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## **Abstract**

Environmental issues such as deforestation, global warming, ozone depletion, disposal of toxic waste and depletion of natural resources are some of the most serious environmental problems that facing the humankind today. Changing existing behavioural patterns, especially human consumption is critical to achieve a more sustainable future. The term ‘sustainable consumption’ originated at Rio Earth Summit in 1992 & occupies a central place in national policy framework for sustainable development. Achievement of sustainable consumption has been linked to social learning (Phipps et al., 2013; Tillbury, 2007; Wals, 2007). This study primarily investigates the impact of active and passive social learning forms {implemented via active and passive learning tools} on environmentally sustainable aspect of consumption behaviour of primary age school children (8-10 years) using an experimental approach. Social Cognitive Theory (SCT) framework was used to understand and investigate the context. SCT variables relationship with environmentally sustainable consumption behaviour (ESCB) and attitude towards ESCB (AESCB) were identified by an empirical approach. Several exploratory studies with semi-structured questionnaires, pre-tests and pilot studies were undertaken to step up the robustness of the research designs. While the sample size of main experimental study was 1306, for the empirical study it stood at 649.

Initially, active and passive learning forms of social learning that are perceived to be effective for teaching ESCB were identified; leading to 11 categories of active learning tools and 6 categories of passive learning tools. The 2<sup>nd</sup> study identified 8 influencing variables from SCT framework, namely, parental influence, environmental sensitivity, environmental concern, self-efficacy, environmental value, peer influence, outcome expectation, and self-regulation to be have a statistically significant relationship with ESCB at 95% confidence level.

Third part of study investigated the impact of social learning forms on ESCB; it found active learning forms to be effective and statistically significant whereas passive learning forms had correlation but statistically non-significant for impacting ESCB. Fourth part of the study revealed that both active learning and passive learning forms were found effective and statistically significant for impacting AESCB. Results of fifth part of the study revealed that the correlation between AESCB and ESCB was more after the intervention than before the intervention. The correlation score was higher for AL tools than PL tools.

Findings of the study hold useful implications for educators who aim to prod and inspire young minds for environmentally sustainable consumption. Study provides an insight to teachers and policy maker who plan to evolve new and effective pedagogical tools by using social learning forms in a tested way.

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## ABBREVIATIONS

Environmentally Sustainable Consumption Behaviour (ESCB)

Attitude towards Environmentally Sustainable Consumption Behaviour (AESCB)

Social Learning (SL)

Active Learning (AL)

Passive Learning (PL)

Environmental Attitude (EA)

Environmental Value (EV)

Environmental Concern (EC)

Environmental Sensitivity (ES)

Environmental Responsibility (ER)

Environmental Knowledge (EK)

Self-Efficacy (SE)

Self-Regulation (SR)

Outcome Expectation (OE)

Outcome Expectancies (OEC)

Peer Influence (PI)

Parental Influence (PAI)

Research Question (RQ)

Principal Component Analysis (PCA)

Kaiser-Meyer-Olkin (KMO)

Degree of freedom (df)

Statistical Package for the Social Sciences (SPSS)

Analysis of Variance (ANOVA)

Independent Variable (IV)

Dependent Variable (DV)