

Fostering Environmental Behaviour Change:
uncovering the motives and barriers to pro-
environmental behaviour in Frankston.

Summary Report

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Contents

| | Page |
|--|------|
| 1. Executive Summary | 4 |
| 2. Introduction | 5 |
| 3. Aim | 7 |
| 4. Objectives | 7 |
| 5. Methods | 8 |
| 6. Summary of Findings | |
| A. Demographics | 9 |
| B. Self-Perception | 11 |
| C. Activist Profile | 13 |
| D. Attitudes | 15 |
| E. Behavioural Intentions | 16 |
| F. Motives for PEB | 18 |
| G. Barriers | 21 |
| H. Local environmental knowledge and conservation values | 25 |
| 7. Recommendations | 26 |
| 8. Appendix | 27 |

Executive Summary

As stated by a number of researchers, including La Rocca (2004), McKenzie-Mohr & Smith (1999), and Porritt (1997), there is a gap between people's concern for the environment and their level of pro-environmental behaviour (PEB). Given this discrepancy, it is important to inquire into the reasons that motivate and hinder such behaviours, from those that are convenient to engage in, such as those within the home, to those that require political engagement in environmental issues.

This study surveyed 110 members of the Frankston general public (FP) and 29 members of local environmental groups (EGM) regarding the factors that influence engagement in PEB. The study found PEB motivators were related to environmental fear, setting an example for others, concern for the environment and, to some degree, the desire to become environmentally friendly. The findings suggest there are a variety of motivational factors in Frankston. People are not only concerned about the environment, but wish to become 'the type of person' who is environmentally friendly.

The major barrier to PEB for the general public was laziness but no barriers were revealed for environmental group members. People did not join environmental groups because of other priorities, time constraints or the absence of an invitation to join. The results suggest that some individuals may find it difficult to 'fit-in' environmental group responsibilities; others need to feel as though they will be useful – via an invitation.

The results suggest that people who join environmental groups are keen to build on their pro-environmental behaviours. Factors that inspired people to become involved with environmental groups included personal growth reasons (learning skills and knowledge) and a desire to make a difference to the world.

Fostering Behaviour Change – Executive Summary

The study suggested that future initiatives in areas of water conservation, recycling, composting, equitable purchases and, to some degree, alternative transport options would be effective in Frankston. Tools for fostering PEB include:

- Financial incentives
- Means of making people ‘feel good’.
- More information on environmental problems
- More information on how to help
- Access to environmental products
- Increasing the regularity and number of connecting bus and train services

Residents may be encouraged to join environmental groups through:

- Personal invitations
- School-aged education
- Holding environmental activities
- Promoting local environmental leaders
- Awards for exemplary behaviour.

2. Introduction

The Frankston City Council conducted two preliminary studies on its' residents environmental concerns and willingness to engage in certain PEB. The papers, *Environment Survey for the Public* (June 2004) and the *Future Visioning research report* (March 2005), indicate high levels of concern for environmental issues and a willingness to undertake environmental actions that mainly relate to the home. Such activities include reducing water, gas and energy usage, installing water and energy efficient technology, and buying environmentally friendly household products. The 2005 report found that 'caring for the environment' was considered the third most important thing for the future, behind personal safety and crime, and better education opportunities.

A number of behaviour theorists have noted a gap that exists between people's high levels of environmental concern and their levels of pro-environmental behaviour (PEB). Porritt (1997, pp.63, cited in La Rocca, 2004) comments on this relationship between concern and behaviour: "The easy bit (getting everybody to pay attention to the state of the world and to accept in theory the need to change our ways) is over. Turning that theoretical consensus into operational practice is infinitely harder". To formulate strategies that will foster greater engagement in environmental behaviours, it is important to understand the factors that motivate and hinder PEB.

PEB is a broad term used to explain a number of different types of behaviours that people undertake to improve the environment. In order to acknowledge the depth of variation between the types of PEBs that exist, a behaviour spectrum has been chosen as a means of ranking behaviours. Finger's (1992) behaviour spectrum grades environmental actions that are relatively convenient to undertake, and generally expected within society (Minimal Behaviours), as separate to Limited Activism and Protest Behaviours that require a greater level

of engagement. Essentially, this thesis is focussed on ways of moving people through the spectrum from actions of convenience to actions that require effort and political engagement in environmental issues within an Australian context.

Figure 1. Spectrum of Environmental Behaviours

| |
|--|
| <p>Minimal Behaviour I do what is expected of me (such as recycling, using public transport) I try to learn more about the environment.</p> <p>Limited Activism I vote for the ones who are committed to the environment I try to inform others I sign petitions in favour of environmental protection I am engaged at a local level for the environment</p> <p>Protest Behaviour I am engaged at a local level, opposing projects which destroy the environment I participate in public demonstrations for the environment</p> |
|--|

(Source: Finger, 1992 adopted from Whelan, 2002)

3. Aim

The aim of this study is to uncover the factors that motivate and inhibit behaviours that benefit the environment amongst Frankston residents, as a means of discussing a broader Australian trend. In doing so we can start to address the problem of non-engagement and apathy in regards to environmental issues in Australia.

4. Objectives

Four research objectives have been developed to help fulfil the central research aim:

1. Determine the barriers to PEB
2. Investigate the motives for PEB
3. Understand the role of self-perception and eco-identity in regard to PEB
4. Suggest strategies to help foster PEBs

5. Methods

A telephone survey was used to collect randomly sampled data on Frankston's residents (Appendix A). The telephone survey is a useful and relatively cheap means of reaching a broad and random audience, as most Australian households have a telephone. Telephone surveys are one of the most popular survey methods used in research (Czaja and Blair, 1996).

Telephone sampling was carried out for 6 weeks, by volunteer telephonists. The survey took approximately 15 minutes to complete, and results were entered directly into an excel worksheet. Calls to Frankston homes were made on weekdays, mostly between the hours of 10am-1pm, with fewer calls 5-8pm, and occasionally 1-4pm.

There were 1700 calls made to Frankston residents over the research period, resulting in 139 respondents; 110 individuals were from the Frankston general public (FP) and 29 individuals were members of local environmental groups (EGM). The Environment Group Members (EGM) sample makes-up 26.4% of the overall sample, and does not include individuals from the FP sample who said they were directly involved with an environment group.

To ensure reliability of the data, results were compared against papers produced by the Australian Bureau of Statistics (ABS) and the Frankston City Council (FCC). The ABS has statistical information on Australians' environmental concerns and behaviours, and also on Frankston's demographic features. The FCC has also produced papers on its citizen's environmental attitudes and intentions. The cumulative findings from both the ABS and FCC will allow for comparison to be made in regard to the results from this research project. Thus, a known degree of accuracy will be ensured.

6. Summary of Findings

A. Demographics

The differences between the FP respondent demographic data and the Census data for the Frankston City Council (FCC, 2006) reveal that the data is partially representative of Frankston's population. There were fewer low-income earning households and a greater number of high-income households than expected. In addition, there were a greater number of female and tertiary educated respondents. However, the remaining variations between the FP and Census data are relatively minor (Table 1).

There are statistically significant differences between EGM and the FP in regards to age, income and education. The majority of EGMs were in the 50-59 and 70-79 year age groups, earned mid-high incomes and were tertiary educated, while the FP sample had a greater proportion of females, people in the 30-39 age group, a greater variation in income and fewer with tertiary education (Table 1).

Table 1. Demographic Profile of Survey Respondents and Census data

| <i>Characteristic</i> | <i>EGM</i> | <i>FP</i> | <i>*Frankston 2001 Census Information</i> | |
|--|------------|-----------|---|-------|
| Age (years): | | | | |
| 18-20 | - | 3.70% | <18 | 26.2% |
| 20-29 | 6.90% | 13.10% | 18-24 | 9.1% |
| 30-39 | - | 25.20% | 25-34 | 14.7% |
| 40-49 | 3.40% | 18.70% | 35-49 | 22.2% |
| 50-59 | 37.90% | 16.80% | 50-59 | 11.6% |
| 60-69 | 17.20% | 9.30% | 60-69 | 7.3% |
| 70-79 | 34.50% | 11.20% | 70-84 | 7.4% |
| 80-89 | - | - | 85+ | 1.5% |
| 90+ | - | 1.90% | | |
| Gender: | | | | |
| Female | 51.70% | 63.00% | | 51.2% |
| Male | 48.30% | 37.00% | | 48.8% |
| Income: | | | | |
| Under \$15,000 | 14.80% | 17.60% | \$0-24,024 | 28.7% |
| \$15,000-30,000 | 18.50% | 23.10% | \$24,025-43,888 | 28.5% |
| \$30,000-60,000 | 37.00% | 24.20% | \$43,889-77,376 | 26.1% |
| \$60,000-90,000 | 22.20% | 25.30% | \$77,377+ | 16.8% |
| \$90,000+ | 7.40% | 9.90% | | |
| Education: | | | | |
| High school | 20.70% | 47.20% | year 10 | 21.6% |
| TAFE/certificate | 10.30% | 25.90% | year 12 | 31.1% |
| University | 55.20% | 22.20% | | 24.9% |
| Other | 13.80% | 4.60% | | 6.6% |
| EGM = Environment Group Member, FP= Frankston Public | | | | |
| *Australian Bureau of Statistics Census Data, 2001 (FCC, 2006) | | | | |

B. Self- perception

The way that people regard themselves in relation to environmentalism - such as somebody who is environmentally conscious, an environmentalist or an activist - may be a factor that motivates PEB (Table 2). A considerable percentage of people perceived themselves to be environmentally conscious (86.6%) and politically aware (62.6%). The majority of EGM saw themselves as environmentalists (75.9%) and activists (55.2%), which was significantly different to the perception that the FP have to their environmental identity; 27.5% environmentalists and 10% activists. Hence, the majority of environmentalists and activists were EGMs and a large percentage of the overall sample did not see themselves as activists (69%) or environmentalists (45.6%). It is unclear whether an individual's self-perception influences their attitudes and behaviours or if behaviours and attitudes influence one's self-perception.

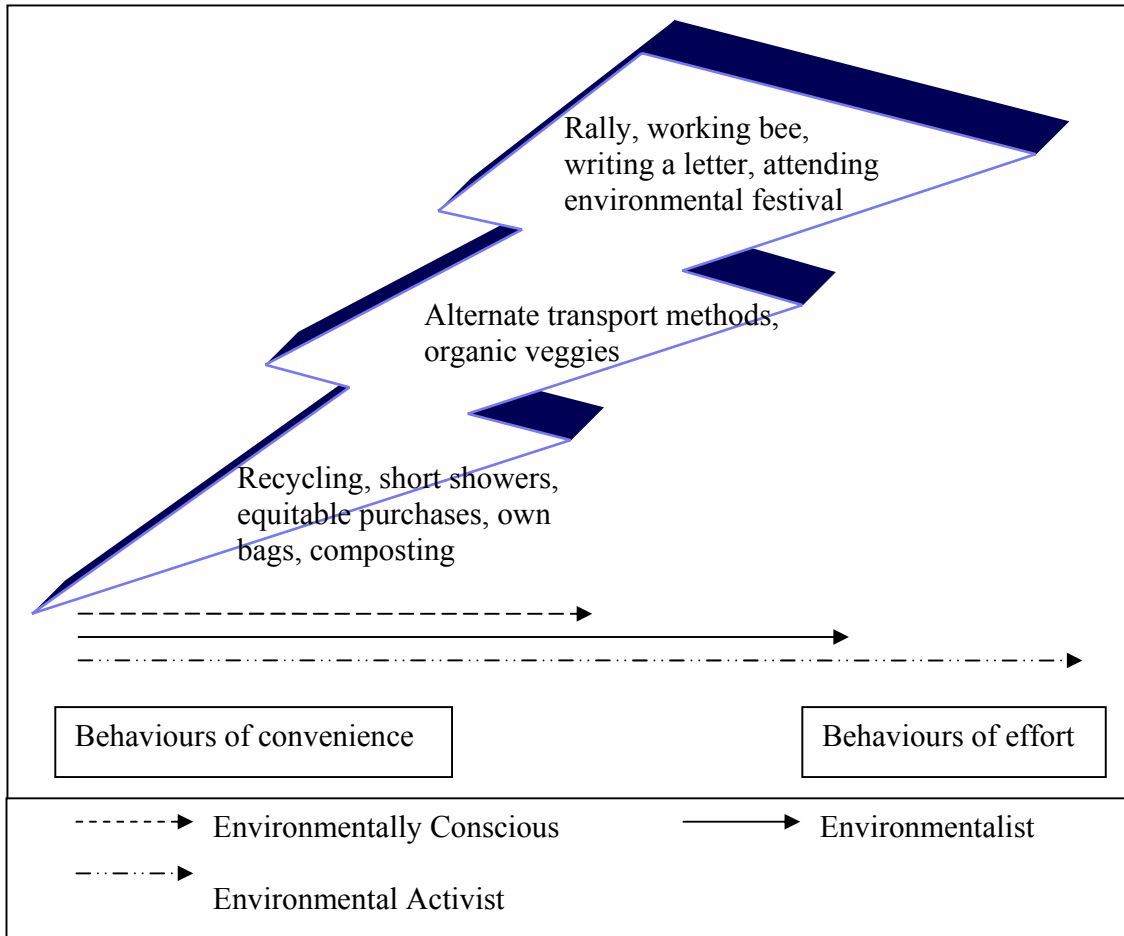
Table 2. Self-perception Characteristics of EGM and FP

| <i>Self-perception</i> | <i>EGM</i> | <i>FP</i> |
|--|------------|-----------|
| Environmentally conscious | 100% | 73.1% |
| Environmentalist | 75.9% | 27.5% |
| Activist | 55.2% | 10% |
| Politically Aware | 82.8% | 57.2% |
| Think about Climate Change | 62.1% | 42.3% |
| Concerned but better things to do | 0.0% | 34.2% |
| EGM = Environment Group Members (n=29), FP= Frankston Public (n=110) | | |

Nevertheless, the results of this study suggest self-perception and behavioural intentions are related. A large majority of the FP considered themselves to be environmentally conscious, and this self-perception correlated to engaging a number of behaviours that people are expected to perform such as domestic recycling (convenience behaviours). A substantial number of the EGM identify as environmentalists and activists, and reported greater willingness to engage in

further along the spectrum of environmental behaviours. To highlight these findings, the lightning bolt in Figure 2 represents the behaviours that people are willing to engage in, based on their self-perception. Although not conclusive that eco-identity is a motive, it seems to be more of a motive than a hindrance to PEB.

Figure 2. Relationship between behavioural intentions and self-perception.



C. Activist Profile

Within this study, an ‘activist’ is considered a person who perceived themselves to be an activist. Respondents who perceived themselves as activists proceeded to answer questions in relation to their commitment to activism: the number of hours given to activism, the number of groups the individual was directly involved in, the number of years they had been ‘active’ for, and the event or experience that had first prompted them to become active, to gauge the level of participation in activism.

Of the 139 respondents to the survey, 33 perceived themselves as activists; 25 were from the EGM sample and 8 were from the 110 representatives of Frankston Public (FP). Of the 8 individuals from the FP, four said that they were directly involved with an environmental group. A majority of activists spend approximately 10-15 hours per week in activist type behaviour, were involved with up to three environmental groups, and had been an activist for roughly 10 years (Table 3).

Table 3. Characteristics of Activists

| <i>Scale</i> | <i>Frequency</i> |
|---|------------------|
| Hours of commitment given | |
| 0-5 | 2 |
| 5-10 | 9 |
| 10-15 | 10 |
| 15-20 | 2 |
| 20-25 | 1 |
| 25-35 | 2 |
| 35-50+ | 3 |
| Number of groups directly involved with | |
| 0 | 7 |
| 1 | 5 |
| 2 | 2 |
| 3 | 7 |
| 4 | 2 |
| 5 | 2 |
| 6 | 2 |

Fostering Behaviour Change – Summary of Findings

| 7 | 2 |
|----------------------|------------------|
| <i>Scale</i> | <i>Frequency</i> |
| Years as an activist | |
| 0-5 | 6 |
| 5-10 | 6 |
| 10-15 | 5 |
| 15-20 | 5 |
| 20-25 | 2 |
| 25-35 | 4 |
| 35-50+ | 4 |

The activist profile suggests that local environmental issues and childhood experiences are very important factors that motivate participation in environmental behaviours that challenge ‘convenience’ (Table 4). This information is important for future projects, such as fostering local environmental education-participation programs into schools and family orientated environmental days.

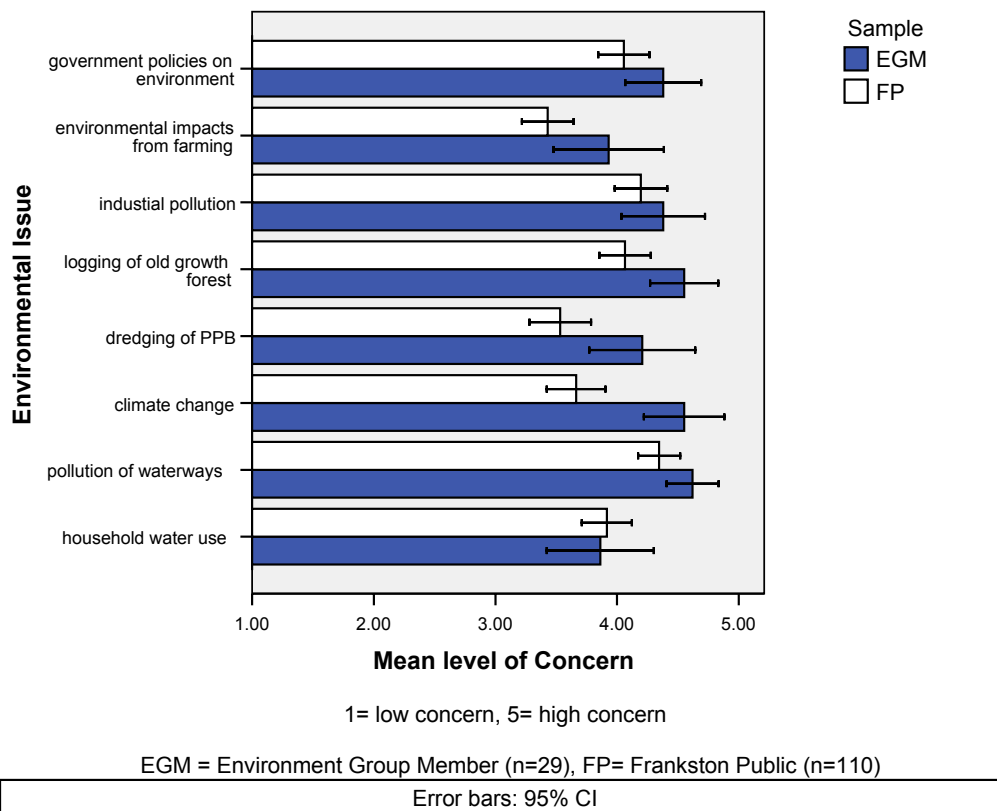
Table 4. Experience that first prompted Activism

| | <i>Frequency</i> |
|--|------------------|
| Local environmental issue | 11 |
| Childhood experiences/ family influence | 9 |
| University Studies | 3 |
| Friends | 2 |
| To make a difference | 1 |
| Retirement hobby | 1 |
| Carrier change | 1 |
| Brochure | 1 |
| Seminar | 1 |
| <i>Total</i> | <i>30</i> |

D. Attitudes

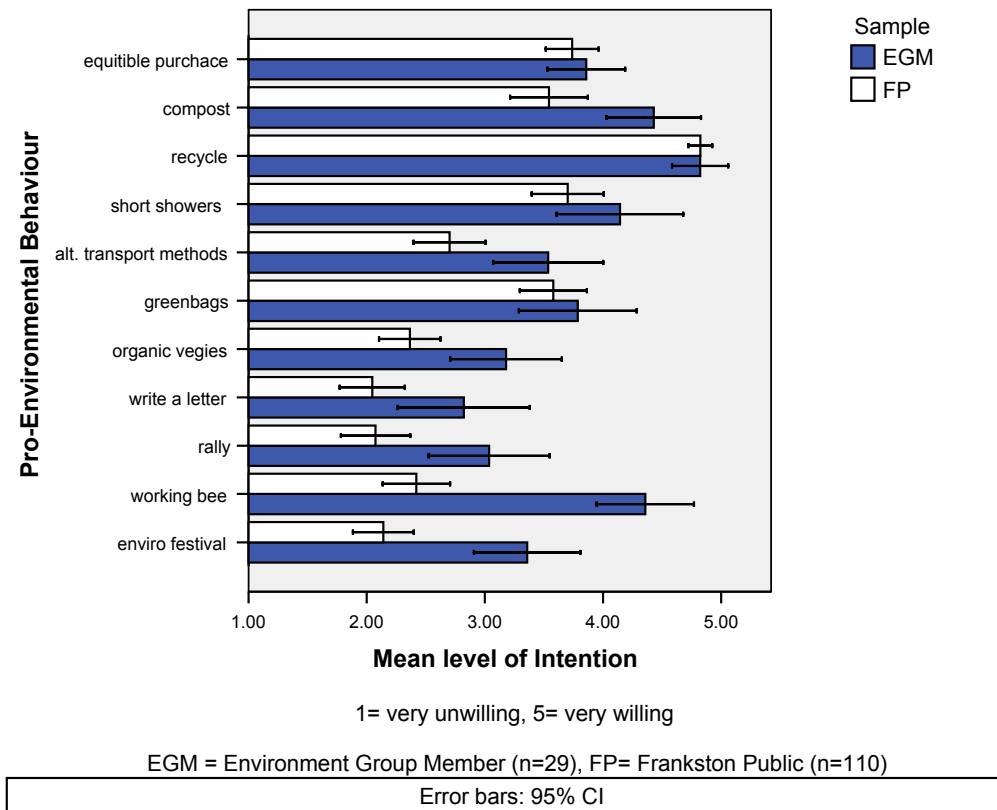
Frankston residents, both individuals and group members, have environmental concern and values that are positively eco-oriented. Participants were asked three sets of attitudinal questions. There were questions related to the New Ecological Paradigm (NEP), which is a measure of altruistic and egotistical attitudes, a further set of questions regarding an individual’s concern for environmental issues in Australia (Figure 3), and another group of questions asking for respondents’ attitudes toward Activists. Attitudes are an important indicator of pro-environmental awareness, but the degree to which attitudes determine pro-environmental behaviour is not robust (McKenzie-Mohr & Smith, 1999).

Figure 3. Environmental concern levels for EGM and FP



E. Behavioural Intentions

Figure 4. Comparison of willingness to engage in PEB between Environment Groups Members and the General Public.



The types of behaviours that EGM were willing to engage in differ from those of the FP (Figure 4). The FP were willing to engage in actions such as recycling, composting, equitable purchases and taking short showers, and were mainly unwilling to do the remainder of the behaviours. EGM appeared willing to engage in the same types of behaviours as FP, in addition to using alternative transport methods, attending a rally, a environmental festival, and working bee. Both groups were unwilling to engage in writing a letter to a politician or newspaper expressing a concern.

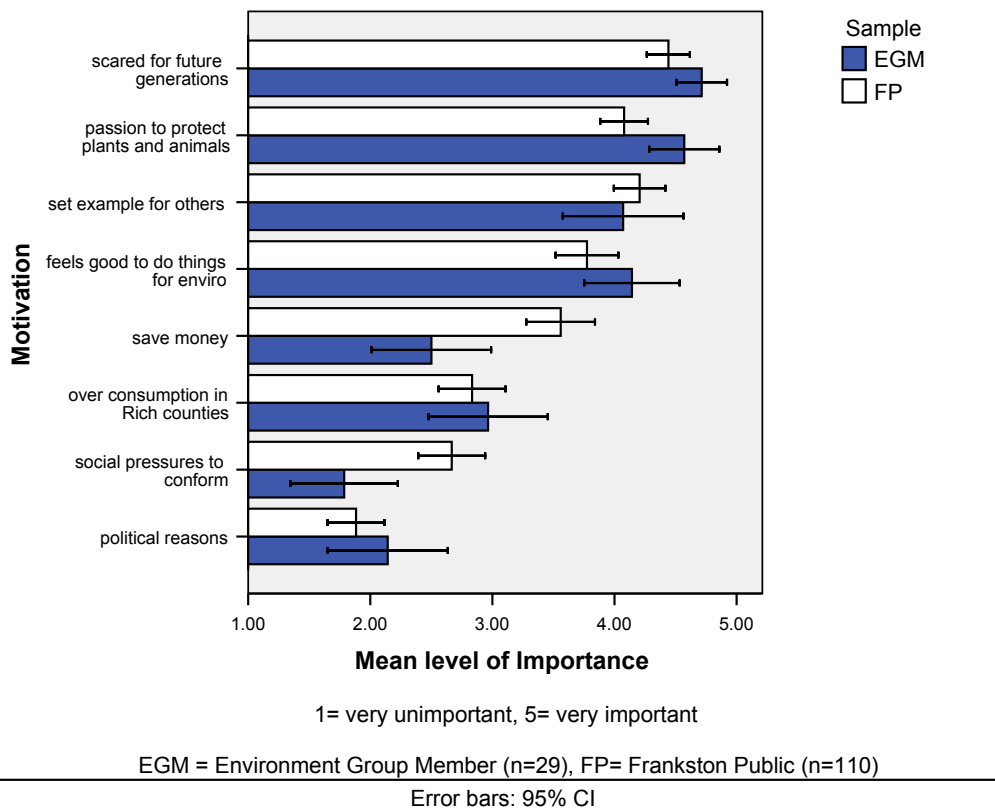
Fostering Behaviour Change – Summary of Findings

Behaviours such as attending a rally, working bee and an environmental festival are behaviours that EGMs may have greater levels of access to, and are thus more likely to engage in. Using alternative transport modes and water conservation strategies may be suitable for the Frankston City Council and other community groups to target as both are current political and environmental issues.

F. Motives for PEB

Both EGM and FP had similar reasons for undertaking actions that benefit the environment (Figure 5). However, FP are influenced by economic savings and social pressures to conform to environmental behaviours more than EGM. Hence, financial benefits for undertaking environmental behaviours may increase levels of PEB, as well as promoting settings where people can ‘feel good’ for undertaking environmental behaviours and at the same time set an example for others in the community or family.

Figure 5. Reasons why individuals from Environment groups and the general public undertake actions for the environment.



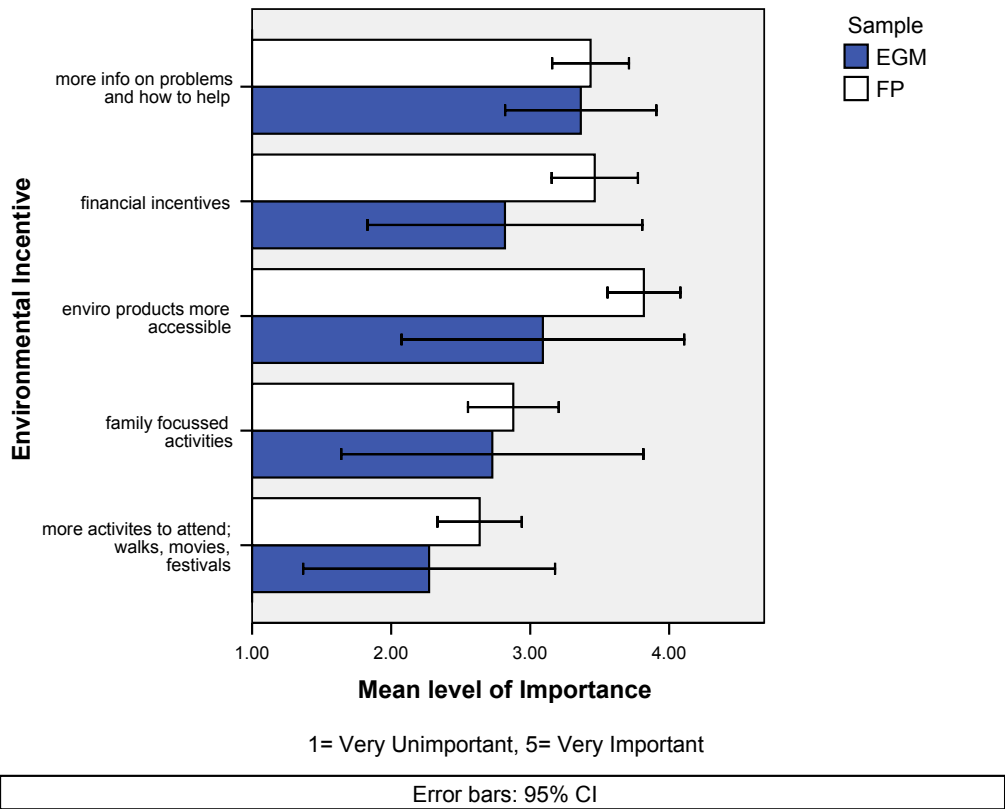
Reasons for EGM joining an environmental group

Table 5 indicates the reasons why EGM joined their particular environmental group. The ideological motivation to ‘make a difference’ is perceived as the most important reason to become involved with an environment group. The personal growth factors of increasing environmental knowledge and building on skills, and the social element of meeting new people were the factors that rated as important.

Table 5. Reasons for joining the Environment Group, in order of decreasing importance (N=28)

| | <i>V.U</i> | <i>U</i> | <i>N</i> | <i>I</i> | <i>V.I</i> |
|--|------------|----------|----------|----------|------------|
| To make a difference | - | - | 2 | 4 | 22 |
| Increase environmental knowledge | - | - | 3 | 7 | 18 |
| Learning new skills | 3 | 3 | 4 | 3 | 15 |
| Increase political awareness | 5 | 4 | 9 | 4 | 6 |
| Meeting new people | 6 | 1 | 6 | 5 | 10 |
| Feeling guilty about doing nothing | 18 | 2 | 3 | 3 | 1 |
| Enhance career opportunities | 21 | 4 | 1 | - | 2 |
| VI = Very Important, I = Important, N= Neutral, U= Unimportant, VU= Very Unimportant | | | | | |

Figure 6. Incentives for environmental actions.



Both EGM and the FP indicated that they would like more information on environmental problems and how to help (Figure 6). The FP wanted environmental products to be more accessible, and to receive financial incentives. EGM indicated that information on environmental problems and how to help were most important.

G. Barriers

Laziness was the only significant barrier to PEB for the general public, and significantly more important to the general public than to EGM (Figure 7). The findings are surprising, as other researchers such as LaRocca (2004) have found barriers in their research projects. Additionally, as this project has shown, individuals could be undertaking greater levels of PEB, but aren't.

Figure 7. Barriers to Pro-Environmental Behaviour (PEB).

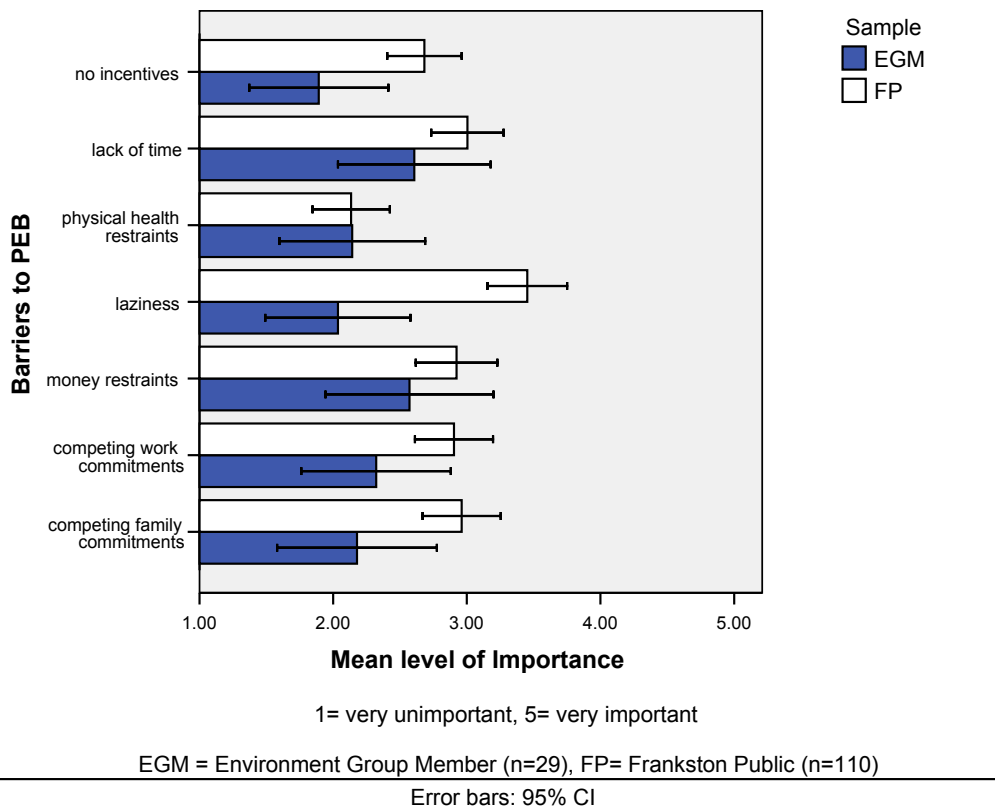
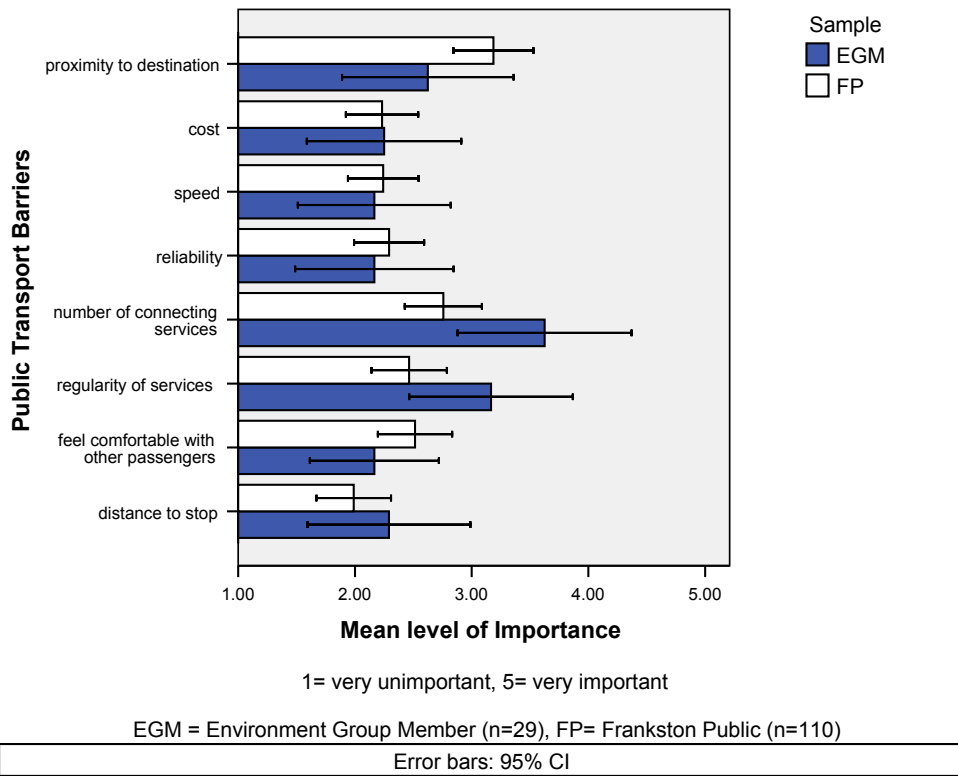
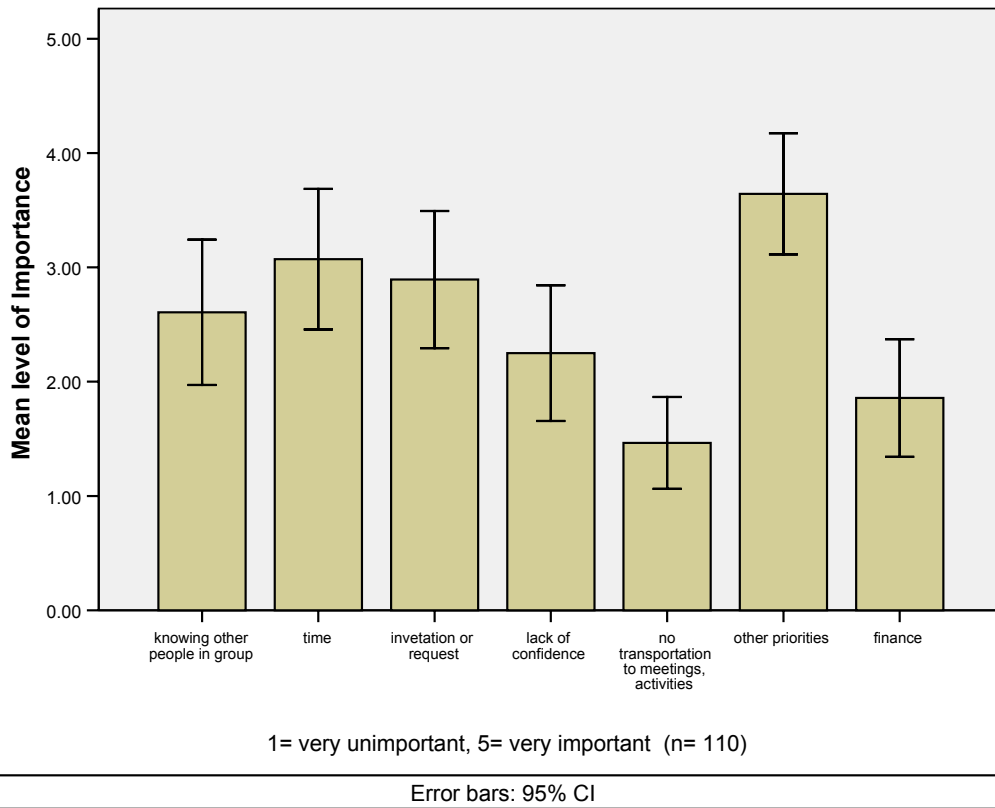


Figure 8. Barriers to using Public Transport



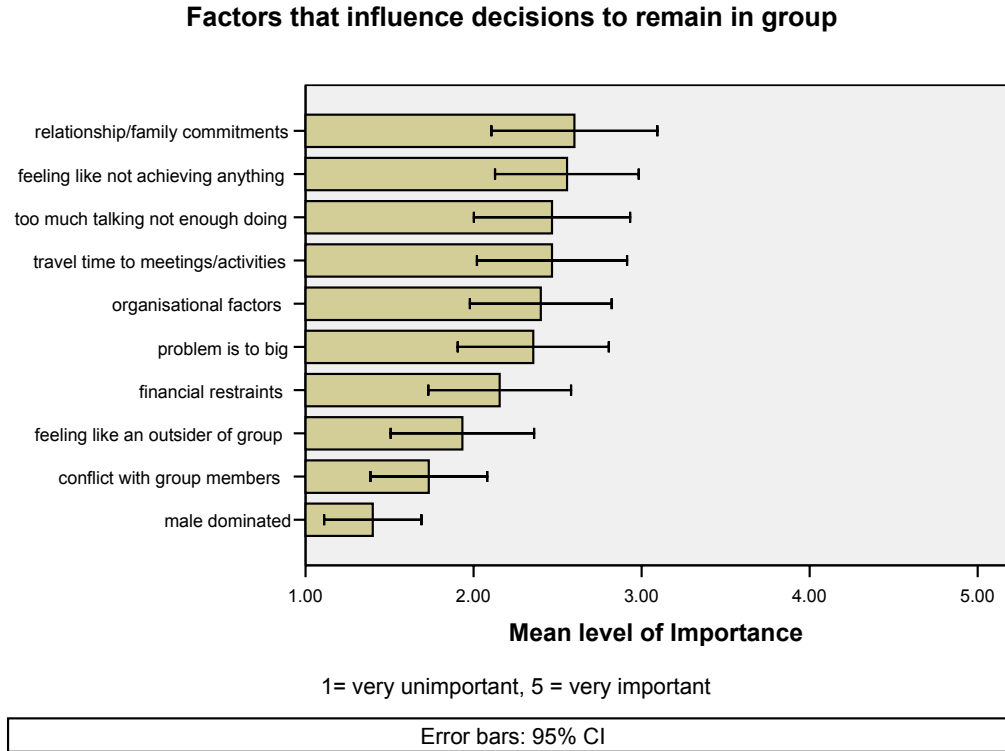
Even though willingness was not high, the respondents did not have problems with the cost, speed or reliability of the public transport system (Figure 8). The data suggests that factors that may affect Frankston residents willingness to use public transport may include increasing the regularity and number of connecting bus and train services. The third major barrier was the proximity to where residents were taken in relation to their final destination. A solution to this could be to extend bus and train services, or a more cost effective method could entail promoting car-pooling in workplaces, and riding bicycles.

Figure 9. Barriers to FP joining an environmental group



The FP did not join environmental groups because of ‘other priorities’ in their lives (Figure 9). To a lesser degree, time and an invitation to join were also barriers.

Figure 10. Barriers to EGM sustained involvement in group.



Surprisingly, there were no perceived barriers to sustained involvement in environmental groups (Figure 10). The lack of findings may be related to the structure of the ‘barrier’ questions in the survey.

H. Local Environmental conservation knowledge and values

A large majority of EGM (89.7%) and the general public (70.9%) had knowledge of the local reserves. The FP supported conservation and recreation equally as the main ‘use’, with fewer suggesting both uses. In contrast, EGM equally supported conservation-recreation reserves, and conservation-only reserves. EGM (86.2%) and FP (50.9) were in support of pest control programs to limit numbers of feral animals in the reserves. (Table 6)

| Table 6. Local environmental knowledge | | |
|---|------------|-----------|
| | <i>EGM</i> | <i>FP</i> |
| Knowledge of local reserve | | |
| Yes | 89.7% | 70.9% |
| No | 10.3% | 27.3% |
| Reserve Use | | |
| Recreation | 10.3% | 30.0% |
| Conservation | 41.4% | 31.8% |
| Both | 41.4% | 8.2% |
| Support pest control program | | |
| Yes | 86.2% | 50.9% |
| No | 6.9% | 17.3% |

7. Recommendations

- Promotion of water conservation, green-buying and composting may be positively received by the community.
- A targeted and specific campaign to engage greater levels of public transport usage may be useful if it recognises that the community is concerned that it often does run close enough to their destinations. In the absence of possibilities to extend bus or train services, promotion of car-pooling in workplaces and cycling may reduce car use.
- Financial incentives may be an effective method for encouraging particular PEB.
- Fostering local environmental education-participation programs into schools and family orientated environmental days could be a means of enhancing environmental activism into adult life.
- Holding joint environmental activities between environmental groups and non-environmentally based groups, such as sporting clubs and recreational groups might encourage membership.
- Promoting local environmental leaders and businesses would present positive role models for sustainable behaviour.

8. Appendix : The telephone survey for Frankston residents

Project Number: 2005/995LIR

Survey: Motivations and Barriers to Pro-Environmental Behaviour

| | | | | |
|---------------------------|----|----|----|---|
| 1. low level of agreement | 2. | 3. | 4. | 5. High level of agreement to statement |
|---------------------------|----|----|----|---|

TELEPHONIST: CIRCLE THE RELEVANT ANSWER

- 1a) “The balance of nature is very delicate and easily upset by human activities”
 1. Low 2. 3. 4. 5. High N/A
- 1b) “The earth is like a spaceship with only limited room and resources”
 1. Low 2. 3. 4. 5. High N/A
- 1c) “Plants and animals do not exist primarily for human use”
 1. Low 2. 3. 4. 5. High N/A
- 1d) “Modifying the environment for human use rarely causes serious problems”
 1. Low 2. 3. 4. 5. High N/A
- 1e) “There are no limits to economic growth for countries of a Western type”
 1. Low 2. 3. 4. 5. High N/A
- 1f) “Humans were created to rule over the rest of nature”
 1. Low 2. 3. 4. 5. High N/A
- 1g) “Individuals can make a significant difference to reducing environmental impacts by what they do in their everyday life.”
 1. Low 2. 3. 4. 5. High N/A

Q.2 This second question is slightly different. Could you rate your level of concern about a number of issues. With 1 being a low level, and 5 being a high level of concern.

The issues are:

| | Low 1. | 2. | 3. | 4 | High 5. | N/A |
|---|-----------|----|----|---|------------|-----|
| Household water usage | | | | | | |
| Pollution of waterways | | | | | | |
| Climate change | | | | | | |
| The proposed dredging of Port-Phillip Bay | | | | | | |
| Logging of old-growth forest | | | | | | |
| Industrial pollution | | | | | | |

Fostering Behaviour Change – Appendix A

| | | | | | | |
|---|--|--|--|--|--|--|
| Environmental impacts from farming practices | | | | | | |
| Inadequate government policies on the environment | | | | | | |

Q.3 Next I'm going to ask you how likely you are to do certain things. Please answer on a scale of 1-5; 1 being not likely at all and 5 being very likely.

So how likely are you to _____.

| | Not likely 1. | 2. | 3. | 4. | Very Likely 5. | N/A |
|--|------------------|----|----|----|-------------------|-----|
| Purchase products that are environmentally or socially friendly | | | | | | |
| Compost food scraps | | | | | | |
| Recycle paper, plastic, glass & cans | | | | | | |
| Take showers shorter than 6minutes | | | | | | |
| Use alternative transport means, instead of a car | | | | | | |
| Take your own bags when buying groceries | | | | | | |
| Eat organically grown vegetables | | | | | | |
| Write a letter of complaint/concern to a newspaper or politician | | | | | | |
| Attend a rally/protest | | | | | | |
| Attend a working bee or activity day for an environmental group (Eg. Planting trees/clean-up days) | | | | | | |
| Attend an environment fair or festival | | | | | | |

Q.4 Please indicate your level of agreement to the following statements. With 1being a low level, and 5 being a high level agreement with the statement.

Most people who I know would approve of me _____.

Telephonist to repeat “most people...” before each statement

| | Low 1. | 2. | 3. | 4. | High 5. | N/A |
|--|-----------|----|----|----|------------|-----|
| Installing solar panels | | | | | | |
| Driving my car everyday | | | | | | |
| Attending an environment group meeting | | | | | | |

Fostering Behaviour Change – Appendix A

If I stopped eating meat for environmental reasons

Q.5 People have different reasons to conserve the environment. **Can you tell me how important the following reasons are to you in helping to conserve the environment.** On a scale of 1 – 5 with 1 being not important to 5 very important,

| | Not Import 1. | 2. | 3. | 4. | Very Import 5. | N/A |
|--|------------------|----|----|----|----------------------|-----|
| To set a good example for others | | | | | | |
| To save money | | | | | | |
| Passion for the protection of plants and animals | | | | | | |
| You're scared about what will be left for future generations | | | | | | |
| Social pressures to conform | | | | | | |
| Because it makes you feel good to do things for the environment | | | | | | |
| Political reasons | | | | | | |
| Because I am concerned that over consumption in Australia disadvantages people in developing countries | | | | | | |

Q.6 People sometimes find it difficult to do things for the environment. **Could you please tell me how important the following factors are in make it difficult for to do things that benefit the environment,** using a scale of 1 Not Important to 5 Very Important;

| | Not Import 1. | 2. | 3. | 4. | Very Import 5. | N/A |
|--------------------------------------|---------------------|----|----|----|----------------------|-----|
| Competing family commitments | | | | | | |
| Competing work commitments | | | | | | |
| Money restraints | | | | | | |
| Laziness | | | | | | |
| Physical health restraints | | | | | | |
| A lack of time | | | | | | |
| There's not many incentives to do so | | | | | | |

Fostering Behaviour Change – Appendix A

| | | | | | | |
|---|--|--|--|--|--|--|
| You don't believe that your actions will make a difference to helping the environment | | | | | | |
|---|--|--|--|--|--|--|

Q.7 The next question is about using public transport. **Could you tell me how important the following factors are in making it difficult to use public transport,** using a scale of 1 Not Important to 5 Very Important

| | Not Import 1. | 2. | 3. | 4. | Very Import 5. | N/A |
|---|------------------|----|----|----|----------------------|-----|
| There are no stops near my house | | | | | | |
| I have physical health restraints | | | | | | |
| It doesn't run regularly enough | | | | | | |
| There aren't enough connecting services | | | | | | |
| It's not reliable | | | | | | |
| It's too slow | | | | | | |
| It's too expensive | | | | | | |
| It doesn't take me close enough to work | | | | | | |
| Driving is easier | | | | | | |
| I love my car | | | | | | |
| I can afford not too | | | | | | |
| I don't feel comfortable with the type of people who catch it | | | | | | |
| I already carpool | | | | | | |
| I ride my bike | | | | | | |

Q.8 Would you use Public transport if more of it was provided? Yes No

Q.9 Please indicate your level of agreement to the following statements. With 1 being a low level, and 5 being a high level agreement with the statement.

- 9a) “I think of myself as the type of person who thinks about the environmental consequences/impacts of climate change when I drive my car”
 1. Low 2 3 4 5 High N/A
- 9b) I think of myself as the type of person who is concerned about the environment, but have better things to do with my time.
 1. Low 2 3 4 5 High N/A
- 9c) I think I am environmentally conscious

Fostering Behaviour Change – Appendix A

| | | | | | | |
|-----|--|---|---|---|--------|-----|
| | 1. Low | 2 | 3 | 4 | 5 High | N/A |
| 9d) | I think of myself as an environmentalist | | | | | |
| | 1. Low | 2 | 3 | 4 | 5 High | N/A |
| 9e) | I think of myself as politically aware | | | | | |
| | 1. Low | 2 | 3 | 4 | 5 High | N/A |

Q.10 Do you know of any Flora and Flora reserves in Langwarrin or The Pines? Yes No

| |
|-------------------------|
| YES → Go to question 11 |
| NO → Go to question 13 |

Q.11 In your opinion, should these reserves be used for people’s recreation, such as for walking, or should conservation of the endangered flora and fauna take priority?

Q.12 Would you support a program to control pests such as rabbits, foxes and feral cats if it meant that people’s recreation was restricted?
 Yes No

Q13. Are you or have you been directly involved with an environment group?

| |
|------------------------------|
| NO → Go to question 14 |
| → |
| YES Go to question 15 |

Q.14 How important are the following factors in making it difficult for you to get involved with environment groups or organizations. Please rate them on a scale of 1 to 5, 1 is not important at all and 5 being very important.

| | Not Import 1. | 2. | 3. | 4. | Very Import 5. | N/A |
|--|------------------|----|----|----|----------------------|-----|
| I don’t know anybody else who is involved | | | | | | |
| A lack of time | | | | | | |
| Nobody asked for my help | | | | | | |
| Lack of confidence or skills | | | | | | |
| No transportation to get to meetings, social events, and activity days | | | | | | |
| I have other priorities | | | | | | |
| Finance | | | | | | |

Go to Question 17

Fostering Behaviour Change – Appendix A

Q15. There are many reasons why people join environmentally focused groups. How important were the following factors in joining an environmental group, on a scale of 1 being not important at all and 5 being very important

| | Not import 1. | 2. | 3. | 4. | Very import 5. | N/A |
|---|------------------|----|----|----|-------------------|-----|
| Learning new skills | | | | | | |
| Meeting new people | | | | | | |
| Increase my knowledge on environmental issues | | | | | | |
| Increasing my political awareness | | | | | | |
| To make a difference | | | | | | |
| Enhancing my career opportunities | | | | | | |
| Feeling guilty about doing nothing | | | | | | |

Q.16 Sometimes it is difficult to keep up involvement in groups. How important are the following factors in making it difficult to remain part of your environmental group on a scale of 1 being not important at all and 5 being very important.

| | Not Import 1. | 2. | 3. | 4. | Very Import 5. | N/A |
|---|------------------|----|----|----|-------------------|-----|
| Feelings like an outsider / The other group members are clicky. | | | | | | |
| Relationship/Family commitments | | | | | | |
| Financial restraints | | | | | | |
| Travel time to meetings and activities | | | | | | |
| Conflict with the other people in the group | | | | | | |
| Male dominated environmental group | | | | | | |
| Feeling like you're not achieving anything | | | | | | |
| Too much talking and not enough doing | | | | | | |
| The way group/organization runs | | | | | | |
| Feeling like the problem is to big | | | | | | |

Fostering Behaviour Change – Appendix A

Everybody answers question 17

| Q.17 We are interested in what would make it easier for you to engage in more environmentally sustainable practices. How helpful would the following be to help you on a scale of 1 to 5, with 1 being not important at all and 5 being very important: | | | | | | |
|---|---------------------|----|----|----|----------------------|-----|
| | Not Import 1. | 2. | 3. | 4. | Very Import 5. | N/A |
| More fun activities to attend like walks, movies, or festivals | | | | | | |
| If activities where more inclusive of children – family focused. | | | | | | |
| If environmentally friendly products were more accessible/available | | | | | | |
| Financial incentives | | | | | | |
| More information on environmental problems and how to help. | | | | | | |

Q.18 According to some, an activist is considered somebody who takes part in intentional actions to bring about social or political change. Please tell me your level of agreement with the following descriptions of an activist. With 1 being a low level, and 5 being a high level agreement with the statement.

An ‘activist’ is somebody who _____

| | Low 1. | 2. | 3. | 4. | High 5. | N/A |
|---|-----------|----|----|----|------------|-----|
| Works toward social change on behalf of the community | | | | | | |
| Attends protests | | | | | | |
| Is a waste of time | | | | | | |
| Joins community groups | | | | | | |
| Is somebody who helps to protect environmental and human rights | | | | | | |
| Believes that government policies need to change to ensure environmental sustainability | | | | | | |

Q.19 To what extent do you agree that you are an activist? On a scale of 1-5, With 1 being a low level, and 5 being a high level agreement

1. Disagree 2 3 4 5 Agree N/A

Fostering Behaviour Change – Appendix A

60,000- 90, 000

90,000 +

J) What is the highest level of formal education qualification you have achieved?

High school, TAFE or other college certificate, University