.3. **Measuring attitudes** for EC
- 9.4 **Developing** attitudes for EC
- 9.5. Strategies to **change** the attitudes
- 9.6 Conclusion

9.1. Introduction

Definitions

Attitudes ="the predispositions learned to react with consistency to an object or class of objects in a favorable or unfavorable manner." (Allport)

They are a **regulatory system** between the energy reserve of **motivations** and the **demands of the outside world**.

Attitudes for EC = the predispositions learned to react with consistency to the environment in a favorable manner. (a key for EC)

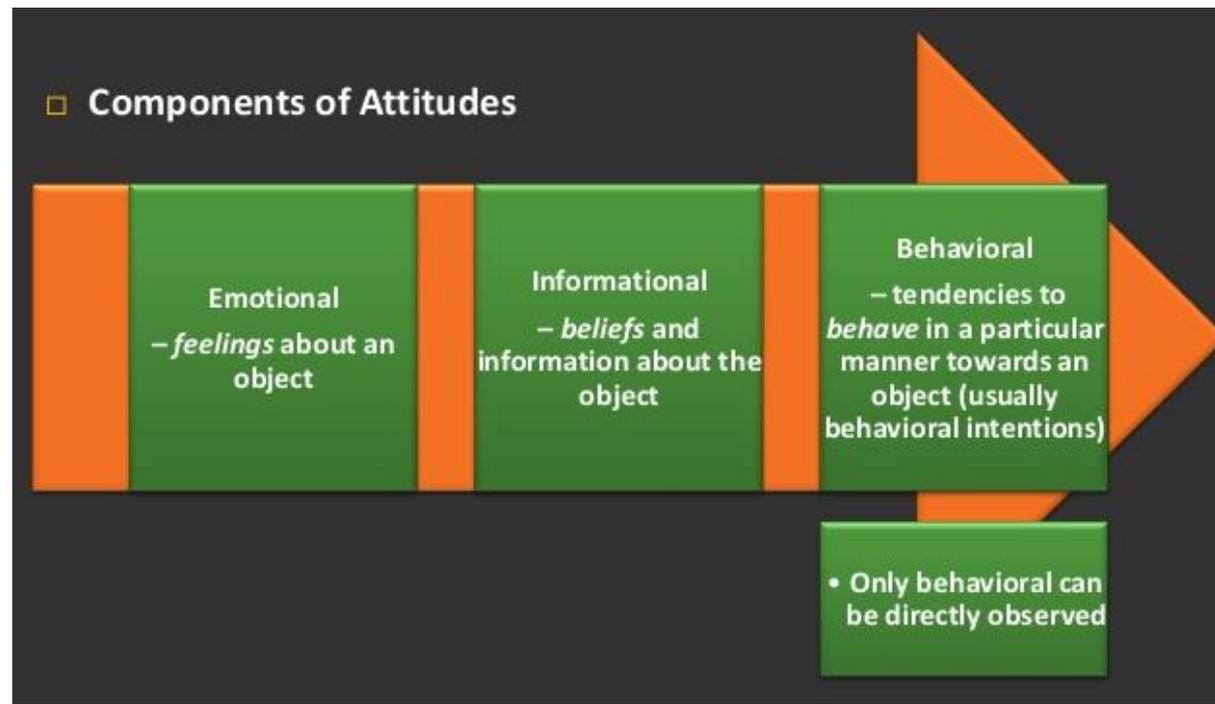
9.2. The importance of attitudes in the formation of the environmental citizen

(Function of attitudes for EC. Dimensions of attitudes.

Attitudes and the behavior of an environmental citizen. Values and attitudes)

3 elements of attitude (ABC model)

- Affect (individual feelings)
- Behavior (individual intentions)
- Cognitive (individual beliefs)



• 3 basic Functions:

The cognitive function
the energy or tonic function
the regulating function

Jean-Claude Abric (2002)

Basic environmental value orientations

- *Wilson* (1993) defines two elementary value orientations that focus on the feelings of humans towards nature:
- **biophilia** – the love of all that lives – and its antithesis, **biophobia** – the tendency for people to be afraid of nature.
- *Grendstad* and *Wollebaek* (1998) reported that 80 % of their respondents in Norway and Sweden acknowledged an intrinsic value of nature, i.e. have a pronounced **biophilic attitude** towards nature.

- *Kellert* makes assumptions concerning the general human-nature relationship and describes a human-nature relationship with nine dimensions:
 - (1) **the utilitarian dimension** (the material value of nature is important);
 - (2) **the naturalistic dimension** (nature is regarded with wonder and awe);
 - (3) **the ecological scientific dimension** (nature is investigated systematically);
 - (4) **the aesthetic dimension** (the beauty of nature is paramount);
 - (5) **the symbolic dimension** (nature is a source of symbols);
 - (6) **the humanistic dimension** (humans feel emotionally connected to nature);
 - (7) **the moralistic dimension** (humans feel responsible for nature);
 - (8) **the dominating dimension** (humans master the natural world); and
 - (9) **the negative dimension** (humans view nature with fear and aversion).

- + another typologies (*Stern* and *Dietz* (1994), *Thompson* and *Barton* (1994), + correlations of *Kaltenborn* and *Bjerke* (2002))

9.3. Measuring environmental attitudes

There is a **large number of different EA measures**

- **New Ecological Paradigm (NEP Scale) (the most used)**
- Milfont & Duckitt (2010) developed the **Environmental Attitudes Inventory (EAI)** in which the multidimensional and hierarchical nature of EA is considered. The EAI has twelve specific scales that capture the main facets measured by previous research

9.4. How do environmental attitudes develop

Studies focusing on children

- *Collado, Staats și Corraliza (2013, SPAIN)* : The intention to carry out EC behavior increased for the children visiting a nature camp compared to those visiting the urban camp
- *Convery & Convery (2015, UK)*: The results indicate that kids (8-11 years) who taking part in the forest school program had more pronounced EA
- *Cheng & Monroe (2012)* found in their study with approximately 1500 children in the 4th grade of public schools in Florida, *USA*, that the children's previous experiences in nature influenced their interest in performing EB.

Retrospective studies that focus on adults asking them about their nature contact during childhood:

- Wells and Lekies (2006) surveyed 2000 adults aged 18 to 90 years in the US and asked them about their experiences in nature before the age of 11. Activities in wild nature (e.g. hunting, camping) and in domestic nature (e.g. gardening) were related to EA and EB. The more nature experiences people reported, the more likely it was that they had a positive attitude towards nature and the environment, which may further influence pro-environmental behavior. Interestingly the study revealed that frequency of exposure to nature has both a direct effect on EB and an indirect one, mediated by EA

9.5. How can attitudes be changed?

- Information campaigns often used by environmental NGOs
- using role models (well-known politicians, actors) who communicate their dedication to environmental protection.
- the persuasive power



Looking for suggestions!



Thank you!