

**UNIVERSITI TEKNOLOGI MARA**

**IMPACT OF FORMAL  
ENVIRONMENTAL EDUCATION  
TOWARDS STUDENTS'  
PERCEPTION AND BEHAVIORAL  
RESPONSES TO GLOBAL  
WARMING**

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Project submitted in fulfillment of the requirements for  
the degree of

**Bachelor in Environmental Health and Safety  
(Hons.)**

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## **DECLARATION BY STUDENT**

Project entitled “Impact of Formal Education on Students’ Perception and Behavioural Responses to Global Warming” is a presentation of my original research work. Whenever contributions of others are involved, every effort is made to indicate this clearly, with due reference to literature, and acknowledgement of collaborative research and discussions. The project was done under the guidance of Project Supervisor Dr. Shantakumari A/P Rajan. It has been submitted to the Faculty of Health Sciences in partial fulfilment of the requirement for the Degree of Bachelor in Environmental Health and Safety (Hons).

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## TABLE OF CONTENTS

<b>TITLE</b>	<b>PAGE</b>
<b>DECLARATION BY STUDENTS</b>	<b>ii</b>
<b>INTELLECTUAL PROPERTIES STATEMENT</b>	<b>iii</b>
<b>APPROVAL BY SUPERVISOR</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT</b>	<b>vii</b>
<b>TABLE OF CONTENTS</b>	<b>viii</b>
<b>LIST OF TABLES</b>	<b>x</b>
<b>LIST OF EQUATIONS</b>	<b>xi</b>
<b>LIST OF PLATES</b>	<b>xii</b>
<b>LIST OF FIGURES</b>	<b>xiii</b>
<b>LIST OF ABBREVIATIONS</b>	<b>xiv</b>
<b>LIST OF APPENDICES</b>	<b>xv</b>
<b>ABSTRACT</b>	<b>xvi</b>
<b>ABSTRAK</b>	<b>xvii</b>
<b>CHAPTER 1 INTRODUCTION</b>	
1.1 Background information	1
1.2 Problem Statement	4
1.3 Significance of Study	5
1.4 Research Objectives	6
1.4.1 General Objective	6
1.4.2 Specific Objectives	6
1.5 Conceptual Framework	7
<b>CHAPTER 2 LITERATURE REVIEW</b>	
2.1 Global Warming	10
2.2 Knowledge on Global Warming	13
2.3 Formal Environmental Education	14
2.4 Impact and intended environmental beneficial behaviors	16
<b>CHAPTER 3 METHODOLOGY</b>	
3.1 Study Location	19
3.2 Study Design	20
3.1.1 Study Variables	20
3.3 Data Collection	20
3.3.1 Instrument	20
3.3.2 Study Group	21
3.3.3 Inclusion and exclusion criteria	21
3.3.4 Sample Size Calculation	21
3.3.5 Reliability of the questionnaire	22

## ABSTRACT

**Background Information:** Global warming is the rising environmental issue since in the nineties. Knowledge is the key to empower good habits in our life. Knowledge derived from formal education helps to give better understanding of a field and behaviour of students to environmental issues is driven by the awareness triggered after the exposure to the issue. **Objective:** Study was performed to identify whether formal environmental education have impact on students' behavioral responses to global warming. **Methodology:** The study design is cross sectional comparative study. Field work for this study was carried out between September 2016 and March 2017. A total of 386 students participate in the study by answering a questionnaire form. The data obtained was analysed using SPSS and Statistical Excel 2010. **Results:** The actions that were proved significant to formal educational backgrounds were buying energy efficient light (0.001) and organic food (0.003). Other than that, actions that have significant association were walk or cycle to go to places (0.001) and taking part in environmental campaign (0.000). Other actions were not link to formal association where switching off lights when not using, the p-value of association was 0.515, recycling items was insignificant as the p-value was 0.016. Associations of recycling glass (0.017), and public transport (0.220) were also not significant for association to formal environmental education. **Conclusion:** Environmental awareness among students is triggered by the prevailing curriculum and guides in the education system. It is identified that formal environmental education has an impact towards the perception and behavioural responses to global warming.

**Keywords:** *global warming, students' perception, behaviour, formal education, environmental awareness.*