

Students Awareness on Environmental Quality in Term of Daily Life Routine

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Abstract

Environmental quality can be defined as a set of properties and characteristics of the environment. Students should be concern about their routine on this environmental quality but unfortunately students nowadays lack of awareness towards the environmental quality. In fact some of them do not know that they have to take care of their hostel rooms, classrooms or studios. Therefore, the purpose of this study is to measure the level of understanding on the needs to maintain the rooms that they use. This study is also aimed to determine the level of environmental quality awareness among UiTM Perak's students in Seri Iskandar. Questionnaire will be given to respondent, which is consisting of 50 students from Art and Design Faculty and 50 students from Architecture, Planning and Surveying Faculty.

Keywords: Awareness, Environmental Quality, Daily life

1.0 Introduction

Nowadays, the quality of environment is very important in improve and offer better healthy and quality of life. The degradation of the world's environment constitutes a very real and important concern for today's society. However, many students are not concern about the important of environmental quality in their daily life. They don't practices to take care of their facilities, hostels and also their surroundings. Their level understandings of awareness about environmental quality are very low. The lack of awareness also can change their behavior towards the environments. It is can create many environmental problems such as vandalism and as well as pollution in the campus. Researchers come out with this research because of students nowadays mostly lack of awareness towards the environmental quality. Therefore, this study is very important to analyze the student's level awareness of environmental quality in their daily life. Through this research, students' awareness about environmental problems and solutions can be increased through education. The particular skills and knowledge gained from environmental education would help in changing human behavior towards the environment

Environmental education should, therefore, be a fundamental and integral part of education for all members of society. Modern societies, both developed and developing, need environmental education in its formal and informal aspects. Knowledge of the environment, its conservation and threats must be integrated with the development of sensitivity to, and respect for, the natural environment and the formation of proper attitudes towards it. Fundamental education is therefore the kind of education aimed at realizing a sustainable living for mankind as a whole.

1.1 Research Objective

- i) To measure the level of understanding on the needs to maintain the rooms that they use.
- ii) To determine the level of environmental quality awareness among UiTM Perak's students in Seri Iskandar.

1.2 Significant of study

This study measure the level of students awareness and understanding of their daily life routine, the result will be use to help university in improve students daily life become well.

2.0 Literature Review

2.1 Environmental Quality

The environment in which people live has a huge influence on their health. A clean environment is therefore a very important requirement for the well-being of humankind. According to UNESCO-UNEP (1996), environment is the set of physical, chemical, biological components and economic, social and cultural factors relating to a group of human beings or individual. Environmental quality is a complex issue involving subjective perceptions, attitudes and values which vary among groups and individuals (Kuo, F.E., 2001). Besides, is the composing parts (nature, open space, infrastructure, built environment, physical environment amenities and natural resources) each have their own characteristics and partial quality (Lawrence, R.J., 2001). Environmental quality can be defined as an essential part of the broader concept of 'quality of life', the basic qualities such as health and safety in combination with aspects such as cosines and attractiveness.

2.2 Environmental Awareness

Environmental Education involves the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his bio physical surrounding (UNEP, 2012). It is in this light that students understanding and level of awareness on various environmental concepts and problems is important. Besides, consciousness of the problems and dangers facing mankind and environment and of the pressing need for positive action to control the undesirable impact of man's activities and demands upon the environment. The power behind the awareness can be categorized into three i.e. basic beliefs of an environmental problem, factual and scientific knowledge, and a commitment to solve environmental problems (Hansmann, 2009). According to Jackson (2005), one of the best ways of preservation is by creating environmental awareness among society especially students as they are future leaders, future custodians, planners, policy makers, and educators of the environment and its issues. Awareness will make students more knowledgeable on environmental matters thus a possibility of shaping their attitudes and behaviors. Responsible environmental behavior is the ultimate goal of environmental education which is a key foundation to sustainable development (Yurta and Sullun, 2010).

3.0 Site Study

This study was conducted at UiTM Perak. The campus is located at Bandar Seri Iskandar, Perak with areas of approximately 392.36 acres. This campus is strategically located along the Ipoh – Lumut main road. The University started operations on 1st January 1999. The facilities are provides at UiTM Perak are classroom, studio and also hostels. The hostels is accommodate to a maximum of 8,000 students. Besides, provides of library, offices, administrative building, shops and ICT room. Researchers choose 100 students in UiTM Perak Kampus Seri Iskandar sample, which is 50 students from Art and Design Faculty while another 50 students from Architecture, Planning and Surveying Faculty. They are randomly picked in term of gender and state.



Figure 3.0: The location and the main administrative building UiTM Seri Iskandar, Perak
Source: <http://uitmperak.com.my>

4.0 Research Methodology

This study measured the level of environmental quality practices among the student in UiTM Perak's. 100 of student have been studied about this practice. Randomly, 50 students from Art and Design Faculty and 50 students from Architecture, Planning and Surveying Faculty are helping with the data collection.

This studied are questioning student about their environmental quality practices using the suggested environment routine circle below:

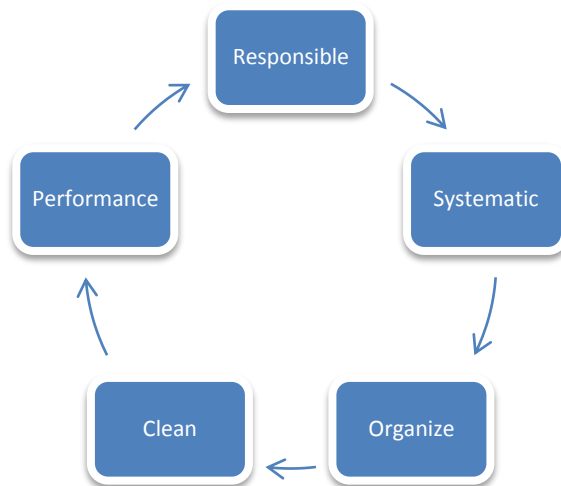


Figure 1: Student Environmental Routine Circle (SERC)

This Student Environmental Routine Circle (SERC) is a suggesting routine for this study. SERC are only referencing to the selected characteristic value of environmental quality practice by Malaysia Environmental Quality Act 1974 interpretation. Thus they are not literally the same interpretation.

Study interpretations are:

| | |
|--------------------|---|
| Clean | Facility used for the purpose of limiting pollution |
| Performance | Good comprising to determine better result |
| Responsible | Reasonably practicable having regarded, among other things, to local conditions and circumstances and to the current state. |

4.1 Random Samples of Questionnaire:

The data are evaluated using traditional likert-scale. In this effort, one useful concept is that if the student are practicing the SERC, then the student are explicitly aware that the environmental quality have some value in their routine.

Through questionnaire, the student received an ordered scale that needs them to choose one option that best aligns with their practices. Either they agree or disagree with a particular practice, see sample question (Figure 2).

| Environmental Routine / Practice | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| Have specific place for items & tools in working place | | | | | |

Figure 2 : Traditional Likert Scale of Environmental Routine

All the recorded data (frequency value) have been analyst to measure the level of environmental quality awareness among UiTM Perak's students in Seri Iskandar.

5.0 Results

Table 1 present the specific space students use to put their tools in workspace. 4% of students strongly disagreed to put tools in specific space, 36% students agreed to put their tools in specific space, while 31% of them gave neutral answer which is highest score.

Table1.Result of students that have specific space to store their tools in workspace

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 4 | 4.0 | 4.0 |
| | Disagree | 18 | 18.0 | 22.0 |
| | Neutral | 31 | 31.0 | 53.0 |
| | Agree | 36 | 36.0 | 89.0 |
| | Strongly Agree | 11 | 11.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 |

Table 2 present the students that put back tools in its place after used. 1% of students strongly disagreed, 15% choose neutral, 63% students agreed, while 21% of them gave strongly agreed.

Table 2. Result of students that put back tools in its place after used

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 1 | 1.0 | 1.0 |
| | Neutral | 15 | 15.0 | 16.0 |
| | Agree | 63 | 63.0 | 79.0 |
| | Strongly Agree | 21 | 21.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 |

Table 3 shows the students that willing to throw rubbish and tidy ups their classroom, hostel and studios. 2% of students strongly disagreed, 16% choose neutral, 58% students agreed, while 24% of them gave strongly agreed.

Table 3. Result of students that willing to throw rubbish and tidy ups their classrooms, hostel and studio etc.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 2 | 2.0 | 2.0 |
| | Neutral | 16 | 16.0 | 18.0 |
| | Agree | 58 | 58.0 | 76.0 |
| | Strongly Agree | 24 | 24.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 |

Table 5 shows the result of individual responsibility on her or his environment quality. 3% of students disagreed, 6% choose neutral, 26% students agreed, while 65% of them gave strongly agreed.

Table 4 shows the result of comfortable condition in workspace gives an influence in student’s achievement. 2% of students strongly disagreed, 4% disagreed,20% choose neutral, 28% students agreed, while 46% of them gave strongly agreed.

Table 4. Result of comfortable conditions in workspace gives an influence in student’s achievement

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 2 | 2.0 | 2.0 |
| | Disagree | 4 | 4.0 | 6.0 |
| | Neutral | 20 | 20.0 | 26.0 |
| | Agree | 28 | 28.0 | 54.0 |
| | Strongly Agree | 46 | 46.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 |

Table 5. Result of individual is responsible on his or her environment quality

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| Valid | Disagree | 3 | 3.0 | 3.0 | 3.0 |
| | Neutral | 6 | 6.0 | 6.0 | 9.0 |
| | Agree | 26 | 26.0 | 26.0 | 35.0 |
| | Strongly Agree | 65 | 65.0 | 65.0 | 100.0 |

6.0 Conclusion and Discussion

This study shows that majority of the respondents agreed with the questionnaires asked. For question 1, 36% of the respondents agreed that they need specific place to store their tools but 31% of them are not sure whether they need to have specific place to put their things or tools. This indicates that they are not Systematic according to Student Environmental Routine Circle (SERC) practiced by Malaysia Environmental Quality Act 1974. Nevertheless, most of the students agreed on question 2 where the students agreed to the fact that they need to put back tools in its place after using it. This result shows that they are Organized according SERC. This behavior will help them to find that tools later. Based on question 1 and 2, we can conclude that the students are not systematic enough in daily life routine but they will follow the rules when they are required to do so. Question 3 asked the students whether they are willing to throw rubbish and tidy up tools in their surrounding, most of them agreed and this shows students also practiced Clean in SERC where they tried to avoid messy and unclean environment. Most of the respondents strongly agreed that comfortable condition of workspace influences their achievement and this is parallel with Performance in SERC. In question 5, most of the respondents strongly agreed they are responsible to their environment quality and surrounding which is they are Responsible according SERC. In conclusion, students are aware of environmental quality and understand on the needs to maintain the room they use, but less of understanding and awareness in have specific space for tools in workspace.

7.0 References

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