

The impact of socio-economical factors on the electricity conservation awareness and behavior of university students—A case study in Jilin University

(大学生の節電の意識と行動に対する社会経済的要因の影響—吉林大学を例として)

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Energy crisis is a broad and complex topic. It is one of the most significant issues in both developed countries and developing countries. The proper management of energy is one of the key challenges in modern times mainly due to overconsumption, overpopulation, and wastage of energy. However, most people can't realize the connection between energy crisis and those above causes. There is still an urgent need to deepen the public understanding of energy crisis.

Energy conservation in higher education institutions (HEIs) is an important component for the sustainability of energy. HEIs, which are one of the major consumers of energy, are engaging in energy conservation ambitiously. The main problems for China's HEIs include a lack of supervision and management of energy conservation, a lack of relevant education and propagandas, non-transparency of information for energy conservation. Furthermore, there are some conflicts between student welfare and energy conservation. Compared with students from other countries, Chinese students are less actively involved in energy conservation.

In this paper, the energy conservation awareness and behavior of university students of Jilin University are analyzed qualitatively. This study also aims to determine the links between socio-economical factors and environmental awareness and behavior. A survey by questionnaire was conducted to gather students' opinions on energy conservation, especially electricity conservation, and an assessment on their environmental awareness and behavior was performed on the basis of a 5-point scale analysis method.

The analysis showed that there are significant differences in electricity conservation awareness and behavior depending on gender. There are correlations among the knowledge of electricity conservation, environmental education, and the access to environmental information. The results indicate that socio-economical factors, such as, school facility, environmental education, and environmental information, have influences on students' awareness and behavior for electricity conservation. Thus proposals for improving students' environmental awareness and behavior should be put forward based on those above factors.