

Relationship among Ecological Attitude, Socio-Economic Status and Academic Achievement of Post Graduate Girl Students in West Bengal

Mali Paul¹, Dr. Amalendu Paul²

¹Research Scholar, Department of Education, Diamond Harbour Women's University, Sarisha, South 24 Parganas-743368

²Associate Professor, Department of Education, Diamond Harbour Women's University, Sarisha, South 24 Parganas-743368

Abstract

Ecology is the study of the relationships between living organisms and their physical environment. It examines how organisms interact with each other and their environment at various levels, including the individual, population, community, ecosystem, and biosphere. The health of each person and society testifies to the viability and range of adaptive capabilities to changing environmental conditions. Social health depends on the degree of danger of the conditions that society itself creates. Ecology is one criterion that ensures the level of social health. Social health is dependent on culturally accepted values such as kindness, respect, and fruitful relationships. Ecological attitude is a person's collection of beliefs, feelings, and intentions about environmental issues and activities. It's a psychological tendency that can be expressed as favor or disfavor of the natural environment. Ecological attitudes can be important because they often determine how a person's behavior affects the environment. For example, people with more favorable attitudes towards the environment are more likely to act in ways that help the environment. Some factors that can affect a person's ecological attitude are age, gender, socioeconomic status, nation, urban-rural residence, religion, politics, values, personality, and experience. This study explores the relationship between ecological attitude, socio-economic status, and academic achievement among post graduate girl students in West Bengal. For this purpose the researcher used Descriptive Survey method. In the present study, the researcher selected total 120 Post Graduate Girl Students (Urban & Rural) using stratified simple random sampling method. From the result it is found that ecological attitude is positively correlated with socio-economic status and Academic Achievement. However, no significant correlation is found between socio-economic status and academic achievement. The study highlights the role of education in fostering ecological responsibility.

Keywords: Ecological Attitude, Environment, Socio-Economic Status, Post Graduate Girl Students

1. INTRODUCTION

Education is the key to a better life. Education is not only a means of knowledge transmission but also a platform for developing values, attitudes, and behaviours that support sustainable living. In the 21st century, education plays a crucial role not only in academic development but also in shaping an individual's attitudes toward pressing global issues such as environmental sustainability. And also it is

widely recognized as a critical factor influencing an individual's social and economic success, as it provides a path way to improved opportunities and a better quality of life. Ecology is a functional unit of nature where organisms always live as a community and interact with each other with its surrounding environment. This structural and functional system of community and environment is ecosystem. Today, various human activities are causing ecological crisis and creating a situation of natural imbalance. Ecological and environmental attitudes are beliefs or values about given environmental issues. Environmental issues include environmental degradation, air and water pollution, radioactive pollution, green house effect, global warming, interrelationship between environment and society, impact of economic growth and technology on the environment and many other environmental problems. In short, ecological approach is related to ecological problems. Environmental values, society's attitude and relationship towards the environment, all affect the environmental balance. Keeping this perspective in mind, the related study was conducted. According to Charles J. Krebs (1972) – "Ecology is the scientific study of interactions that determine the distribution and abundance of organisms."

Socio-economic status refers to the social and economic position of individuals or families within a society, encompassing various dimensions such as income, parental education level, occupation, and access to resources and opportunities. Socio-economic status is a multifaceted construct that reflects both material and social advantages or disadvantages. It is well-established in research that individuals from higher socio-economic backgrounds tend to have better access to educational resources, including quality schools, tutoring, books and technology, which can contribute to enhanced academic performance.

1.1. Definition of the terms used in the Study

1.1.1. Ecological Attitude

Ecological attitude refers to a person's beliefs, feelings, and behavioural tendencies toward the environment and ecological issues. It reflects how much someone values nature and is willing to act to protect it. It is a psychological tendency that influences how people perceive and evaluate the natural world, and their likelihood to engage in environmentally-friendly behaviours. Ecological attitudes are related to ecological issues and problems.

1.1.2. Socio-Economic Status

Socio-economic status refers to the interaction between social and economic factors. It is often used to describe the way in which a person's social status (such as education, occupation and family background) and economic situation (like income, wealth and living conditions) influence their opportunities, lifestyle, and behaviour in society. Socio-Economic Status (SES) refers to an individual's or group's social and economic position in society. It is typically measured using a combination of education, income, and occupation, and sometimes includes other indicators like wealth and living conditions. Thus, socio-economic status is a powerful determinant of an individual's position in society. It affects everything from health and education to employment and social respect. Addressing socio-economic inequalities is key to ensuring social justice, development, and equity.

1.1.3. Academic Achievement

Field of academic achievement is a broad area which covers variety of educational outcomes. It can be measured through different indicators of educational success. Academic achievement means performance in schools, colleges or universities in a standardized series of educational test. In this study, previous results of final test of academic subject are considered as an academic achievement.

2. REVIEW OF RELATED LITERATURE

Sayeh et al. (2025) found that students' environmental attitudes are shaped by their academic backgrounds and personal experiences. Banerjee & Singh. (2024) conducted research entitle **“A Study on the Relationship between Pro-Environmental Behaviour and Environmental Attitude of Secondary School Students of Kolkata.”** The study revealed that there are no significant differences among male and female students regarding level of pro-environmental behaviour and environmental attitude and also there is a significant relationship between pro-environmental behaviour and environmental attitude. Badoni & Badola. (2024) researched on **“Study of Ecological Attitude of Senior Secondary Level Boys and Girls Students of Tehri and Pauri Garhwal Districts of Uttarakhand.”** The result revealed girls students have significantly high awareness about Environment in comparison to boys students. Roy (2023) had conducted the research work entitled **“Pro-environmental attitude of college students of India and Bangladesh.”** Results revealed that due to rapid globalization, land distribution, and land reform, the lack of proper planning by the government and others' perceptions are hampered. This study also suggests some environmental programs where students could participate in the decision-making process in order to conserve the environment and shows the area for future research. Das & Hasan (2023) had conducted a research work under the title **“Environmental Awareness and Academic Achievement among the Secondary level Students in Uttar Dinajpur District.”** The study revealed that the correlations of Environmental Awareness and Academic Achievement of the total students are positively significant. Maji (2022) researched on **“Socio-Economic Status and Sustainable Lifestyle.”** The result revealed that the different classes of socio-economic status has effects on sustainable lifestyle, environmental sustainability and economical sustainability but does not have any effect on social sustainability. Badoni (2017) researched on **“Comparative study of Ecological Attitude of Rural and Urban Senior Secondary School Students.”** It was shown that there was significant difference between rural and urban senior secondary students of Tehri district on different dimensions of ecological attitude and cognitive scale. It was also shown that there was significant variation between rural and urban senior secondary students. Patel et al. (2017) had conducted a research work under the title **“Pro-environmental Behaviour and Socio-demographic Factors in an Emerging Market.”** It was found that the male s display higher PEB than their female counterparts. Married consumers score more on PEB than single. Mid-age consumers (36–50) also score high on PEB than young and Old-age consumers. Furthermore, highly educated consumers are more pro-environmentalist than graduates and post-graduates. Kirmani (2016) studied a research work on **“Environmental Concern to Attitude towards Green Products: Evidences from India.”** The study findings indicate that environmental concern has a significant and positive influence on attitude towards green products. Singh & Gupta (2013) had conducted a study under the title **“Environmental Attitude and Ecological Behaviour of Indian Consumers.”** It was found that, constructs of Ecological Attitude and Ecological Behaviour are found to be multidimensional and support the literature. Many of their components are found to be significantly correlated inferring that consumers behave ecologically in specific manners depending on the formed attitude. Also, findings suggest that EA components work as predictors of EB.

Qadri, et, al., (2025) had contacted a research entitle **“Wealth, Wisdom and the will to Protect: An Examination of Socio-Economic Influences on Environment.”** The result revealed that education is a consistently strong predictor of Pro- environmental attitudes. Vrselja, et, al., (2024) had conducted a research work under the title **“Relationship between Socioeconomic status and Pro-Environmental**

Behaviour: The Role of Efficacy Beliefs.” The result revealed that the socio-economic status had no direct effect on Pro- environmental behaviour self-efficacy and collective efficacy was associated with Pro- environmental behaviour. Vinke. (2024) had conducted a research entitle “**Socioeconomic Status and Environmental Behaviour: A Reflexive Thematic Analysis.**” It was found that the higher groups see environmental behaviour as a way of financial investment two regain their money, while not investing time and efforts and lower groups see sustainability as an investment in time and comfort, being deficient in financial resource. Sowmya and Sharath (2023) researched on “**A Study on Environmental Attitude among Secondary School Students of Mysore District.**” The analysis of data revealed that there was no significant difference between Boys and Girls of secondary school students towards Environmental attitude, as well as locality. Whereas no significant difference between Urban and Rural secondary school students with respect to Environmental attitude. Munir, et, al., (2023) had conducted research entitle “**The Impact of Socio-Economic Status on Academic Achievement.**” The result revealed that the socio-economic position affect academic achievements. Academically higher socio-economic students fare better than lower socio- economic students. Nielsen. (2023) had conducted a study entitle “**Examining the Psychology and Human Behaviour of Sustainable Living: The Impact of Socio-Economic Status on Climate Change Education.**” It was found that a significant correlation between higher levels of education and climate change concern, as well as greater interaction with local communities and facing natural resource challenges, income also has and impact through a lesser degree. Yohannes, et,al.,(2023) had conducted a study entitle “**The Effect of Socio-Economic Status and Environmental Factors on the Academic Performance of Students at Asmara College of Education.**” The result revealed that none of the variables examined except gender of students and learning resources provided by their families to them affect cumulative grade point average. Somashekara and Praveena (2021) had conducted research work under the title “**A Comparative Study on the Environmental Attitude and Ecological Behavior among the Postgraduate Students.**” Based on the analyses and findings the study concluded that there was a significance deferens between Arts and Science Post graduate students of university of Mysore with respect to their Environmental attitude. There was no significant difference between Arts and Science Post graduate students of university of Mysore with respect to their Ecological behavior. It was found that there is a positive low correlation between Environmental attitude and Ecological behavior arts and science Post graduate students of university of Mysore. Dlamini, et, al., (2020) had conducted a research work under the title “**Attitude in a socio- Demographically Diverse Urban Setup: The case of Gauteng Province, South Africa.**” The result revealed that provide a foundation for segmentation of anthropocentric factors for environmental planning and strategy formulation within the province. Akkor & Gunduz. (2017) had conducted a research work under the title “**The Study of University Student’s Awareness and Attitude towards Environmental Education in Northern Cyprus.**” It was found that the female students have higher Environmental Attitudes and they are more sensitive to the environment than male students. Florian et al. (1999) carried out a research work on “**Ecological Behavior, Environmental Attitude, and Feelings of Responsibility for the Environment.**” The finding revealed that Ecological Behavior Intention could be predicted more accurately by adding Responsibility Feelings into the rather general environmental attitude approach.

3. THE RESEARCH PROBLEM

3.1. Emergence of the Problem

The increasing environmental challenges in India, particularly in West Bengal, highlight the importance of understanding ecological attitudes among educated youth. Post graduate girl students, as future leaders and influencers, play a crucial role in sustainability efforts. However, their ecological attitudes may be shaped by socio-economic factors. Exploring the interplay between ecological attitude, socio-economic status, and academic achievement can reveal how these variables influence environmental awareness and inform strategies to foster sustainability among this group, regardless of their academic performance or socio-economic background.

3.2. Statement of the Problem

The purpose of this research is to study the relationship among Ecological Attitude Socio- Economic Status and Academic Achievement of Post Graduate Girl Students. The title of this research study is:

“Relationship among Ecological Attitude, Socio-Economic Status and Academic Achievement of Post Graduate Girl Students.”

3.3. Major Research Questions

- Is there any significant relationship among Ecological Attitude, Socio-Economic Status and Academic Achievement?
- Is there any difference between Urban and Rural Post Graduate Girl students on the basis of Ecological Attitude?
- Is there any difference between Urban and Rural Post Graduate Girl students on the basis of Socio-Economic Status?
- Is there any difference between Urban and Rural Post Graduate Girl students on the basis of Academic Achievement?
- Is there any difference between Arts and Science Post Graduate Girl students on the basis of Ecological Attitude?
- Is there any difference between Arts and Science Post Graduate Girl students on the basis of Socio-Economic Status?
- Is there any difference between Arts and Science Post Graduate Girl students on the basis of Academic Achievement?

3.4. Objectives of the Study

- To study the significant relationship among Ecological Attitude, Socio-Economic Status and Academic Achievement;
- To study the significant difference between Urban and Rural Post Graduate Girl students on the basis of Ecological Attitude;
- To study the significant difference between Urban and Rural Post Graduate Girl students on the basis of Socio-Economic Status;
- To study the significant difference between Urban and Rural Post Graduate Girl students on the basis of Academic Achievement;
- To study the significant difference between Arts and Science Post Graduate Girl students on the basis of Ecological Attitude;
- To study the significant difference between Arts and Science Post Graduate Girl students on the basis of Socio-Economic Status;

- To study the significant difference between Arts and Science Post Graduate Girl students on the basis of Academic Achievement.

3.5. Hypotheses of the Study

H₀₁ There would be no significant relationship among Ecological Attitude, Socio-Economic Status and Academic Achievement;

H₀₂ There would be no significant difference between Urban and Rural Post Graduate Girl students on the basis of Ecological Attitude;

H₀₃ There would be no significant difference between Urban and Rural Post Graduate Girl students on the basis of Socio-Economic Status;

H₀₄ There would be no significant difference between Urban and Rural Post Graduate Girl students on the basis of Academic Achievement;

H₀₅ There would be no significant difference between Arts and Science Post Graduate Girl students on the basis of Ecological Attitude;

H₀₆ There would be no significant difference between Arts and Science Post Graduate Girl students on the basis of Socio-Economic Status;

H₀₇ There would be no significant difference between Arts and Science Post Graduate Girl students on the basis of Academic Achievement;

4. METHODS & TOOLS

4.1. Population

In this research work the population is all Post Graduate Girl students of west Bengal.

4.2. Sample

In the present study, the researcher selected total 120 Post Graduate female students belonging to Diamond Harbour Women's University, South Twenty Four Parganas District.

4.3. Variables of the Study

There are three types of variables in this study-

- **Independent Variables:** Ecological Attitude and Socio-Economic Status
- **Dependent Variable:** Academic Achievement
- **Categorical Variables:** Area, Department, Stream

4.4. Tools Used in the Study

4.4.1. Ecological Attitude and Cognitive Scale (EACS)

Ecological Attitude and Cognitive Scale (EACS) was developed by M. Rajamanickam. This scale consists 40 items divided into four sub-scales such as - i) Oral Obligation Scale, ii) Real Obligation Scale, iii) Emotional Obligation Scale, iv) Cognitive Aspect Scale. It was administered on 22 to 50 years

4.4.2. Socio-Economic Status Scale (Urban & Rural)

Socio-Economic Status Scale (Urban & Rural) was developed by Ashok K. Kalia and Sudhir Sahu. This scale consists 40 items divided into five components such as – i) Socio-Cultural Component, ii) Economic Component, iii) Possession of Goods and Service Component, iv) Health Component, v) Educational Component. It was administered for all adults.

5. DATA ANALYSIS & INTERPRETATION OF DATA

Table 5.1: Representing Coefficient of Correlation between Ecological Attitude and Socio-Economic Status

H₀₁ There would be no significant relationship among Ecological Attitude, Socio-Economic Status and Academic Achievement

Variables	No of Students	Df	Correlation coefficient (r)	Table value of r at 0.01 level of Significance	Level of correlation
Ecological Attitude	120	118	0.530	0.235	Moderate Correlation
Socio-Economic Status					

From the Table 5.1., it shows that the null hypothesis is rejected. It means there is significant relationship between Ecological Attitude and Socio-Economic Status. The r value in the above table indicates that the variables Ecological Attitude and Socio-Economic Status are moderately correlated. From the r value in the table, it is also can be stated that the correlation is positive.

Table 5.2: Representing coefficient of correlation between Ecological Attitude and Academic Achievement

Variables	No of Students	Df	Correlation coefficient (r)	Table value of 0.05 level of Significance	Level of correlation
Ecological Attitude	120	118	0.205	0.180	Low Correlation
Academic Achievement					

From the Table 5.2., it shows that the null hypotheses rejected. It means there is significant relationship between Ecological Attitude and Academic Achievement. The r value in the above table indicates that the variables Ecological Attitude and Academic Achievement are low correlated. From the r value in the table, it is also can be stated that the correlation is positive.

Table 5.3: Representing coefficient of correlation between Socio-Economic Status and Academic Achievement

Variables	No of Students	Df	Correlation coefficient (r)	Table value of r at 0.05 level of Significance	Level of correlation
Socio-Economic Status	120	118	0.008	0.180	No Correlation
Academic Achievement					

From the Table 5.3., it shows that the null hypotheses retained. It means there is no significant correlation between Socio-Economic Status and Academic Achievement.

Table 5.4: Representing ANOVA between Ecological Attitude of Urban and Rural Post Graduate

Groups	No. of students	Ecological Attitude		ANOVA	Level of Significance
		M	S.D		
Urban	44	31.57	4.587	.000	0.05
Rural	76	26.96	4.697		

Table 5.4 shows that it is significant at the 0.05 level of significance. So, the null Hypothesis is rejected. It means there is significant difference between Urban and Rural Post Graduate Girl students on the basis of Ecological Attitude.

Table 5.5: Representing Anova between Socio-Economic Status of Urban and Rural Post Graduate Girl Students

There would be no significant difference between Urban and Rural Post Graduate Girl students on the basis of Socio-Economic Status.

Groups	No. of students	Socio-Economic Status		ANOVA	Level of significance
		M	S.D		
Urban	44	74.91	12.55	.000	0.05
Rural	76	59.00	11.42		

Table 5.5 shows that it is significant at the 0.05 level of significance. So, the null Hypothesis is rejected. It means there is significant difference between Urban and Rural Post Graduate Girl students on the basis of Socio-Economic Status.

Table 5.6: Representing Anova between Socio-Economic Status of Urban and Rural Post Graduate Girl Students

Groups	No. of students	Academic Achievement		ANOVA	Level of significance
		M	S.D		
Urban	44	348.27	32.307	0.045	0.05
Rural	76	334.24	38.862		

Table 5.6 shows that it is significant at the 0.05 level of significance. So, the null hypothesis is rejected. It means there is a significant difference between Urban and Rural Post Graduate Girl students on the

basis of Academic Achievement.

Table 5.7: Representing ANOVA between Socio-Economic Status of Arts and Science Post Graduate Girl Students

Groups	No. of students	Ecological Attitude		ANOVA	Level of significance
		M	S.D		
Arts	60	26.35	4.783	.000	0.05
Science	60	30.95	4.447		

Table 5.8 shows that it is significant at the 0.05 level of significance. So, the null Hypothesis is rejected. It means there is significant difference between Arts and Science Post Graduate Girl students on the basis of Ecological Attitude.

Table 5.8: Representing Anova between Socio-Economic Status of Arts and Science Post Graduate Girl Students

Groups	No. of students	Socio-Economic Status		ANOVA	Level of significance
		M	S.D		
Arts	60	58.87	13.175	.000	0.05
Science	60	70.80	12.408		

Table 5.8 shows that it is significant at the 0.05 level of significance. So, the null Hypothesis is rejected. It means there is significant difference between Arts and Science Post Graduate Girl students on the basis of Socio-Economic Status.

Table 5.9: Representing ANOVA between Socio-Economic Status of Arts and Science Post Graduate Girl Students

Groups	No. of students	Academic Achievement		ANOVA	Level of significance
		M	S.D		
Arts	60	338.90	36.736	.887	0.05
Science	60	339.87	37.730		

Table 5.9 shows that it is not significant at the 0.05 level of significance. So, the null Hypothesis is retained. It means there is no significant difference between Arts and Science Post Graduate Girl students on the basis of Academic Achievement.

6. FINDINGS

- From the result it is found that there is moderate correlation between Ecological Attitude and Socio-

Economic Status. There have low correlation between Ecological Attitude and Academic Achievement are positively and negligible correlation between Socio-Economic Status and Academic Achievement.

- Significant difference has been observed between Urban and Rural post graduate girl students on the basis of Ecological Attitude. It also observed that mean of Ecological Attitude of Urban post graduate girl students is more than that of Rural post graduate girl students. That means Urban post graduate girl students are more ecologically aware than Rural post graduate girl students.
- Significant difference has been observed between Urban and Rural post graduate girl students on the basis of Socio-Economic Status. It also observed that mean of Socio- Economic Status of Urban post graduate girl students is more than that of Rural post graduate girl students. That means Urban post graduate girl students are more developed in socially than Rural post graduate girl students.
- A significant difference has been observed between Urban and Rural post graduate girl students on the basis of Academic Achievement. It also observed that mean of Academic Achievement of Urban post graduate girl students is more than that of Rural post graduate girl students. That means Urban post graduate girl students are more advanced in academically than Rural post graduate girl students.
- Significant difference has been observed between Arts and Science post graduate girl students on the basis of Ecological Attitude. It also observed that mean of Ecological Attitude of Arts post graduate girl students is less that of Science post graduate girl students. That means Science post graduate girl students are more ecologically aware than Arts post graduate girl students.
- Significant difference has been observed between Arts and Science post graduate girl students on the basis of Socio-Economic Status. It also observed that mean of Socio- Economic Status of Arts post graduate girl students is less than that of Science post graduate girl students. That means Science post graduate girl students are more developed in socially than Arts post graduate girl students.
- There is no significant difference between Arts and Science Post Graduate students on the basis of Academic Achievement. That means Arts and Science Post Graduate Girl Students are same in respect of Academic Achievement.

7. CONCLUSION

This study reveals a positive correlation between ecological attitude and socio-economic status among post graduate girl students in West Bengal, but no significant link between socio-economic status and academic achievement. The findings suggest that education plays a crucial role in shaping ecological attitudes, particularly among students from diverse backgrounds. Institutions can promote sustainability and environmental responsibility through targeted initiatives.

Educational Implications of the Study

- **Targeted Environmental Education:** Universities can design programs to enhance ecological awareness, focusing on students from lower socio-economic backgrounds.
- **Inclusive Sustainability Initiatives:** Institutions can promote environmental responsibility through inclusive activities, bridging gaps in ecological attitudes across socio-economic groups.
- **Focus on Holistic Development:** Emphasizing sustainability in curricula can foster responsible citizens, regardless of academic achievement or socio-economic status.

REFERENCES

1. Agarwal, S.K. (1997). *Environmental issues and schemes*. APH Publications.

2. Anand , A. (2021). *Environment & Ecology*. Mc Graw Hill.
3. Badoni, A. K. (2017). Comparative study of ecological attitude of rural and urban senior secondary school students. *International Education & Research Journal (IERJ)*, 3(3), 57-58.
4. Badoni,A. K. & Badola, S. (2024). Study of Ecological Attitude of Senior Secondary Level Boys and Girls Students of Tehri and Pauri Garhwal Districts of Uttarakhand. *International Journal of Progressive Research in Engineering Management and Science*, 04 (11), 1693-1698. <https://share.google/y4a51CyWV6ydh3IzZ>
5. Banerjee, S., & Singh, A. (2024). A study on the relationship between Pro-environmental behaviour and environmental attitude of secondary school students of Kolkata. *International Journal of Creative Research Thoughts (IJCRT)*, 12(1). <https://ijcrt.org/papers/IJCRT2401795.pdf>
6. Best, J.W., & Khan, J. V. (1999). *Research in education*. PHI Learning Pvt. Ltd.
7. Chandra, S.S.,& Sharma, R.K.(2012). *Sociology of Education*. Atlantic Publishers & Distributors (P) LTD.
8. Cresswell, J.W. (2020). *Educational research: Planning, conducting and evaluating quantitative qualitative research*. Pearson Education, Inc.
9. Das, P., & Hasan, M. (2023). Environment awareness and academic achievement among the secondary level students in Uttar Dinajpur District. *International Journal of Research and Analytical Review (IJRAR)*, 10(2). <https://www.researchgate.net/publication/371852552>
10. Dlamini, S., Tesfamichael, S. G., Shiferaw, Y., & Mokhele, T. (2020). Attitude in a socio-demographically diverse urban setup : the case of Gauteng Province, South Africa. *Multidisciplinary Digital Publishing Institute*,12(9),3613.<https://www.mdpi.com/2071-1050/12/9/3613>
11. Kaiser, F. G., Ranney ,M., Hartig ,T., & Bowler, P. A.(1999). Ecological behavior, environmental attitude, and feelings of responsibility for the environment. *European Psychologist*, 4(2), 59–74. <https://doi.org/10.1027/1016-9040>
12. Kerlinger, F. N. (2008). *Foundations of behavioral research*. Surjeet Publications.
13. Kirmani, M. D. (2016). Environmental Concern to Attitude towards Green Products: Evidences from India. *Serbian Journal of Management*, 11 (2), 159 – 179. <https://doi.org/10.5937/sjm11-9241>
14. Knimiller, G.W. (1983). *Environmental education for relevance in developing countries*, The Environmentalist.
15. Korgen, K.O.,&White, J. M.(2011). *The Engaged Sociologist Connecting the Classroom to the Community*. Sage Publications India Pvt. Ltd.
16. Koul, L. (2009). *Methodology of educational research* . Vikas Publishing House Pvt. Ltd.
17. Mangal, S.K. (2016). *Statistics in psychology and education*. PHI Learning Pvt. Ltd.
18. Mangal, S.K. & Mangal, S. (2015). *Research methodology in ehavioural sciences*. PHI Learning Pvt. Ltd.
19. Munir, J., Faiza, M., Jamal, B., Daud, S., & Iqbal, K. (2023). The Impact of Socioeconomic Status on Academic Achievement. *Journal of Social Sciences Review*, 3(2), 695-705. <https://doi.org/10.54183/jssr.v3i2.308>
20. Musheer, Z. (2019). Effect of social economic status on the academic achievement of secondary school students. *Think India (Quarterly Journal)*, 22 (4). <https://share.google/utOJjWzBTpEUen9V8>
21. Nachiketa, N.(2020). *Environment & Ecology*. G.K Publications
22. Rana, S. V. S. (2023). *Essentials of Ecology and Environmental Science*. PHI Learning Pvt. Ltd.
23. Roy , D. D. (2023). Pro-environmental attitude of college students of India and Bangladesh. *Mind and Society*, 12(4),53-64. <https://doi.org/10.56011/mind-mri-124-20237>
24. Satapathy, M.K.(2007). *Education, environment and sustainable development*. Shipra Publications.
25. Singh, A.K. (2006). *Tests, measurements and research methods in behavioural sciences*, Bharati Bhawan.
26. Somashekara, M., & Praveena, K. B. (2021). A comparative study on the environmental attitude and ecological behavior among the postgraduate students. *Journal of Emerging Technologies and Innovative Research (JETIR)*,4(2), 502-508. <https://doi.org/10.45622/1513.202>

27. Sowmya, C., & Sharath, C. K. (2023). A study on environmental attitude among secondary school students of mysore district. *The International Journal of Indian Psychology*, 11(4), 1861-1868. <https://doi.org/10.25215/1104.173>
28. Verma A. K. (2019). Sustainable Development and Environmental Ethics. *International Journal on Environmental Sciences*, 10(1),1-5.
29. Vrselja,I., Batinic,L.,& Pandzic, M.(2024).“Relationship between Socio economic status and Pro-Environmental Behaviour: The Role of Efficacy Beliefs. *Social Science*,13(5),273. <https://www.mdpi.com/2076-0760/13/5/273>
30. Yohannes, S., Yemane,T.,& Okbay, Maekele.(2021).The effect of Socio-economic status and environmental factors on the academic performance of students at Asmara College of Education. *Hungarian Statistical Review*, 4(1), 51–72. <https://www.researchgate.net/publication/352796070>