نظرية الإدراك الاجتماعي في الاستدامة البيئية : دراسة عن السلوك الموالي للبيئة في السياق الاجتماعي

Social Cognitive Theory in Environmental Sustainability: A Study of Pro-Environmental Behavior in Social Context

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Abstract

This study has conducted to investigate pro-environmental behavior and the theory's relevance to social contexts from the standpoint of social cognition theory. Social cognitive theory holds that a person's behavior, environment, and thinking all play equal roles in shaping their development. The problem is that social cognitive theory holds that a person's behavior, environment, and thinking all play equal roles in shaping their development but social context lacked developing person's behavior. The findings showed that the perspective of social-cognitive theory, ecologically conscious behavior. The triadic reciprocity model is used by social cognitive theory to explain human behavior. A two-way relationship exists between the three components of this triadic model of causation: overt action, external environmental consequences, and cognitive and other personal characteristics like emotional moods and physical qualities.

الملخص

تهدف هذه الدراسة إلى التحقيق في السلوكيات البيئية الإيجابية وملاءمة النظرية للسياقات الاجتماعية من منظور نظرية الإدراك الاجتماعي. تعد نظرية الإدراك الاجتماعي مدرسة نفسية تقول إن سلوك الشخص وبيئته وأفكاره تلعب جميعها أدوارًا متساوية في تشكيل تطوره. من منظور نظرية الإدراك الاجتماعي، يُستخدم نموذج التعادلية الثلاثية لشرح السلوك البشري. يوضح هذا النموذج وجود علاقة ثنائية الاتجاه بين المكونات الثلاثة لهذا النموذج السببي: العمل الظاهر، والنتائج البيئية الخارجية، والخصائص الشخصية الأخرى مثل المزاج العاطفي والصفات الجسدية.

الكلمات المفتاحية: نظرية الإدراك الاجتماعي، البيئة الاجتماعية، السلوك، والسلوك البيئي

1. Introduction

From the perspective of a psychologist, social cognitive theory holds that behavior, environment, and cognition are the three primary determinants of development. Observational learning, or acquiring new abilities by observing how others perform them, was the main emphasis of Bandura's early research. Social cognitive theorists contend that a variety of attitudes, behaviors, and beliefs can be "caught" by watching how others behave. A significant portion of lifespan development is comprised ofthese results. Behavior, people, and the natural world are all included in the learning and development models that Bandura (1986, 1998, 2000) put forth.

(Homburg A., 2006) list the following behaviors as environmentally friendly: private-sphere environmentalism (e.g., lowering energy use or purchasing products made from recycled materials), public-sphere non-activist behavior (e.g., submitting a petition on environmental issues), organizational behavior (e.g., producing eco-friendly products), and environmental activism (e.g., actively participating in an environmental organization). According to Ramus and Killmer's 2007 paper, pro-environmental acts are a subset of activities carried out with the goal of assisting a person, group, or organization, and they are inherently pro-social. According to Caprara and Steca (2007), pro-social behaviors that people frequently engage in include sharing, lending a hand, and showing concern for others. This type of behavior only occurs when people believe they can pull it off and control the feelings it evokes.

As evidence of the detrimental impacts of modern human lifestyles on the environment, applied environmental psychology focusedon. Environmental psychology studies how people interact with their natural and artificial environments. This entails researching the elements that lead individuals to make decisions that are beneficial to the environment, climate, and sustainability, as well as the reasons behind and consequences of these choices, and how to promote more ecologically responsible behavior (Gifford, 2014). The purpose of this study is to identify pro-environmental behavior from the standpoint of social cognitive theory and to explain social cognitive theory in the context of social environments.

2. Social Cognitive Theory in Social Environment

A sub-field of learning theory called social cognitive theory holds that people can learn a lot about themselves by studying the behaviors and inactions of people in their immediate environment.(Devi, 2017)state that an individual's moral development is greatly influenced by their visible conduct in their environment. While a person's environment, behavior, and thoughts all play a role in their development, individuals also learn new abilities via watching others. (Devi, 2017) claim that these three elements are part of a triadic reciprocal determinism process rather than being autonomous or static.

Research by Salman (2014) examined college students' levels of cognitive curiosity and their involvement in the learning process. The goal is to find out whether college students are intellectually curious. One hundred and twenty randomly selected male and female students from Al-Mustansiriya University's College of Education have participated. The results demonstrated that the students' degree of cognitive curiosity is high and that they are more engaged in learning than the theoretical average. Participation in learning and cognitive curiosity were found to be positively correlated, according to the results. Although there were variations in the association based on expertise, there were no such variances based on gender, according to the research.

In addition, a study designed to quantify cognitive failure among secondary school pupils has been conducted by (Kazem, 2024). Cognitive failure is examined differently according to gender and specialty in this study. The Cognitive Failure Questionnaire, originally created by Broadbent (1982), was translated and used by 400 secondary school pupils, both male and female. According to the findings, secondary school kids display a minimal amount of cognitive dysfunction. Cognitive failure was significantly

different between the sexes, with the former showing a clear advantage. On the other hand, specialization (scientific vs. literary) did not show any significant differences. On top of that, the gender and specialization variables did not interact in any meaningful way.

Ibrahimi (2023) set out to chronicle the cognitive biases of Islamic secondary school pupils as well as those of high school students associated with the Israeli Ministry of Education. The results demonstrated that there are cognitive biases among Islamic high school pupils. Evidence also suggests that Islamic secondary school pupils are more likely to exhibit cognitive biases. The researcher offered some comments and recommendations based on the research findings.

3. Behaviors in Social Environment

Human functioning is explained by social cognitive theory using a triadic reciprocality model. In this triadic. According to the reciprocal causation paradigm, three elements that is, cognitive and other individual traits such as affective states and physical characteristics, external environmental consequences, and overt conduct have a reciprocal effect on one another. There is not a simultaneous reciprocal interaction between behaviors, the environment, and personal characteristics. Since they are causative variables, they need time to have an impact. The concept of personal action is also necessary for the social-cognitive theory to investigate the individual factors inside the triadic reciprocity. One definition of personal agency is the ability to plan one's own behavior, carry it out, and control its consequences. People can self-regulate and respond to stimuli from the outside world, according to this agentic socio-cognitive theory. People are essentially "producers" and "products" of the world around them.

Environmental, environmental significant, environmental responsible, and pro-environmental are some of the terms that researchers have historically used to describe efforts performed to conserve the natural world(Lee, 2013). People use pro-environmental behavior to enhance environmental quality or lessen the adverse consequences of human activities on the environment(Kollmuss.A., 2002).

4.Pro-enviromental behavior from social cognitive theory's perspectives

A Social-Cognitive Theory , according to (Bandura.A, 1986), is how social cognitive theory explains human behavior. Three componentsindividual cognitive and other features, such as affective states and physical characteristics, external environmental repercussions, and overt behaviorhave a reciprocal influence on one another, according to the triadic reciprocal causation paradigm).

Behaviors, the environment, and individual factors do not interact simultaneously and reciprocally. Their effects take time to manifest since they are elements that produce events. The concept of personal agency is also essential for social-cognitive theory to analyze the individual elements inside the triadic reciprocity. According to (Bandura،A, 1997), personal agency is the ability of people to consciously select, carry out, and exercise control over their own activities in order to achieve their own objectives. The agentic socio-cognitive paradigm holds that people are capable of both responding to outside stimuli and taking the initiative to regulate their own behavior (Bandura.A., 1999). Humans are both "producers" and "products" since they are always interacting with their(Bandura،A., 2000).

In order to exercise agency, a self-efficacy mechanism is essential. Self-efficacy beliefs are hypothesized to influence an individual's goals, actions to attain them, persistence in pursuing goals, and thoughts and feelings experienced during action execution (Bandura،A., 2000). In addition to their evaluation of their own talents, or self-efficacy, people also act on their views about the expected results of their actions, according to (Bandura،A, 1997). A person's progress during the career decision-making process is influenced by high outcome expectations, which are the conviction that one will succeed when one's goals are accomplished. Moreover, external variables affect human functioning through self-efficacy rather than directly (Bandura.A., 1999). One example of an applied kind of social cognitive theory that can be used to environmental psychology is the social cognitive career theory.

The literature has identified the role that elements of personal agency play in environmental psychology as one that needs more investigation. Few scholars have examined the significance of human agency in comprehending pro-environmental conduct, such as (Homburg A., 2006), (Meinhold, 2002), and Tabarnero and Hernandez (2010). However, these researchers did not use all social-cognitive aspects, such as self-efficacy, result expectations, aims, and behaviors. Self-efficacy is the belief in one's own capacity to guide and regulate the actions required to address certain issues in the near future.

Self-efficacy is the belief in one's own ability to change one's environment for the better, according to environmental psychology. People who don't think they can do something won't do it, no matter how big the reward, and they won't be able to keep going when things go tough (1997). They have to think they can carry out the act to a certain extent and at a specific time. According to (Bandura،A, 1997), people who initially question their abilities are more likely to grow dissatisfied with themselves and their achievements and lose interest in the activity. However, fewer research

looked at the relationship between self-efficacy and pro-social and altruistic actions, such as pro-environmental activity. For example, (Meinhold, 2002) demonstrated that self-efficacy was an independent variable that was predictive of environmental behaviors, but it was not a successful moderating variable in predicting environmental behaviors. This study provides a path for future research because self-efficacy appears to be crucial in understanding environmental activities, and there is a dearth of research on the relationship between environmental attitudes and acts and perceived self-efficacy.

Additionally, (Homburg A., 2006)used the self-efficacy scale in their investigation. Example item "I know how to take precautions against pollution in everyday life" Moreover, (Tabernero.C, 2010)employed self-efficacy for recycling behavior in their study. Following the instructions in the guidebook for creating self-efficacy scales, this self-efficacy measure was created. The ability to complete each of the designated recycling activities was evaluated using questions such as "To what extent do you feel capable of separating all the paper and cardboard generated in your home and taking them to their respective containers?" Participants were asked to rate their level of confidence on a 10-point scale, where 1 represented no confidence and 10 represented total confidence. However, studies in environmental psychology may find use for this notion.

This concept can be converted into opinions regarding the effects of people's pro-environmental actions in the field of environmental psychology. Learning experiences can produce a variety of behavioral outcomes, including social impacts like other people's recognition and appreciation, physical effects like money gain, and self-evaluation that is gradually altered by people's learning experiences (1999).

The following construct is goals. Goals are defined as an individual's intention to perform a particular action or impact a particular outcome. For example, (Tabernero.C, 2010)used self-set goals to encourage recycling behavior in their study. When designing these four items, the intention to participate in each of the selected behaviors in the near future was taken into account: (1) "How would you rank your present recycling practices in terms of realism?" What would you aim to achieve in the near future? (3) "How much would you like to put in more effort to do it better?" (4) "How likely do you think you are to continue working toward this objective in the future?" The responses were displayed on a 10-point rating scale, where 1 meant never or never and 10 meant always. Goals are then used to determine actions. Environmental psychology defines pro-environmental behavior as actions taken to accomplish goals.(Tabernero.C, 2010), for example, have used self-reported recycling behaviors to demonstrate pro-environmental behavior and activity. To measure pro-environmental

behavior, three questions were created to assess a person's level of recycling activity with reference to paper, glass, and packaging: (1) "Do you separate cardboard and paper from other waste?" (2) "Do you sort glass out of the other trash?" (3) "Are cartons, cans, and plastics separated from the rest of the waste?"

With the exception of a few studies, contextual impacts have not yet been fully examined in environmental psychology(Black JS, 1985)؛(Guagnano GA, 1995)؛(Van, 2001) . Numerous contextual factors can impact environmental behavior and individual motivations. For example, people's pro-environmental behavior can be greatly influenced by the market supply of goods, the standard of public transit, or the accessibility of recycling facilities. Sometimes the constraints are so severe that it can be very costly to change behavior, and motivations have little effect on the environment. Therefore, in addition to intra-personal factors like attitudes, customs, and habits, it is essential to consider contextual factors like physical infrastructure, technical facilities, and product availability. This is significant because environmental psychology examines how individuals interact with their environment, therefore it should be particularly interested in how context influences behavior.

Conclusion

Social cognitive theory provides an extra paradigm for understanding environmentally conscious activities, as planned behavior, norm activation, and values-beliefs-norms theories may not be sufficient. According to the idea, the process of taking pro-environmental acts is influenced by a number of behavioral, environmental, and human factors. When you have self-efficacy the conviction that you can effectively plan and carry out actions and positive outcome expectations the conviction that you can anticipate the outcomes of those actions—you can have goals, or the purpose to achieve something. Either one or all of these factors may occur. Setting and achieving goals encourages environmentally friendly behavior. (dear expert , this is a review paper so that the conclusion represents a summary)

Furthermore, a person's feeling of competence and willingness to carry out their plans may be impacted by their current situation. When there are few barriers and many contextual supports available, people are more likely to succeed. However, adverse circumstances may impede comparable processes of converting objectives into actions. Therefore, it makes sense that when enabling rather than limiting variables are at work, the relationship between goals and behaviors should be stronger. According to research that used social-cognitive theory to encourage environmentally friendly practices, environmental policy should give priority to specific regions in order to promote more responsible environmental behaviors. These categories include

encouraging goal-setting, providing supportive contextual settings, encouraging capacity appraisals, and fostering the belief that people may accomplish positive outcomes after starting or implementing environmental improvements. Future research should examine social-cognitive theory, which combines the following elements: action (i.e., pro-environmental behavior), goals, contextual support, result expectancies, and self-efficacy, in order to better comprehend environmentally conscious acts.

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