Environmental Ethics Among Jss Academy Of Higher Education And Research Students Of Mysuru City, Karnataka, India

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ABSTRACT

The focus of environmental ethics is defining what responsibility humans have to the environment, and how far this responsibility extends. The study was conducted to evaluate the environmental ethics among the JSS Academy of Higher Education and Research students of Mysuru city, Karnataka, India. The questionnaires were prepared and circulated and presently a sample of 500 students results have been analysed in the present research paper. To gauge the environmental ethics among the students, set of questions was prepared to understand the attitude of students towards environment. The proposed prospective study's statistical analysis will focus on environmental ethics among JSS Academy of Higher Education and Research students of Mysuru city, Karnataka, India. According to the survey's findings, students are becoming more conscious and concerned about the harm that human activity whether deliberate or unintentional is causing to the environment. A very small percentage of students gave negative responses due the lack of knowledge. This can be overcome by creating awareness and environmental education to change their perception of the environment and encourage them to conserve it. The Cronbach's Alpha value of 0.88 across 10 items, indicating a high level of internal consistency suggesting the Questionnaires are strongly correlated.

Keywords: Environment, Environmental ethics, Education, Attitude, Awareness.

INTRODUCTION

Environment is an organism's or an ecological community's complex interactions of biotic, chemical, and physical factors that ultimately determine its form and survival (*Environment | Environment Conservation, Ecology & Sustainability | Britannica*, 2024). The simplest definition of the environment is the relations among things that are living and not-living. The unsustainable exploitation of natural resources and uncontrolled impact on the environment, one of our most important resources possess concerning direct and indirect consequences. Among the many topics covered by environmental health are production, air, water, nutrition, hazardous substances, and climate change. While scientific and technological developments might ease our lives, they could also have a negative impact on the environment. Humans is the primary cause of environmental problems and the main source of possible solutions. The equilibrium of the natural environment has been upset by human efforts at managing it, compromising human survival.(Gok & Kilic, 2021). Over the past few decades, significant changes to

the global environment have been observed, which have been attributed to human actions. Because of the deteriorating quality of the air, water, and soil; rising ocean pollution; loss of wildlife; and dwindling biodiversity, the environment is believed to have altered at an alarming rate and an increase in the frequency and severity of catastrophic natural disaster that cause property damage and deaths (Abbas & Singh, 2014). Worldwide climate change and the rate in which natural resources are being destroyed exceed each other. Higher education ultimately undermines environmental issues since it produces the leaders of tomorrow who will oversee and make decisions for a wide range of societal challenges. As a result, graduates of such institutions are expected to handle sustainability concerns in their professional and private lives. Students need to learn a suitable variety of environmental awareness and concepts during their school time to develop critical judgment. The past 30 years, there has been a notable increase in the global awakening to the substantial influence that harm to the environment and eco-friendly development have on education and learning, as the connection of these issues. The concept of environmental education is currently integrated into national education policies, curriculum documents, curriculum development, and conservation efforts. There are signs that the process to determine the nature of our work has to be restarted. For instance, the North American Association for Environmental Education is currently trying to create "Standards" for the subject; however, opponents of the idea believe it will probably serve to restrict speech than promote it. The capacity of an environment to support life is at risk by man-made environmental issues such as biodiversity loss, floods, droughts, degradation and inadequate sanitation caused by improper methods of extraction. While some of these initiatives have boosted the country's food supply, they need to be controlled in to avoid harming ecosystems and compromising sustainability in the future. With the focus on the start of learning about the environment in the educational system, research shows that schools continue to suffer with a shortage of money and a staffing imbalance in the support and teaching departments. When resources are necessary to lower the ratio of students to educators during lessons so that students may receive enough attention from their teachers, this is a challenge for the teaching and the implementation of rules and environmental education. This feature will help students in improving conservation and effective methods to prevent environmental deterioration (Mashaba et al., 2022). While it is everyone's right to decent living, aspects of modern world that make it hard to achieve and enjoy such a life. Suffering can result due to increased environmental contamination in great levels. People suffer and are upset because we don't care about society, nor do we have any morality or sense of obligation to preserve a healthy environment. If we want to strive for a higher level of living that provides independence from poverty, anxiety and illness, we have to work together to stop the planet's increasing toxicity (Chavada & Charan, 2020). The environment is crucial for the survival of future generations and because humans and the environment are inevitably linked, environmental ethics must be implemented by humans (Hasimah et al., 2017). In practice, environmental ethics means to individuals performing environmentally conscious actions every day. Environmental ethics are intertwined in theory and practice to achieve positive outcomes, particularly in behaviour. Thus, in their daily lives, humans are crucial to the preservation of the environment (Kalpita Bhar, 2018). Environmental ethics expanded and grew more diverse in the twenty-first century. Concerning the fundamental difficulties in environmental ethics, how to manage these issues, and how environmental ethical theory correlates to pressing practical environmental problems, environmental ethics now supports a wide range of contrasting views. We outline some of the major but divergent views that are being presented in environmental ethics currently (Palmer et al., 2014). There's always another side associated with economic activity, and that is ecological imbalance. The pressure from stakeholders to lessen the environmental impact of their business-related activities has increased lately, and it impacts the enterprises. As a result, firms are not only obliged to espouse environmental values to get sustainable economic success but also should see environmental management as measure of their 'social performance' (Singh et al., 2019). However, the outcomes of aggressive environmental initiatives on company performance is often contradictory. It has traditionally been argued that there is an intrinsic pressure between businesses' ability to operate and environmental protection (Yu, Ramanathan, and Nath 2017). Management must be committed to environmental ethics by creating regulations and implementing them in everyday operations to achieve the goal of minimizing the environmental impact of business operations, if any. Several studies suggest a firm's environmental performance is dependent upon the degree to which its human resources are environmentally aware and possess green competences related to their core businesses to be employed inside the organization in value creation processes (Singh et al., 2019). The aim of our study includes: Outlining out the main areas of focus, benefits and limitations of the existing body of research on students and learning in environmental education; identify the primary findings from this evidence base for each of the major

areas of focus and evaluate the limitations of these in terms of their generalizability and empirical underpinnings; highlight questions on the nature, quality, and accessibility of current research on environmental education learning and suggest areas of priority for further study(Rickinson, 2001). Many scientists believe the continued existence of humans and other kinds of life on Earth is significantly threatened due to the pollution and degradation brought about by modern technology and the growing human population. Waste disposal and pollution remain to be India's major challenge and opportunity. One of the main causes of diseases, health issues, and long-term impacts on Indian livelihood is degradation of the environment. Education fosters people to create a strong bond with the nature. Thus, it is essential to educate and in still environmental ethics in our pupils to create awareness and sensitivity about current environmental problems and behaviours in order to combat environmental degradation. (Kaur and kaur,.2019). In the industrial world, people are happy with their living standards. However, most of arising societies suffer serious environmental problems such pollution, deforestation, and the degradation of natural resources. High population growth rates, ozone layer depletion, and global warming are viewed as environmental issues in industrialized nations. The socioeconomic issues brought on by pollution, biodiversity loss, water scarcity, and land degradation are a subset of the environmental issues in developing countries. There are two major concerns with environmental ethics. The first is human activity that aims at changing the environment for themselves. The second is whether the environment have certain rights and that values need always be respected (Maria, M. Caroline,.2017). Young people who are empowered and environmentally aware have the potential to be the greatest influencing actors for long-term preservation of the environment. Therefore, these youths will have a greater voice on environmental issues if, environmental education is effectively implemented throughout the nation. Therefore, these youths will have a greater voice on environmental issues if, environmental education is effectively implemented throughout the nation. Therefore, goal of this study was to assess students' attitudes and understanding about the environment. Children in school, intermediate, and higher education systems must, however, be educated environmental literacy. Consequently, one way for improving the public's knowledge of the risks posed by environmental issues is to implement environmental education in primary and secondary school courses. (Doddapanen et al,.2024). In the end, ethical environmental behaviour is not about the use of resources, benefits, costs, and their equitable allocation, nor is it about dangers, levels of pollution, right and torts, the needs of future generations, and so on, even if all these variables play a significant role (Rolston,1988). The goal of environmental ethics is not to impede development or change. However, environmental ethics involves considering what reforms to seek and how to address different types of environmental damage. Despite challenging the established quo and critically analysing our behaviours, environmental ethics remains an essentially optimistic field. Because it is based on the belief that we can do better, it is optimistic. We may benefit from both achievements and disappointments because we are thoughtful, introspective beings, and we can consider the welfare of other people, other living things, and the earth because we are compassionate, caring beings (Hourdequin,2024). The Chipko and Water Walk movements demonstrate, care ethics can serve as strong pillars for environmental ethics, and their general applicability to environmentalism is linked to gender issues. Caring centred ethical paradigms have the capacity to see the importance of caring for a wide range of people, the complexity of ecological connections, and the constraints of worldviews that reject our need on nature. Care ethics-informed perspectives emphasize potential for creating adequately caring acts and policies and pose important issues about particular relationships involved in every given environmental challenge. By expressing anticolonial ethics and theories grounded in the knowledge of relation-centred traditions and practices, care ethics challenge conventional views of nature as passive or inert (Thompson,2016). Earlier environmental ethicists contended that ethical theories must assert that the world of nature has intrinsic value separate from humans and/or their goals as well as that our moral duties to the natural world extend beyond our duties to one another (McShane,2009).

MATERIALS AND METHODS

The study gathers data and responses from the sampled population using a structured questionnaire survey method to assess their level of environmental awareness, attitudes, level of care, and roles concerning the environment and environmental protection. There were 16 questionnaires distributed in total. Responses were gathered from a random sample of students who were present in their respective colleges around the university. Student's attitude towards the environment, environmental ethics and education are the components that makeup the questionnaire.

RESULTS AND DISCUSSION

ENVIRONMENTAL ETHICS

Environmental ethics is a philosophical discipline that studies the moral relationship between humans and the environment. It investigates how humans should engage with nature, other species, and ecosystems, addressing problems of what is ethical and wrong in terms of environmental conservation, resource utilization, and the treatment of living things. Its goal is to set moral standards and concepts that will guide people's behaviour with relation to the environment. Environmental ethics directs people, groups, and authorities toward morally and environmentally responsible. It serves as the cornerstone for responsible decision-making, preservation, and sustainable development. The procedures involved in gathering, moving, processing, recycling, and getting rid of waste are together referred to as waste management. It covers methods for managing both domestic and commercial waste with the goals of minimizing the negative effects on the environment, conserving resources, and advancing sustainability. Since waste management entails making moral decisions that impact the planet's health and the welfare of future generations, it is a crucial aspect of environmental ethics.

Table 1: Statistical analysis of Environmental Attitudes and Behaviours

Category	Assessment Scale	N (%)
Don't mind throwing paper waste into garbage, if the garbage collector takes it.	Agree	225(44.7)
	Disagree	22(4.4)
	Neutral	47(9.3)
	Strongly Agree	185(36.8)
	Strongly Disagree	24(4.8)
Consider it as my right to dispose domestic waste near my house	Agree	232(46.1)
	Disagree	46(9.1)
	Neutral	52(10.3)
	Strongly Agree	139(27.6)
	Strongly Disagree	34(6.8)
Consider it wrong to throw plastic water bottles on road, if there is no dustbin for a long distance	Agree	189(37.6)
	Disagree	44(8.7)
	Neutral	52(10.3)
	Strongly Agree	173(34.4)
	Strongly Disagree	45(8.9)
Don't mind, if my friend throws chocolate covers in our classroom.	Agree	16(3.2)
	Disagree	220(43.7)
	Neutral	27(5.4)
	Strongly Agree	10(2.0)
	Strongly Disagree	230(45.7)
	Agree	59(11.7)
	Disagree	164(32.6)

Our houses should be kept clean by dumping all waste outside	Neutral	79(15.7)
	Strongly Agree	38(7.6)
	Strongly Disagree	163(32.4)
Environmental protection is a cumulative effort hence single individual need not to bother	Agree	17(3.4)
	Disagree	197(39.2)
	Neutral	42(8.3)
	Strongly Agree	16(3.2)
	Strongly Disagree	231(45.9)
Don't bother to dispose glass pieces on road, even if it is wrong.	Agree	13(2.6)
	Disagree	189(37.6)
	Neutral	20(4.0)
	Strongly Agree	11(2.2)
	Strongly Disagree	270(53.7)
It is not right to ignore running taps in public places.	Agree	115(22.9)
	Disagree	29(5.8)
	Neutral	20(4.0)
	Strongly Agree	301(59.8)
	Strongly Disagree	38(7.6)
Prefer taking lunch in plastic box since it is leak proof and convenient.	Agree	31(6.2)
	Disagree	158(31.4)
	Neutral	137(27.2)
	Strongly Agree	9(1.8)
	Strongly Disagree	168(33.4)
Smoking in public places should not be a matter of concern.	Agree	11(2.2)
	Disagree	134(26.6)
	Neutral	25(5.0)
	Strongly Agree	14(2.8)
	Strongly Disagree	319(63.4)
Actively take responsibility of encouraging my friends to solve the environmental problems.	Agree	111(22.1)
	Disagree	12(2.4)
	Neutral	28(5.6)
	Strongly Agree	330(65.6)
	Strongly Disagree	22(4.4)
Don't mind washing cloths and utensils with soap in	Agree	11(2.2)
	Disagree	167(33.2)

ponds when we go out on a picnic.	Neutral	40(8.0)
	Strongly Agree	6(1.2)
	Strongly Disagree	279(55.5)
Use plenty of water when it is free of charge	Agree	9(1.8)
	Disagree	141(28.0)
	Neutral	26(5.2)
	Strongly Agree	12(2.4)
	Strongly Disagree	315(62.6)
One need not bother switch off the light sources in college or workplace as they are not paying.	Agree	14(2.8)
	Disagree	143(28.4)
	Neutral	30(6.0)
	Strongly Agree	13(2.6)
	Strongly Disagree	303(60.2)
Need not hesitate to throw the peel off fruits on pavements or roads	Agree	11(2.2)
	Disagree	148(29.4)
	Neutral	29(5.8)
	Strongly Agree	4(0.8)
	Strongly Disagree	311(61.8)
Need not bother about environmental pollution using vehicles for comfortable commuting	Agree	24(4.8)
	Disagree	151(30.0)
	Neutral	97(19.3)
	Strongly Agree	6(1.2)
	Strongly Disagree	225(44.7)

The table 1 represents the strong environmental awareness among respondents in several areas. A majority (65.6%) strongly agree on encouraging friends to address environmental issues, while 59.8% oppose ignoring running taps, and 62.6% strongly disagree with wasting water, even if free. Smoking in public places (63.4%) and littering fruit peels on roads (61.8%) are strongly opposed. Additionally, 60.2% strongly reject leaving lights on unnecessarily, reflecting a focus on conserving resources. However, attitudes toward convenience, such as using plastic lunch boxes (33.4% strongly disagree), highlighting areas where awareness could be improved.

**Table 2: Reliability Analysis of Environmental Attitudes and Behaviours**

Reliability Statistics	
Cronbach's Alpha	N of Items
0.88	10

The table 2 represents the Cronbach's Alpha value of 0.88 across 10 items, indicating a high level of internal consistency. This suggests that the scale items are strongly correlated and reliably measure the intended construct, making it suitable for further use in research or evaluation.

As the responses indicated in **Figure 1** 37% of students strongly agreed ,45% agreed ,9% were neutral ,4% disagreed and 5% strongly disagreed. 82% of the students either strongly agreed or agreed with the statement, indicating a majority that do not mind throwing paper waste into the garbage if it is collected. The majority of students do not mind dumping paper waste in the trash, which raises concerns about their general lack of environmental knowledge and responsibility, according to the environmental ethical analysis. This shows a lack of awareness of the wider environmental effects of garbage disposal, which is unethical. More knowledge and understanding of sustainability and the effects of waste on the environment can influence attitudes and behaviours in favour of more moral and ecologically conscious practices, such recycling and waste reduction.
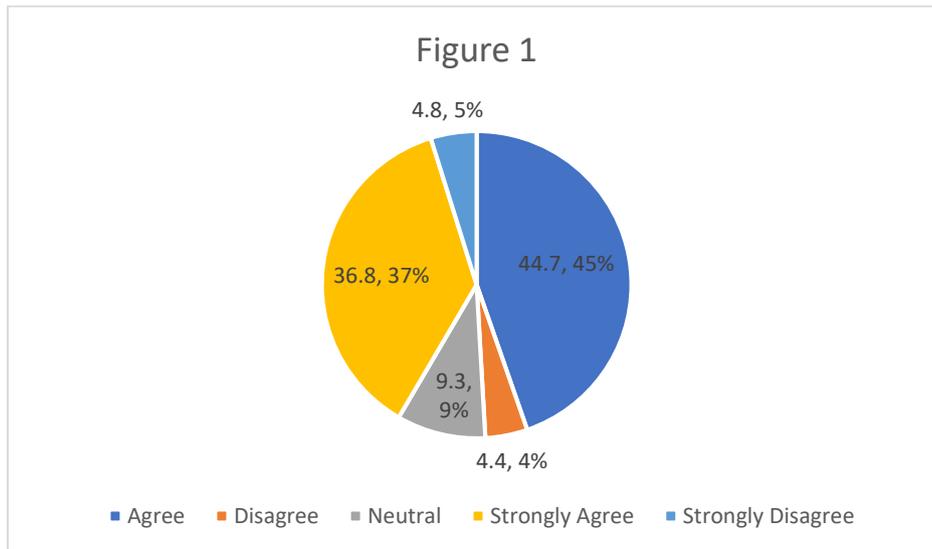
Figure 1

 The **Figure 2** describes of dumping of waste near one's house the responses are agree 46%, strongly agree 28%, neutral 10%, disagree 9% and strongly disagree 7%. The right to dispose of waste close to one's house, the data shows conflicting opinions. A sizable percentage of students (74%) believe that people should have the freedom to dispose of their waste close to where they live, with 46% agreeing with the statement and 28% strongly agreeing. Although this viewpoint may be motivated by convenience or a sense of personal entitlement to handle garbage locally, it presents moral questions given the possible harm to the environment and public health. However, 16% of respondents (9% disagree, 7% strongly disagree) appear to disagree, suggesting that they are concerned about the moral ramifications of trash disposal methods and acknowledge that everyone has a responsibility to keep the environment clean. The 10% of neutral answers can indicate that some students are not particularly passionate about the topic. The findings suggest that further education on appropriate waste management is necessary from the perspective of environmental ethics. Pollution, damage to local ecosystems, and the strain on public resources are some of the ethical considerations surrounding the dumping of trash close to residential areas. The disparities in perceptions revealed by the survey might be resolved by highlighting our shared obligation to preserve the environment and deter unofficial dumping.
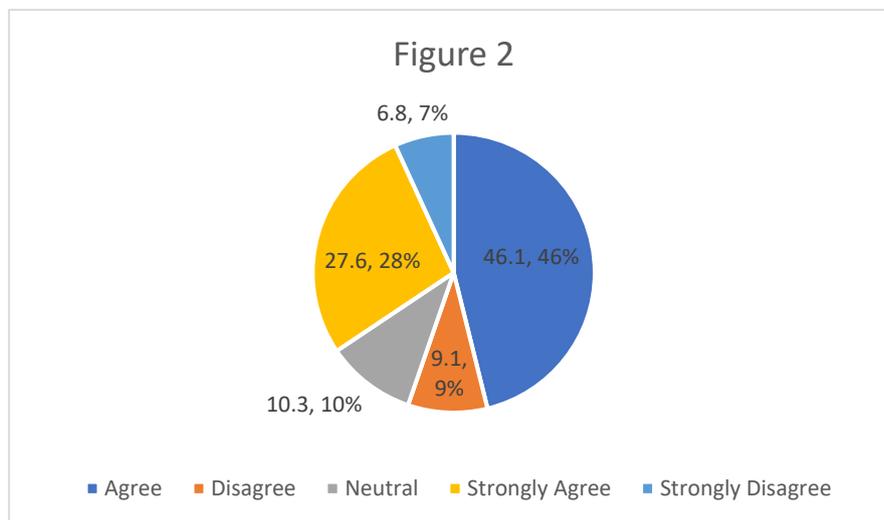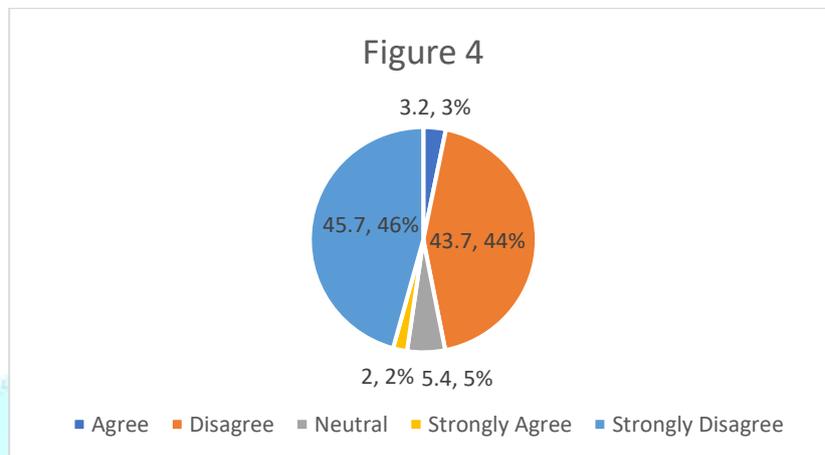
Figure 2

According to the responses depicted in the **Figure 3** responses from students are 38% agreed ,34% strongly agreed,10% neutral, 9% disagree and 9% strongly disagree. This indicates a strong sense of environmental ethics among the students regarding the disposal of plastic waste, even in the absence of urgent waste disposal options. A total of 72% of respondents (38% agree and 34% strongly agree) acknowledge that throwing plastic water bottles on the road is wrong, even if there is no garbage nearby. This suggests that most students are aware of the environmental consequences of littering and perceive it as an ethical issue. Their comments demonstrate a sense of responsibility for pollution reduction, with an emphasis on personal accountability in trash disposal. The findings indicate that a sizable proportion of students understands the environmental damage caused by plastic garbage and realizes their social obligation to avoid littering. The 10% neutral responses are likely indicative of individuals who are uncertain or indifferent about the issue, potentially due to their lack of in-depth consideration of the ethical implications of discarding plastic refuse in public spaces. The 18% of students who disagree should benefit from more information on the environmental consequences of plastic waste and the ethical obligation to safeguard public areas. This report emphasizes the importance of raising knowledge and responsibility for waste disposal, encouraging people to explore options such as carrying waste until they reach a proper disposal location.
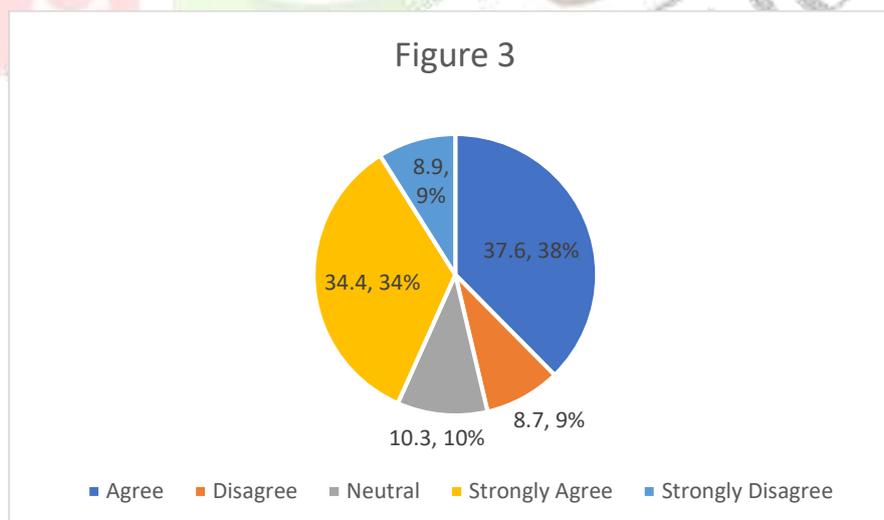

Figure 3

The study observes the student behaviour towards the environmental waste management, In **figure 4** students strongly agreed 2%, agreed 3%, neutral 5% and the majority students gave a right way of response by 46% strongly disagree and 44% disagreed. According to the responses, 90% of students oppose allowing chocolate wrappers to be thrown in class, with 44% disagreeing and 46% strongly objecting. This demonstrates a strong feeling of moral obligation to keep communal areas, including schools, hygienic and clean. According to these comments, students are aware of their social and environmental responsibilities to maintain a clean immediate environment and refrain from adding to the

accumulation of garbage, especially inside. A low percentage (5% neutral, 5% combined agree or strongly agree) may suggest indifference or a lack of awareness about the ethical implications of littering in public places. According to environmental ethics, the majority of student understand that littering is wrong, even in a classroom, as seen by the high disagreement rate of 90%. This implies that people are more conscious of the need to dispose of waste in indoor areas and shows a moral dedication to avoiding pollution and upholding a tidy and courteous atmosphere for everybody. There may be opportunities for education to further stress the value of preserving common areas and reducing trash to support environmental sustainability.


Figure 4

Most people aren't aware of the environment, and the dumping of waste is a major threaten and continuously spoiling of the natural environment. The responses shown in the **figure 5** indicate that 32% disagree,33% strongly disagree,16% neutral,12% agree and 7% strongly agreed. The responses indicate that most students 65% oppose the idea of keeping homes clean by throwing rubbish outside. A combined 32% disagree, with 33% strongly disagreeing, indicating a good grasp of the environmental consequences of incorrect garbage disposal. These students are likely to recognize their ethical obligation to manage garbage in a way that does not harm the environment or cause pollution. They may be aware of the broader effects of informal dumping, such as environmental damage, public health hazards, and the cost that local communities bear in dealing with improperly deposited material. From the view of environmental ethics, the findings emphasize how critical it is to encourage appropriate waste disposal methods. 65% of students strongly disagreed, indicating that they understood their moral duty to dispose of waste in an environmentally responsible way, including by utilizing appropriate waste management systems. Additionally, the responses suggest that some of the students would benefit from additional instruction regarding the long-term environmental repercussions of inappropriate garbage disposal, such as the effects on animals, local ecosystems, and community health. Most students understand the ethical value of not dumping waste outside and the need for more sustainable waste management options, but a smaller minority may require additional education to properly comprehend the environmental responsibilities associated with waste disposal.


Figure 5
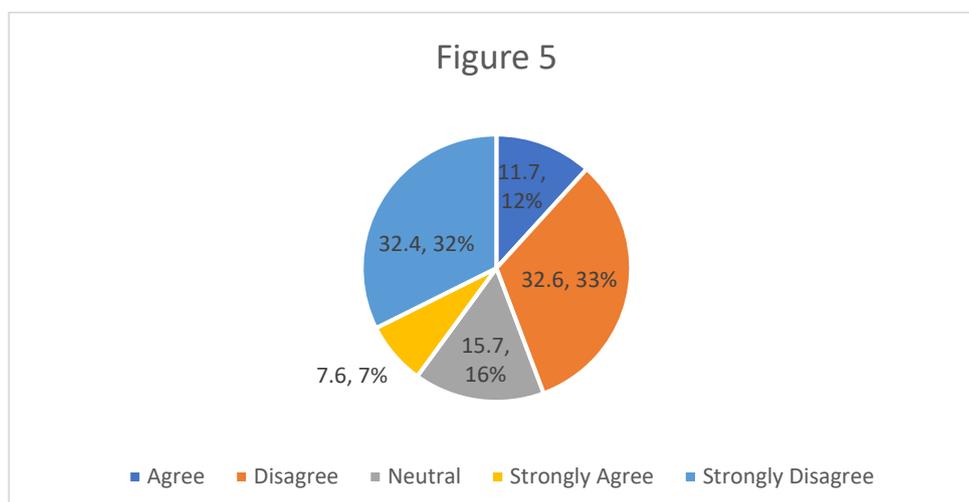
Environmental protection is a cumulative effort hence single individual need not bother it doesn't obey the environmental ethics every individual is responsible for the protection and conservation of the environment. The student's responses shows in the **figure 6** are 39% disagree,46% strongly disagree,8% neutral ,3% strongly agree and 4% agree. Although environmental protection is a group effort, the replies indicate that students strongly agree that individual actions are essential. Overall, 85% of students disagree with the idea that one person does not have to help maintain the environment 39% disagree and 46% strongly disagree. This suggests that most students are aware of the moral significance of individual accountability in environmental preservation. Few people 7% of respondents agree or strongly agree appear to believe that people don't have to worry about environmental protection on their own. This may be a reflection of the idea that institutions, governments, or broader social forces bear a greater responsibility for environmental protection than do individual citizens. Based on the responses, it appears that students have an ethical attitude to think that individual acts count in the greater effort to conserve the environment and that personal contributions are crucial.
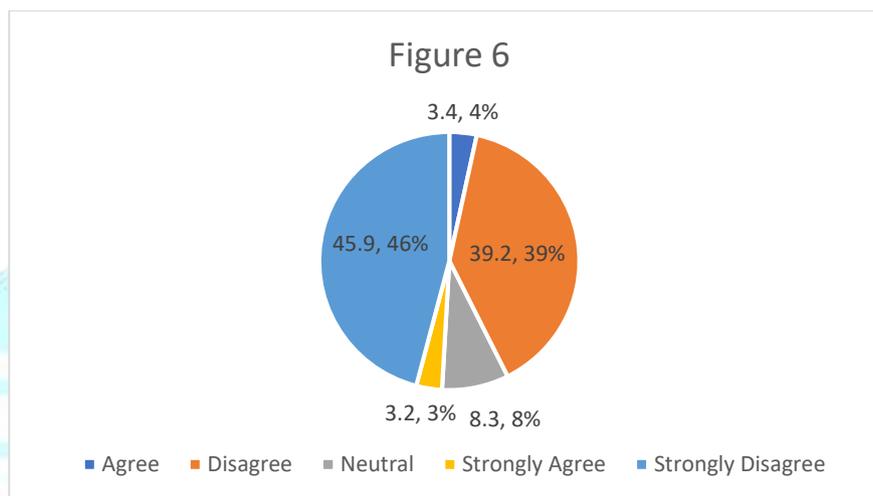

Figure 6

Environmental ethics is based on the premise that humans are earth's stewards with a moral imperative to maintain and preserve the natural environment. The act of throwing glass on the road, In **figure 7** students gave a good response of disagree with statement 54% strongly disagree, 37% disagree,4% neutral,3% agree and 2% strongly agree. The fact that 91% of students disagree with the statement indicates that most of them are aware of the importance of stewardship and think that it is unethical to dispose of glass improperly. Glass and other dangerous materials should not be disposed of in public areas since stewardship demands appropriate resource management. Environmental sustainability is mainly focus on the practices like do not deplete natural resources or create long term harm. The responses shows that most students understand how important it is to dispose of waste properly. A greater understanding of environmental issues in society is shown in the 91% of students who oppose inappropriate disposal. The 7% who favour inappropriate disposal, however, would suggest that more education is necessary regarding the effects of such actions on the environment. The 4% of neutral answers may also indicate a lack of knowledge about the moral ramifications of disposing of waste. Most students are aware of their moral obligation to safeguard human safety and the environment. The small proportion of students who agree or are indifferent, however, highlights the necessity of ongoing environmental ethics education and awareness, stressing the significance of proper waste disposal in preventing harm to people, wildlife, and ecosystems.

Figure 7
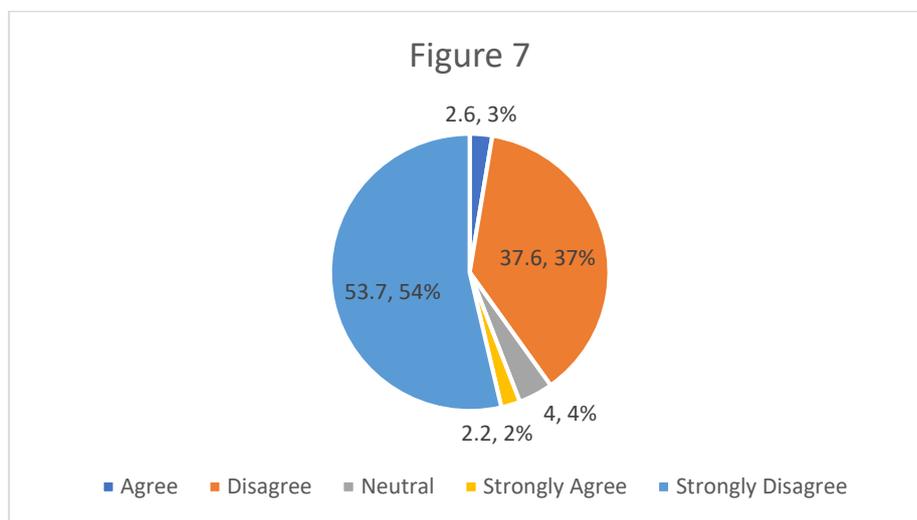
Water is crucial to all life on Earth. It is an essential resource that benefits ecosystems, human health, and economic activity. People have a moral obligation to conserve resources such as water. Ignoring running taps violates the stewardship concept which states that we must maintain and conserve natural resources for future generations. Running taps in public areas shows a lack of awareness or care for the effects on the environment. In **figure 8** the responses indicate 60% strongly agree,23% agree,4% neutral,7% strongly disagree, and 6% disagree. The majority of students show a high level of environmental awareness 60% strongly agree and 23% agree. Water waste is seen as unethical by most from the standpoint of environmental stewardship, emphasizing their need to conserve resources. Minority responses 13% disapproving or strongly disagreeing may suggest that more conversation or instruction is required regarding the moral importance of protecting resources, practicing environmental stewardship, and the effects of water waste. Based on the data, students are more inclined to regard responsible water use as part of developing a positive environmental attitude and a respect for nature.

Figure 8
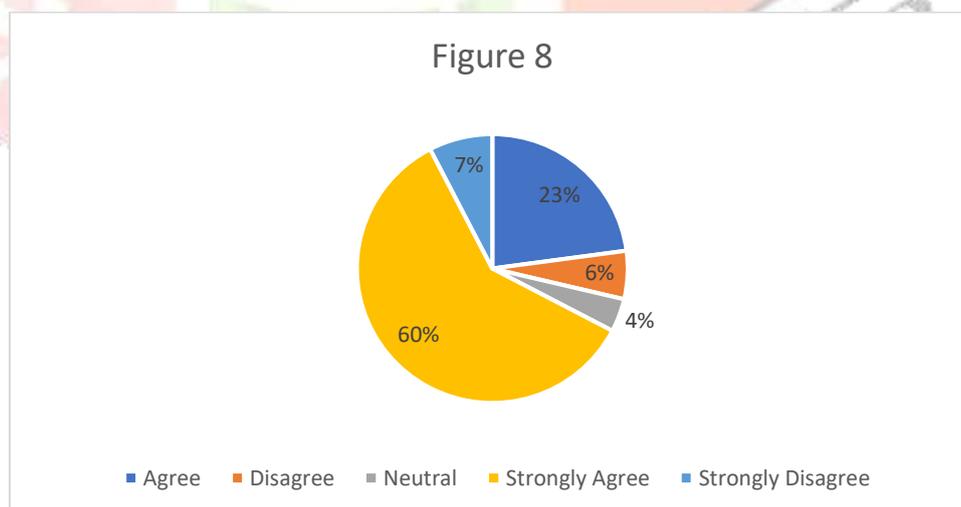
Plastic pollution is a serious environmental concern since it is non-biodegradable and causes severe ecosystem harm. Plastic pollution is one of the most serious environmental issues facing the globe today. Its broad usage and persistence in the environment raise a variety of ecological, economic, and health problems. The response from the students regarding the usage of plastic boxes are convenient and leak proof in **figure 9** are 33% strongly disagree,32% disagree,27%neutral, 2% strongly agree and 6% agree. The majority of students (65%) disagreed or strongly disagreed with the statement that plastic boxes are leak-proof and convenient. Students are conscious about environmental sustainability and appear to reject plastic containers due to the negative environmental effects. It shows a willingness to adopt ecological behaviours and a moral rejection of plastic's ease of use. This shows an increasing understanding of and commitment to responsible environmental behaviour.

Figure 9
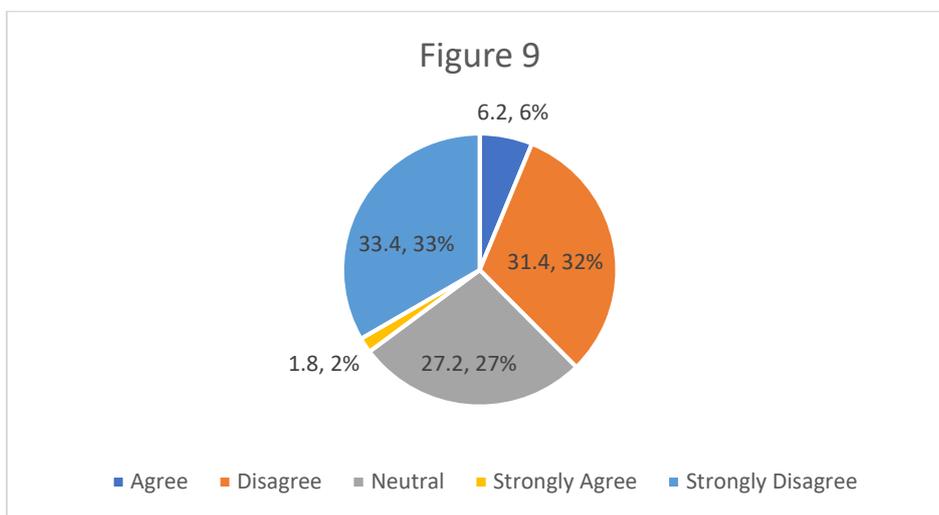
Smoking is the inhaling and exhale of the smoke created by burning tobacco or other substances. It has been extensively studied due to its devastating health consequences, and it is the biggest cause of preventable disease and death worldwide. Smoking in public areas contributes to air pollution by releasing toxic compounds into the atmosphere. In addition to the health effects on the smoker, smoking has a significant impact on the environment and public health. Smoking in public places should not be a matter of concern in **figure 10** it gives a right way of response from the students 63% strongly disagree, 27% disagree,5% neutral,3% strongly agree and,2% agree. It shows 90% of students disagree with the statement indicates that they are quite worried about how smoking affects non-smokers' health. According to the responses, the majority of students agree that smoking in public areas should be avoided due to the negative consequences on public health, environmental quality, and nonsmokers' rights. Second hand smoke poses health concerns, cigarette buttocks pollute the environment, and there is a greater societal obligation to safeguard the environment. When it comes to smoking in common public spaces, students prioritize community health and environmental justice over individual rights. This viewpoint indicates a strong ethical commitment to public health and keeping public spaces clean and safe.
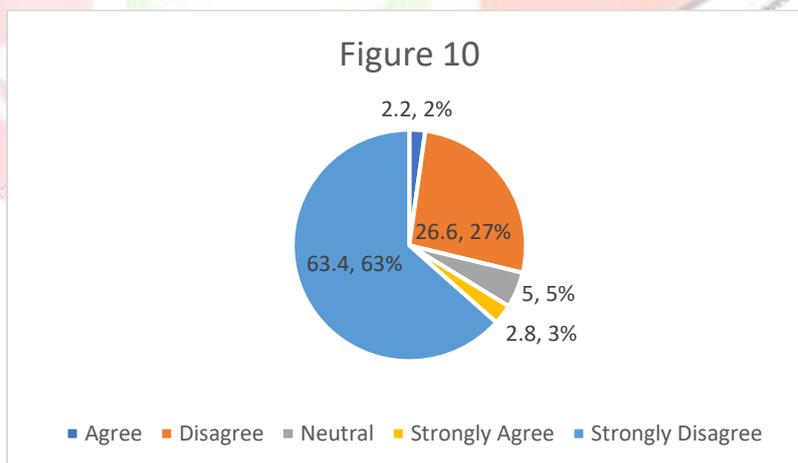

Figure 10

Actively take responsibility of encouraging my friends to solve the environmental problems it involves a combination of spreading awareness and motivating positive actions it helps to reduce the environmental issues and the conservation of natural resources. The responses from the **figure 11** shows students encouragement in solving environmental problems almost 66% of students strongly agreed ,22% agree,6% neutral,4% strongly disagree and 2% disagree. The fact that 22% of respondents agree and 66% strongly agree shows that people strongly support the concept that people should not only be accountable for their own environmental impact but also encourage others to adopt sustainable habits. The majority of students think that it is morally required of them to actively support environmental sustainability in their social networks. It is considered morally right to support friends in resolving environmental issues.

The 88% agreement demonstrates a widespread sense in the moral responsibility to encourage friends and peers to actively assist in solving environmental challenges. Overall, data reflects a community-oriented approach to environmental ethics, in which collective action, peer influence, and social responsibility play essential roles in addressing today's major environmental issues.


Figure 11
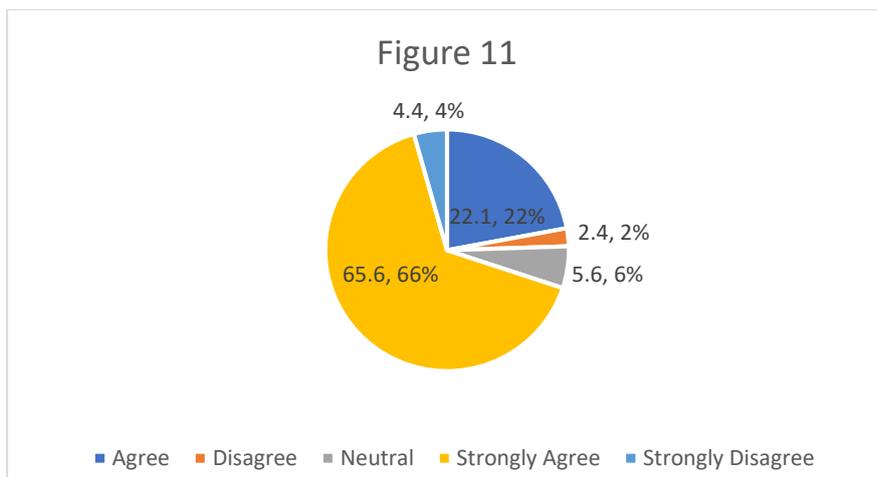
Water has a vital function in maintaining life and is necessary for all living things. In addition, water is essential to ecosystems, industry, and agriculture, supporting both the natural world and human societies. Health, food security, and economic growth are all impacted by its availability. It is essential to protect water resources so that future generations can prosper .Washing soap in bodies of water, such as ponds, can pollute the environment, kill aquatic life, disturb ecosystems, and degrade water quality Washing soap and detergent into ponds can introduce harmful chemicals that disrupt the local ecosystem, killing fish and damaging plant life. In **Figure 12** ,the response of students regarding the use of soap for washing clothes and utensils in ponds during picnics 56% strongly disagree,33% disagree ,10 % neutral ,strongly agree 1% and 2% agree .This shows a large percentage of students (89%) dislike or strongly disagree with the idea of using soap to wash dishes and clothing in ponds. A small percentage of students hold a neutral on this issue, which may be the result of their ignorance of the environmental consequences. A small percentage of students agree and strongly agree with the statement this shows the unaware of the damage such activities do to the environment or fail to take ecosystems' long-term impacts into account. Most students disagree with the practice and are aware of the harm soap washing in ponds causes to the ecosystem. Encouraging environmental education and cultivating respect for the natural world can help prevent actions that harm ecosystems and guarantee that future environmental stewardship is maintained.


Figure 12
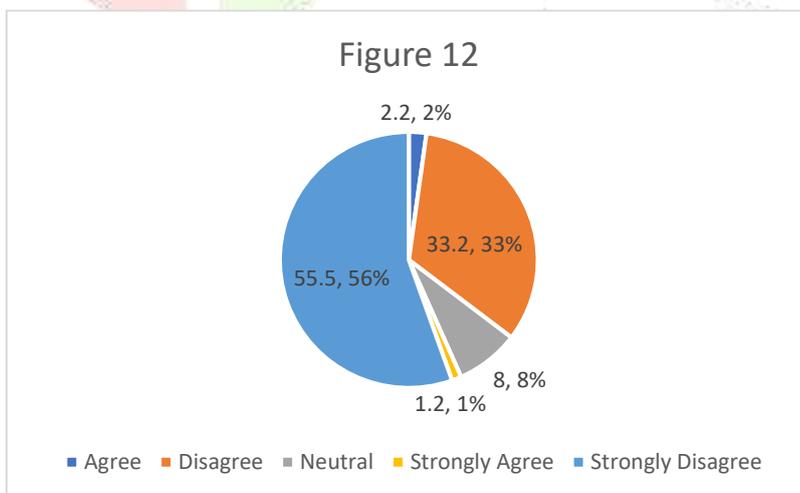
Water plays an important role in every living-organisms. Water is an essential resource that influences almost every area of existence. Using water wisely and efficiently, especially when it is easily accessible or free, can assist promote sustainability, encourage growth, and maintain the well-being of future generations. When there is not enough clean, readily available water to meet a population's demands, it

is referred to as water scarcity. This is frequently caused by misuse, pollution, climate change, and poor infrastructure. In **figure 13** use plenty of water when it is free of charge the responses from the students are strongly disagree 63%, disagree28%,5%neutral, strongly agree 2% and agree 2%. The majority disagree with the statement this shows that they are aware about the importance of water and availability of it. It suggests that students are aware of their moral need to use water wisely, even when it is readily available, as waste can worsen the environment and lead to water scarcity. Only 5% of respondents selected a neutral position, which might be interpreted as ambivalence, ignorance, or confusion about the subject. The statement was agreed or strongly agreed with by only 4% of students this suggests the lack of knowledge and awareness among them. Further education and awareness can make them to know the importance, availability and sustainable use of water resource. The responses show a strong preference for sustainable approaches and a moral concern for water conservation. The high percentage of disagreement indicates that most students respect environmental stewardship and water conservation as ethical principles. This suggests there is a strong basis for encouraging environmental stewardship and highlighting the moral significance of using resources with awareness.


Figure 13
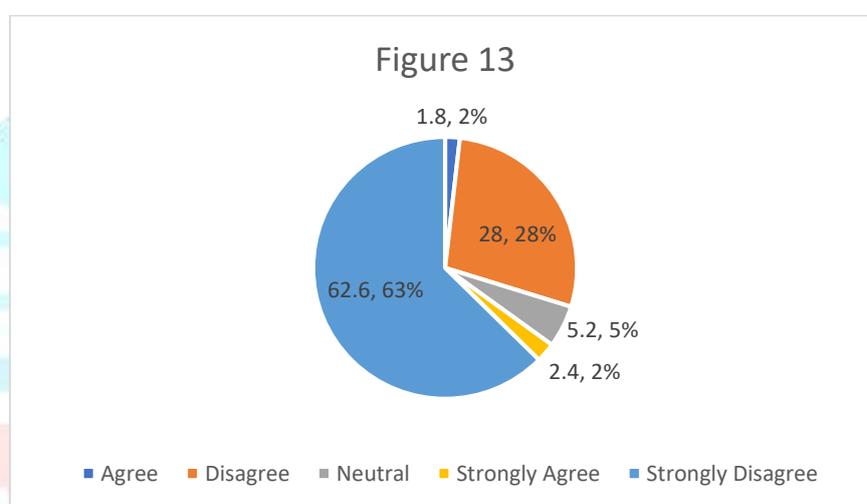
Electricity conservation is essential for effective energy resource management, minimizing environmental impact, and guaranteeing sustainability. Energy conservation involves more than just cutting expenses; it also involves preserving resources, safeguarding the future viability of energy systems, and protecting the environment.

Energy conservation is every individual's responsibility towards the environment and safeguard the availability of natural resources for the needs of future generation. The statement one need not bother switch off the light sources in college or workplace as they are not paying. In **figure 14** the responses from the students are 60% strongly disagree,28% disagree ,6%, neutral ,3% strongly agree and 3% agree. This shows a majority of 88% individuals reject the idea that people shouldn't bother turning off lights when they aren't paying for electricity. A strong ethical position, implying that no matter whether they directly pay for it, individuals feel obligated to conserve the environment and reduce energy waste. The fact that most respondents seem to favour sustainability suggests that moral judgments about environmental issues go beyond just economic considerations. Regardless of personal financial responsibilities, there is an obvious moral duty to minimize waste, preserve resources, and save the environment. Promoting moral conduct in public settings, such as workplaces and institutions, requires fostering a sense of shared responsibility and increasing knowledge of the environmental implications of energy use.

Figure 14
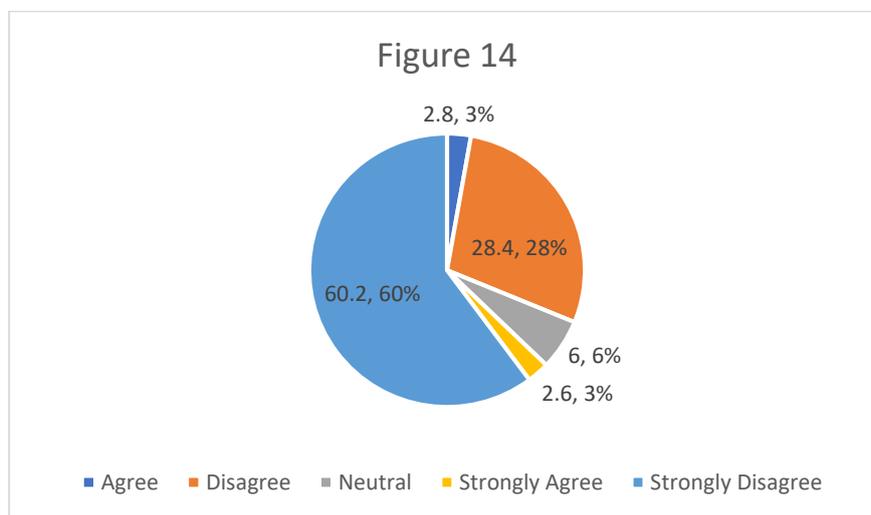
Throwing of fruit peel on pavements and roads are a improper way of waste management and have several environmental consequences. Despite being biodegradable, fruit peels can contribute to ugly, polluted landscapes and produce trash. Additionally, pests like rodents and insects may be drawn to decomposing fruit peels, endangering the local ecology. Littering, even when it involves organic garbage, as unethical since it detracts from the aesthetic appeal and cleanliness of the neighbourhood. According to environmental ethics, people should respect public areas, and discarding fruit peels shows a lack of regard for social duty. The responses from the students for throwing of fruit peel on pavements and roads are 62% strongly disagree,28% disagree,6 neutral,1% strongly agree and 2% agree. This responses indicate a strong disagreement towards the throwing of fruit peel on pavements and roads a majority of 90%. These students probably know that incorrect disposal is not acceptable for even biodegradable waste, such as fruit peels. A small percentage of students agree with the statement, it is due to lack of awareness and education promoting more education and awareness can change their viewpoint towards the environmental. Universities and schools should put in place sustainability programs that motivate students to cut back on trash and dispose of even biodegradable goods, like fruit peels, responsibly.

Figure 15
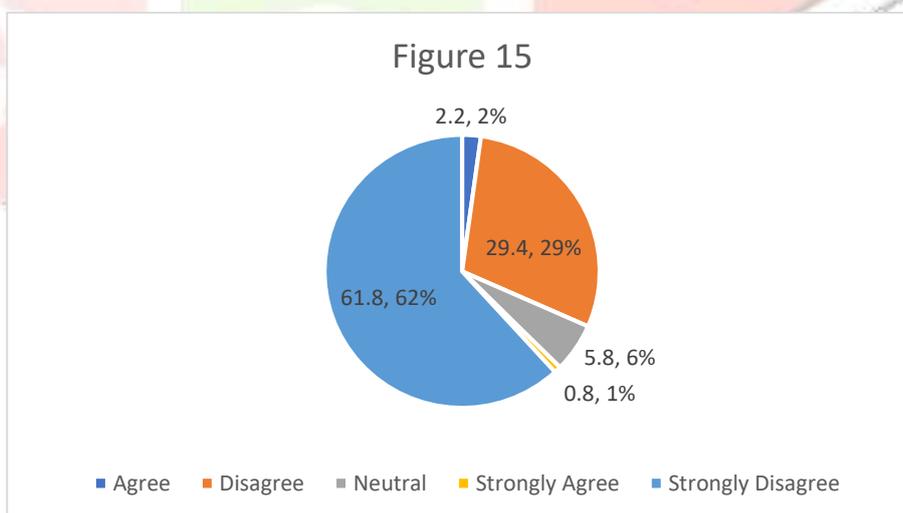
The use of vehicles is a major source of air pollution, especially when greenhouse gases (GHGs) like carbon dioxide (CO_2) are released into the atmosphere. The emission from the vehicles are the primary cause of climate change, This has profound effects on human health, ecosystem, and weather patterns worldwide. Fossil fuels power a significant portion of daily commute, releasing carbon and other pollutants into the environment and aggravating air quality problems and global warming. Making decisions that safeguard the environment and lessen damage to ecosystems is a moral obligation for both individuals and societies. Need not bother about environmental pollution using vehicles for comfortable commuting the responses from the students are 45% strongly disagree,30% disagree,19% neutral,1% strongly agree and 5% agree. A majority of 75% students strongly disagreed and disagree, indicating a high degree of environmental consciousness and students are probably aware of how vehicles affects the environment and how crucial it is to cut pollution in order to preserve it. The 19% neutral group indicates that more education is necessary on the negative effects that vehicle use has on the environment. The tiny

percentage of respondents 6%, who are either neutral or uncaring about the adverse effects of vehicle use, may benefit from increased awareness-raising initiatives. They need to be made aware of the long-term effects of their behaviour since they can put comfort or convenience ahead of environmental sustainability. The measures to control and reduce the environmental consequences by vehicle emission are the use of public transportation, environmental education, incentives for sustainable commuting and promoting electrical vehicles.

Figure 16
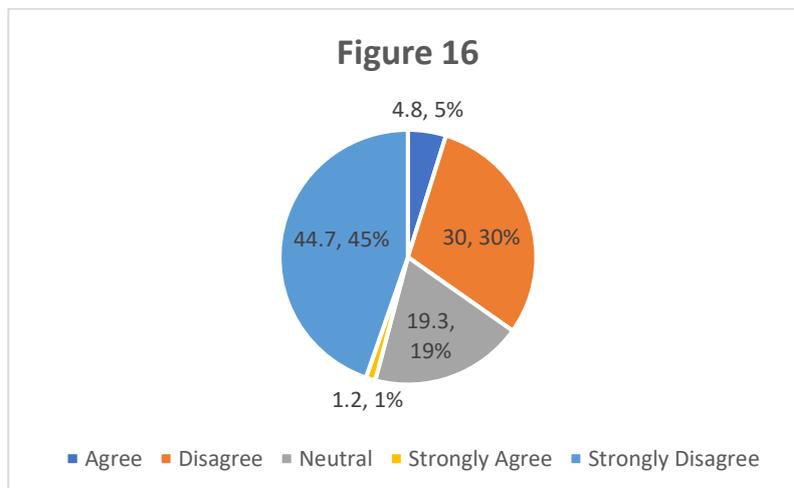
CONCLUSION

Environmental ethics principles offer a moral framework that highlights our obligation to preserve and safeguard the natural world as we face the escalating problems of contamination, depletion of resources, and climate change. The way that our current actions affect ecosystems, future generations, and the planet's general health makes waste management more than just a technological problem; it is a profoundly moral one. It is critical to implement sustainable waste management techniques that support moral values like accountability, equity, and stewardship. In addition to being sensible practices, proper garbage disposal, recycling, and waste generation reduction are moral requirements that represent our shared responsibility to lessen environmental harm. Ethical waste management techniques encourage a circular economy, which reduces waste, maximizes resource efficiency, and reduces negative environmental effects. The issue is particularly widespread among the younger generation, who disperse pollutants rather than maintaining. The survey on students was performed to determine the severity of the crisis and their environmental ethics. According to the survey's findings, students are growing more mindful of and concerned about the damage that human activity whether deliberate or unintentional is causing to the environment. A very small percentage of students gave negative responses due the lack of knowledge by promoting awareness and environmental education to change their concept towards the environment and make them to conserve the environment. Individuals need to be aware of their responsibility to reduce waste and make thoughtful choices that protect the environment. Responses to the survey questions revealed a positive aspect of their environmental consciousness. We can drastically cut waste, save energy, reduce the pollution and save the environment by encouraging a shared commitment to sustainability and responsible behaviour at all societal levels.

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