

## The Relationship between Psychological Empowerment and Intrinsic Motivation with Environmental Behavior of Tehran Students (District 2)

Seyed Mehdi Hosseini Tabatabaei<sup>1</sup>, \*Sahar Hosseinikhah Choshaly<sup>2</sup>

1. M.A., Department of Management, Lahijan Branch, Islamic Azad University, Lahijan, Iran  
2. Assistant Professor, Department of Management, Lahijan Branch, Islamic Azad University, Lahijan, Iran

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### رابطه توانمندی روانشناختی و انگیزش درونی با رفتار محیط‌زیستی دانش‌آموزان منطقه ۲ تهران

سید مهدی حسینی طباطبایی<sup>۱</sup>، \* سحر حسینی خواه<sup>۲</sup>

۱. کارشناس ارشد، گروه مدیریت، دانشگاه آزاد اسلامی، واحد لاهیجان، لاهیجان، ایران

۲. استادیار، گروه مدیریت، دانشگاه آزاد اسلامی، واحد لاهیجان، لاهیجان، ایران

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#### چکیده:

#### Abstract:

Today the importance of the environment is a global issue. Therefore, this research was conducted with the aim of identifying the relationship between psychological empowerment and intrinsic motivation with environmental behavior through descriptive-survey. The statistical population consisted of first-grade high school students in district 2 of Tehran, among which 380 were randomly selected. Three questionnaires were used to collect data: Spreitzer psychological empowerment (1995), Patrick & Leone intrinsic motivation (2009) and Erzen & Teke environmental behavior (2013). The results of Pearson correlation coefficient and linear regression showed that among the components of psychological empowerment there was a significant relationship between the components of sense of meaning, sense of competence and sense of efficacy with environmental behavior but the component of the sense of choice was not significant. The overall relation between two variables (psychological empowerment and environmental behavior) was also significant. Among components of intrinsic motivation, interest and pleasures components, sense of effort, sense of powerfulness and utilization also had a significant relationship with environmental behavior, but there was no significant relationship between the sensitization components. The overall relation between two variables (intrinsic motivation and environmental behavior) was also significant.

اهمیت محیط‌زیست امروزه به یک مسئله جهانی تبدیل شده است، لذا این تحقیق با هدف شناسایی رابطه توانمندی روانشناختی و انگیزش درونی با رفتار محیط‌زیستی به صورت توصیفی-پیمایشی انجام شد. جامعه آماری شامل دانش‌آموزان متوسطه اول منطقه ۲ شهر تهران بود که از این میان ۳۸۰ نفر به روش تصادفی انتخاب شدند. برای گردآوری داده‌ها از سه پرسشنامه توانمندی روانشناختی اسپریترز (۱۹۹۵)، انگیزش درونی پاتریک و لئون (۲۰۰۹) و رفتار محیط‌زیستی ارزن‌گین و تکی (۲۰۱۳) استفاده شد. نتایج ضریب همبستگی پیرسون و رگرسیون خطی نشان داد از میان مؤلفه‌های توانمندی روانشناختی، مؤلفه‌های احساس معناداری، احساس شایستگی و احساس مؤثر بودن ارتباط معناداری با رفتار محیط‌زیستی داشتند اما مؤلفه احساس داشتن حق انتخاب رابطه معناداری نداشت. رابطه کلی دو متغیر توانمندی روانشناختی و رفتار محیط‌زیستی نیز معنادار بود. از میان مؤلفه‌های انگیزش درونی، مؤلفه‌های علاقه و لذت بردن، حس تلاش، حس قدرت‌طلبی و فایده‌جویی ارتباط معناداری با رفتار محیط‌زیستی داشتند اما مؤلفه حس تنش‌زدایی رابطه معناداری نداشت. رابطه کلی دو متغیر انگیزش درونی و رفتار محیط‌زیستی نیز معنادار بود.

**واژه‌های کلیدی:** انگیزش، توانمندسازی، رفتار محیط‌زیستی.

**Keywords:** Motivation, Empowerment, Environmental Behavior.

## Introduction

The emergence of environmental awareness dates back to the late 1960s in Western countries, which was specific to Western countries, but increasing environmental awareness globally dates back to the late 1980s (Ferdowsi et al., 2007). Accordingly, preservation of the environment and natural resources is one of the most important challenges facing the man on the eve of the 21st century. At the same time, the need to improve the levels of living standards in the environmental field has become increasingly important. This importance, notwithstanding the current international system's imagination and plans, has not only failed to improve the status and quality of the environmental department, but it has added to the daily concerns of politicians and officials in this sector and even the concerns of ordinary people about the future of the environment (Pratt et al., 2013). Zsoka (2013) believes that environmental behavior means that the person feels that he or she is committed to the environment. A quick look at the environmental situation shows that human activities are the most effective and important causes of environmental changes, which, along with the development of useful and appropriate changes, has also caused many degradations (Russell & Griffiths, 2008). In fact, local and global concerns about environmental issues, such as climate change, reducing pollution, and the sustainability of natural resources, are spreading nowadays and supporters of the environment are interested in exploring the subject and finding a solution. In other words, although humanity has long been aware of the importance of the environment.

In its life, today, environmental threats are at the heart of the 21st century's most important questions about human conscience. These

questions disturb the world's public opinion worryingly and have created a strong environmental sensitivity globally (Rugg, 2015). This has led communities and authorities to seek out, identify, direct, and control factors affecting the environment. Previous studies that examine environmental behaviors and the factors affecting it have mainly focused on the constant differences between individuals. For example, some researchers have looked at the attitudes and personality traits, such as inner motivation and personality form. But the fact is that previous research has not calculated the probability that environmental behavior may change over time, depending on the specific conditions that people are experiencing (such as the effects( EDITORS NOTE...EFFECTS OF WHAT ...IT IS UNCLEAR and daily moods). It has been seen that these intrapersonal differences are important in terms of work, performance, and organizational citizenship behaviors (Bissing-Olson et al., 2013). Therefore, factors that are involved in behavior must be considered from different angles with direct and indirect influence, inside personal and interpersonal determinants. Psychological empowerment is one of the factors that both intrinsically and directly affects the community and can also affect the effectiveness of the community through a mediating role and effect on other factors (Peterson & Reid, 2003). It seems that empowerment is a formidable accepted strategy for continuous improvement and an abbreviation sign for a variety of practices for the application of competencies by individuals in creative and new ways for all aspects of performance. Also, psychological empowerment can influence the behavior of individuals in various fields, including in the area of citizenship (Chiang & Hsieh, 2012; Moslehi & Samouee, 2012). Research in the

discussion of psychological empowerment shows that sense of choice is associated with less self-alienation in the environment of life and work, more work satisfaction, higher levels of performance, more creative entrepreneurial activity, higher levels of job engagement and lower workload ( Abtahi & Abesy, 2007) As well as in psychological empowerment the discussion of intrinsic motivation is one of the factors that affect the psychological and intrinsic components of individuals to play a role and behavioral effect (Polston-Murdoch, 2015). Motivation is defined as something that gives direction to behavior, and in the case of being intrinsic, these conditions are presently provided a person is inherently engaged in a particular behavior to satisfy his own being. Hence, social education theorists try to achieve that individuals determine their goals and direct their behavior accordingly (Zhu & Zhang, 2016). Some research is mentioned in order to identify the relationship between the variables discussed (psychological empowerment, intrinsic motivation, and environmental behavior) as well as the process of their effect and their effect on each other. Turnipseed & VandeWaa (2015) stated that meaning and recognition of empowerment have a meaningful relationship with conscientiousness, friendship, and obedience, and sense of competence as one of the components of psychological empowerment has a stronger relationship with a conscience. Ginsburg et al. (2016) also stated that work judgment and psychological empowerment have a significant relationship with job outcome (job satisfaction, performance returns, and organizational citizenship behavior), which indicates the validity of psychological empowerment and work judgment in predicting organizational citizenship behavior. Shinohara et al. (2013),

in one study about the relationship between intrinsic motivation and behavior, found that the relationship between the intrinsic motivation of engineers and their creative behavior is significant. In addition, when individuals had the opportunity to work actively, the positive effect of the intrinsic motivation on creative behavior became a stronger relationship. Also, Dianat & Abedini (2016) found a direct and significant relationship between the performance and behavior of teachers with the student's intrinsic motivation. Sabzei et al. (2016) also stated in their research that there is a significant relationship between the variables "environmental awareness," "environmental attitude," "tendency to environmental behavior" and "behaviors of environment supporter." According to the research mentioned, it can be seen that in separate research, the relationship between psychological empowerment and behavior as well as intrinsic motivation with behavior has been scientifically verified. However, it seems that two factors of psychological empowerment and intrinsic motivation have not been studied simultaneously in relation to environmental behavior, and a scientific vacuum is felt in this regard. In addition, the most influential teaching conditions in such a way as to embrace the future generation of society to have a long-lasting influence. Therefore students are considered as an appropriate target group for education in a new and leading world. This importance in students has been addressed in new research (Yeh & Hsieh, 2017; Freed, 2017). Along with these two issues (environmental behavior and the need for students to learn) two interconnected and interacting factors in the field of behavioral training include psychological empowerment and intrinsic motivation which have not been studied in

relation to environmental behavior simultaneously. According to these contents, now the question is, how is the relationship between psychological empowerment and intrinsic motivation with the environmental behavior of students? How is this relationship at a more detailed level and in the domain of empowerment and intrinsic motivation components with the environmental behavior variable? These questions were raised in relation to students for that reason in addition to the importance of the effect of education and knowing this group as the target community in a new and leading world (Yeh & Hsieh, 2017; Freed, 2017), researchers believe that the interactions and effects of environmental variables in the specific local and organizational conditions of each region should be investigated separately. Because, in addition to the beliefs, customs and culture of each region, organizational rules and regulations also differentiate the quality of addressing environmental issues (Liao, 2006). Also, (Karimi et al., 2017) considered the importance of the issue to the extent that they focused on designing a curriculum for environmental education for the elementary school in Iran.

Ahmadiyan & Haghigghatiyan (2016) in similar investigations while investigating the effect of cultural factors on responsible environmental behaviors found that there was a significant relationship between environmental values, beliefs and environmental awareness variables with environmental behavior, while the educational variable did not correlate with it. Also, environmental behaviors were different in terms of gender, marriage, and age groups. Salehi & Ghaemi-Asl (2013) evaluated the role of environmental education in developing environmental protection behaviors of students. Research findings showed that the

new environmental view has a positive effect on environmental protection behavior, but education and environmental knowledge do not have much effect on environmental behavior.

Zsoka (2013) believes that environmental behavior is a positive behavior against the environment in which the actor, if not supporting the environment, at least does not harm it. Also, in most behavior change theories, the importance of attitude and change has been referred to, or the fundamental assumption of behavior change is that behavior is controlled by its immediate consequences (Zsoka, 2013). It can be seen that environmental behaviors include motivation, desire, force, control, value, sustainability, and concepts of this kind. On the other hand, the concept of significance is also in a sense, the significance is an opportunity for individuals to feel that they are pursuing important and valuable goals, that is, they feel that they are living or working in an environment that their time and force is considered to be valuable. Significant activities create a kind of a sense of purpose, excitement, or mission for individuals; they provide a source of strength and enthusiasm for them instead of wasting the energy and enthusiasm of individuals. As part of the definition, it can be observed that significance itself is a source of strength and enthusiasm that links with activity. Moslehi & Samouee (2012) also expressed that empowered people feel significance and value in their life and work and the environment. In research abroad, Silvi & Rosa (2017) evaluated the relative effect of intrinsic motivation versus external motivation and economic incentives for environmental protection behaviors in 28 EU countries, The findings showed that the influence of external factors on behavior depends on whether the behavior studied has a

specific expense or not. Also, the results showed that continuously changing behaviors requires intrinsic motivation. Yoo (2017), in his research, found that psychological empowerment could be a positive mediator on changing employee behavior as well as an intermediary factor in attracting customers. Rahman et al. (2017) found in one study that employees' behavior can be changed for further self-efficacy by enhancing empowerment. Qiufeng & Bodla (2016), in a meta-analysis, evaluated the effect of intrinsic and external motivation on the behaviors of employees in companies active in the field of environmental protection. The results showed that a greater part of employees' behaviors is rooted in their intrinsic motivation. Among the factors of intrinsic motivation, interest, and pleasure had the most effect and power, the least. Steg et al., (2016) reported in a review article that the intrinsic motivation was very important for sustainable environmental behavior, but the intrinsic motivation was commitment-based, which triggered a behavior with a common goal. From a cognitive point of view, enjoyment-based intrinsic motivation was at the service of environmental behavior and was as the best backup a common goal. Surya & Apriliany (2016) evaluated the knowledge, attitude, and environmental behavior of students with an emphasis on the factor of a study place. The results confirmed that environmental knowledge is influenced by environmental attitude, and then the attitude affects the intention of environmental behavior. Judson et al., (2015) investigated the effect of intrinsic and external motivation on behavior and found that although factors involved in external motivation can have faster effects on behavioral change, they need to engage in the intrinsic motivation of individuals in order to change their durable behavior. Among the

factors of intrinsic motivation, the motivation of work-related efforts and interest and enjoyment of work can make longer-lasting changes. Lestari & Yuniarto (2015) in a review study and studying the effect of psychological empowerment on people's behavior and performance, found that psychological empowerment can lead to a kind of intrinsic motivation process and affects the commitment that is inherent. Therefore, psychological empowerment has an effect on a stable change in behavior. Devloo, (2014) in the study of the innovative behaviors of the employees of the manufacturing companies in relation to intrinsic motivation concluded that the intrinsic motivation is the most important factor in improving the behavior and durability of the individual in order to enhance the behavior. Van der Werff et al. (2013) stated that intrinsic motivation was based on the interdependent commitment of the relationship between environmental knowledge and eco-friendly behavior. Therefore, helping to understand the environment can be a cost-effective way to conduct environmental behaviors without the need for external motivations.

Conclusion. The results of the research show that there are apparently some relatively common issues in the research, which have led to a kind of scientific and research vacuum. First, the statistical society of the research consists of mainly employed people or adult citizens. Since behavior should be institutionalized at an early age, naturally, selecting a statistical society under the age of 15 in this study is a positive step in this regard. Secondly, a large proportion of behavior-related research focuses on organizational behavior in which environmental behavior has been considered. Thirdly, despite the importance of

environmental behaviors in various societies and especially our society, this issue seems to have been less studied from a scientific viewpoint. Fourthly, the results of the research (especially domestic research) indicate a weakness in environmental behavior. Finally, the performed studies have mainly evaluated demographic factors such as age, gender, and education. Therefore, the modification of environmental behavior requires a more detailed understanding of this by taking a deeper look, and furthermore, this study has addressed two important variables in the field of behavior, namely, motivation and empowerment, to understand this better.

### Research Methodology

The present research is descriptive in terms of research type and is applied research in terms of purpose. It is also survey research in terms of purpose method. The statistical population of the present study included first high school students in district 2 of Tehran. The number of these students was about 21,000 in the academic year of 2016-17, the sample size of the study was 378 according to Morgan's table, but two people were added to the statistical sample to carry out more convenient statistical work and to round it up. The numbers were selected by multistage clustering and random method. In the first phase of the clustering process, education district two was divided into four parts: north, south, east, and west to do this. The geographic debate was considered to be a good example of all parts of the 2nd region, one of the largest areas of Tehran. In the second stage, the cluster was selected from 2 boys and two girls' schools in each of the four geographical divisions (16 schools). The total number of students in these 16 schools was about 8,000 (7924). The desired number was selected randomly in different levels in

selected schools according to the proportion of the population of school students in relation to the total population of the 16 schools (8000). Since each school had an average of 500 students, a total of 8,000 students from 16 schools, 24 in each of the 12 schools, and 23 in each of the four schools. This number was randomly selected in each school at the seventh, eighth and ninth triathlon of each level . 8 people (7 people were selected only in the 7th grade in schools that should come to 23 people selected), and then they were all grouped together in a class and questionnaires were distributed.

In this research, three questionnaires were used to collect data. In the empowerment variable, the spritzer psychological empowerment questionnaire (Spreitzer PEQ) was used to collect data. The questionnaire consists of five optional Likert scale and four sub-scales: feeling effective, feeling meaningful, sense of competence, and sense of choice. Patrick & Leon's (2014) intrinsic motivation questionnaire was used by Choi, Mogami, & Medalia, (2009) to collect data in the intrinsic motivation variable.

The questionnaire had 30 questions, but the resettlement for the interior was reduced to 18 questions (enjoyment and interest of 3 questions, sense of effort of 3 questions, sensitization of 3 questions, the powerfulness of 4 questions, and value and utilization of 5 questions). Finally, Erzengin, & Teke, (2013) questionnaire was used for data collection in the variable of the environmental behavior questionnaire that has 12 questions. This questionnaire is also a standard questionnaire. The validity and reliability of the psychological empowerment questionnaire in Iran were confirmed in research conducted on the staff of Tarbiat Modarres University. Cronbach's alpha of the entire questionnaire was 0.83 (Khan-alizadeh, 2010). The validity

of the intrinsic motivation questionnaire was verified by six experts, and its reliability was measured in different components on 30 people. Samples of Cronbach's alpha of these 30 questionnaires was more than 0.7 in different components. The reliability of the environmental behavior questionnaire was also studied in a group of 30 people, and the alpha was 761/0. The data of this research were analyzed by SPSS software version 21 after being fed into the computer. The research variables were described in terms of central indices and dispersion, such as a mean for describing the data. Pearson correlation coefficient and linear regression were used to study hypotheses.

**Research Findings**

In terms of age, the average age of participants with a slight standard deviation was  $14.03 \pm 0.982$ . The descriptive statistics of the variables are presented in Table 1.

**Table1.** Descriptive statistics of variables

M	SD	Number	Variable
3.206	0.273	380	Psychological Empowerment
3.209	0.245	380	Intrinsic Motivation
3.240	0.498	380	Environmental Behavior

As shown in Table 1, the mean of all variables is greater than 3, which is above average, and the standard deviation is only slightly high in environmental behavior, which indicates the broad range of students' behavior in this area. We evaluated the assumptions needed to perform a parametric test on the variables prior to testing the research hypotheses. The assumption of the normalization of all dependent variables was accepted regarding the higher significance level of the Kolmogorov-Smirnov test than a value of

0.05. The assumption of the equation of group variances for two variables was also accepted in the Lone test. Table 2 shows the results of the Pearson correlation test in the study of the relationship between empowerment components and their environmental behavior.

**Table 2.** Results of the Pearson Correlation Coefficient

Component/ Variable	Number	Correlation Coefficient	Sig
Feeling worthy- Environmental Behavior	380	0.164	0.001
Feeling Meaningful - Environmental Behavior	380	0.201	0.000
Feeling Effective - Environmental Behavior	380	0.201	0.048
Sense of Choice - Environmental Behavior	380	0.04	0.946

As can be seen in Table 2, the relationship between the component of feeling worthy, meaningfulness, and effectiveness with the variable of environmental behavior is a direct relationship, which is statistically significant. However, the relationship between the component of the sense of choice and environmental behavior is a very weak relationship ( $r = 0.00$ ), which is not statistically significant ( $p = 0.94$ ). Pearson correlation coefficient was used to study the relationship between intrinsic motivation components with students' environmental behavior. Table 3 shows the results.

As can be seen in Table 3, the relationship between intrinsic motivation components and environmental behavior in the four components of interest and enjoyment, the sense of effort, powerfulness, and utilization with environmental behavior is a direct relationship that statistically has significant

relationships but the relationship between sense of sensitization and environmental behavior is a weak direct relationship ( $r = 0.018$ ), which is not statistically significant ( $p = 0.730$ ).

**Table 3.** Results of the Pearson Correlation Coefficient

Component/ Variable	Number	Correlation Coefficient	Sig
Interest and enjoyment- Environmental Behavior	380	0.152	0.003
Sense of Effort- Environmental Behavior	380	0.147	0.004
Sensitization - Environmental Behavior	380	0.018	0.730
Powerfulness- Environmental Behavior	380	0.119	0.020
Value and Utilization - Environmental Behavior	380	0.130	0.011

Linear regression was used in the study of the general relationship between psychological empowerment and intrinsic motivation with environmental behavior of students, which were two of the main and important hypotheses of the research, since the relation between the two variables was compared to the one (and not the component relative to a variable). Table 4 shows the results of this test in the desired hypothesis.

As can be seen in Table 4, the relationship between psychological empowerment variable and environmental behavior is a relatively proper direct relationship ( $r = 235$ ). This correlation coefficient is 0.053 in a corrected mode, which is still a positive coefficient and indicates a direct relationship between the two variables and statistically significant relationship ( $p = 0.000$ ). Also, the relationship

between the intrinsic motivation variable and environmental behavior is a relatively proper direct relationship ( $r = 233/0$ ).

**Table 4.** The results of using linear regression

Variables	R	Adjusted R2	Sig
Psychological Empowerment - Environmental Behavior	0.235	0.053	0.000
Intrinsic Motivation - Environmental Behavior	0.233	0.052	0.000

This affinity squared has been 0.052 in a corrected mode, which is again a positive coefficient and shows a direct relationship between the two variables and a statistically significant relationship ( $p = 0.000$ ). According to Table 4 and the regression used it is observed that both independent variables (psychological empowerment and intrinsic motivation) have a very similar effect on the dependent variable both in the correlation coefficient, and in the corrected coefficient and even in the significance level, and there is not much difference between these two.

## Discussion and Conclusion

In descriptive statistics, the overall level of psychological empowerment and intrinsic motivation of participants is equal. This equality cannot be a reason for the relationship between the two variables with the dependent variable (environmental behavior), but it helps the researcher to investigate the quality of the relationship between two independent variables with a dependent variable in situations that both together are in equal conditions and in this way, the internal and qualitative differences between the two variables will be more apparent.

The results of Pearson correlation coefficient



showed that all of the components of psychological empowerment have a significant relationship with environmental behavior, except the sense of choice. Also, the overall relationship between the two variables was also significant, based on linear regression. This means that as many students have the feeling of meaningfulness, feeling worthy, and feeling effective, they will also be better in the field of environmental behavior, and vice versa. The highest level of relationship in all hypotheses was related to the relationship between the components of feeling meaningful with environmental behavior.

Eagerness is like the core of the concept. It is natural that in such a situation, feeling meaningful; to have a meaningful and worthwhile relationship with the environmental behavior, and in practice, feeling meaningful will lead to supportive and worthwhile environmental behaviors and the two variables will be linked together.

The relationship between feeling worthy and environmental behavior was also significant. The concept was also carefully considered to explain this finding. In the concept of feeling worthy, it is said that when individuals feel self-effectiveness, they can do things with the necessary qualifications and believe that they can learn and grow in a way to face new challenges. Again it can be seen this concept is closely related to behavior and in particular, the environmental protection behavior in the area of action and outcome and this operational relationship can be a possible reason for the significant relationship present in this hypothesis.

It seems that this feeling engenders people at work and creates a sense of responsibility in them, and this explains the significant relationship between feeling effective and environmental behavior. The sense of

responsibility towards the environment is also closely related to environmental protection behaviors. It can be explained in the present findings by the approach of the concepts of two factors in the field of action.

Unlike other components of psychological empowerment, the component of the sense of choice did not have a significant relationship with environmental behavior. This relationship has not been significant, and no significant relationship between senses of choice and environmental behavior can be seen, or the sense of choice has a different conception of the previous three components among the participants, or that the feeling in this set is not such that it can be related to environmental behavior.

As results from researches such as Abtahi & Abesy (2007) show the sense of choice is associated with less self-alienation in the living and working environment, more work satisfaction, higher performance levels, more creative entrepreneurial activity, higher levels of job engagement and less work pressure. On the basis of this, it can be concluded that probably among the statistical sample under study, the freedom of action and individual autonomy in determining the activities necessary to perform tasks are not so much that can be related to environmental behavior. This discrepancy is explained according to the age of the participants. This non-significant correlation can be explained since the average age of these people was about 14 years old, and there is not so much independence of choice at this age.

In general, there was a significant relationship between psychological empowerment and environmental behavior of first high school students in Tehran district 2. In this way, the students are psychologically more capable, and environmental behaviors will be better and vice versa. One of the points that were

seen in this hypothesis as the main and general hypothesis of the research was that the correlation coefficient of the two variables in the general condition was 235 and this correlation coefficient was not observed in any of the subset components of this variable. It seemed that the overall level of relationship between empowerment with environmental behavior should be something in the middle of its components, but as it is seen, this level is more than all other modes and components. This shows that psychological empowerment in total has been something more than each of its components separately.

Concerning the similarities and contradictions of other researches with the findings obtained, since this study showed there is a significant relationship between psychological empowerment (that most of its components had intrinsic and mental feature) and environmental behavior it can be said that this finding is consistent with the research results of Yoo, (2017) and Surya & Apriliany, (2016) as the researchers as a result of their research stated that empowerment has a significant and positive relationship with behavior.

On the other hand, the Pearson correlation coefficient showed that all components of intrinsic motivation, except for sensitization, have a significant relationship with environmental behavior.

Also, the overall relationship between the two variables was also significant, based on linear regression. This means that as many students with a stronger intrinsic motivation and a stronger sense of interest and enjoyment, have a sense of effort, sense of choice, and sense of utilization, they will work better on environmental behavior, and vice versa. It is appropriate to consider the relationship between motivation and the behavior, and concepts of the two to explain the present findings. Motivation is defined as something

that gives direction to behavior. This finding is consistent with Silvi & Rosa's (2017) study, which stated that the effect of external factors on behavior depends on whether the behavior studied has a specific expense or not, depending on the subject, if the behavior is costly, it requires supportive and external incentives, but changing continuous behaviors requires intrinsic motivation.

Among the components of intrinsic motivation, interest, and enjoyment were most closely associated with environmental behavior. This finding is consistent with the research result of Steg, Lindenberg, and Keizer (2016). This finding is also consistent with the research result of Qiufeng & Bodla (2016), and it is not consistent with the current research only because the researchers stated that powerfulness and sense of choice have the least effect on behavior. This difference and contradiction seem to be related to the type of behavior because Qiufeng & Bodla (2016) considered occupational behavior and environmental behavior here. The present finding is also consistent with the result of the study of Judson, Volpp & Detsky, (2015).

Overall, what is remarkable on the basis of the present results is the attention paid to the results obtained in the field of action. Since behavior is stable in a situation that is institutionalized, it can be better in adolescence than adulthood, and according to the results obtained that show there is a significant relationship between empowerment and intrinsic motivation with environmental behavior, it can be concluded that it must be acted through predictions and determinants of behavior instead of directly addressing a behavior. This will lead to better behavior.

Regarding the significant relationship of feeling meaningful and environmental

behavior at the highest level of psychological empowerment components to promote students' environmental and environmental protection behaviors, it is recommended that authorities adopt a way in which students understand the meaning and truth of these behaviors in order to have a sustainable protection behavior against (EDITORS NOTE...DON'T YOU MEAN 'TOWARDS'

the environment.

These findings suggest that promoting psychological empowerment is one of the most appropriate ways to promote environmental behavior; therefore, it is recommended that schools provide psychological empowerment courses or classes.

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