Green Perception and Behavior among Students at UiTM Melaka

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Abstract

This study examined how student at UiTM Bandaraya Melaka perceived green practices. A convenient sample of 200 respondents was surveyed. Students have positive perception towards green and findings show there is no significant difference on perception and there is significant difference in doing green activity. Result indicated that "recycle paper" is the most chosen activity done by respondents whereas "attending green conference" is the least activity respondent chose to get involve. The implications of this study are useful to student's association, university and environmental organization as a guideline to organize green activities and to motivate students to participate actively in doing green activities.

Keywords: Green Perception, Green Awareness, Green Activity

1.0 Introduction

It is importantforUiTM Melaka students to careabout the environment, as the Melaka State is moving towards becoming as Green City. Energy efficient buildings, smoking ban on campus, using stairs, paperless program are just few examples of the initiatives undertaken at UiTM Melaka. Environmental quality is depending on the students at present because they are the future generation that will be managing green activity. The environmental issues such as urban air and river quality, deforestation, households waste and hazardous waste are some of the serious and worrying problems faced by our country (Tan and Lau 2010).For these steps to truly make a difference, and to encourage participation in the green movement.This study seeks to identify student perception and behavior toward green campus. Results of this study may suggest useful input in planning better environmental education and programs in the future.

2.0 Literature Review

Wahida et al. (2004) stated that the awarenessofgreenissues and awareness about the need to maintain environment have increased among society; nevertheless the level of their involvement in green activities is still at a low level. Sivamoorthyet al (2013) revealed that the level of awareness is high among the college students irrespective of gender but in practice here is a difference between gender i.e. males practicing more than females. Additionally, students are aware of the environmental issues but there is less implementation. Student had the knowledge, awareness and attitudes towards environment at a high level however they were at the moderate level of practicing green (Arbaat et al 2012). Students had a good awareness on environmental issues but had no changes in their practices (Aini Mat 2007, Azizan 2008,).

Increases in knowledge and awareness on green concept do not lead to pro-environmental behavior among people (Owen, 2000). According to Rezai et al (2013), people have positive perception towards green concept and they agree that going green could improve human health as the environment has a direct impact on the human life condition. Pike et al. (2003) stated that students who are living in campus apartments can and will significantly reduce their waste stream when they are provided with recycling bins.

Campus sustainability initiatives encountermany barriers, most of which are linked to the low priority of environmental issues on the campus agenda and are compounded by lack of coordination between and among advocates and key constituencies (Sohif Mat et. al., 2009). Emanuel and Adam (2011) concluded that sustainable programs and practices are being implemented on a number of college campuses in Alabama and Hawaii. Students surveyed in both states are concerned about wasteful consumption and pollution. Respondents' are

similar in their self-assessed knowledge about sustainability. Respondents are also similar in their view about who is responsible for sustainability. However, a consistently larger proportion of Hawaii respondents express concern for and willingness to participate in sustainable practices. So, there seems to be little or no "knowledge gap" when it comes to campus sustainability, but there does seem to be a "commitment gap".

3.0 Research Methodology

This paper is about the study which purposely explores the perception and behavior towards green marketing among student from Bachelor in Office System Management at UiTM Melaka. This study use quantitative method reviews in which the constructed questionnaire has been used as data collection method. The questionnaire is divided into four (4) sections. Section Aaimsto understand the respondent perception towards green, Section B intends to know thereason for involving in green activities, Section C is used to identify the reason for frequency of green activities involvement and Section Dis forthe respondent demographic profile. It took roughly 10 to 15 minutes for each student to fill in the questionnaire.

The population for this study is the students in Semester 4 and 5 from Bachelor in Office System Management at UiTM Melaka. The researchers had distributed the questionnaire conveniently to 200 students as the respondents. The researchers had applied convenience sampling method for this research as the researchers approached the students who were willing to answers the questionnaire. In analyzing the results, the researchers had used descriptive statistics to analyze demographic profile, while Independent Sample T Test analysis was run to make a comparison between perception and actual behavior of the students towards green marketing.

4.0 Findings

4.1 Comparison on Green Perception between the residence and the non-residence Students

An independent samples t-test was applied to compare on green perception between the residence and non-residence students at UiTMBandaraya Melaka. With reference to the Table 1, it shows that Levene's test has a probability that is greater than .05 and is not significant. It indicates that there is no significant difference between the residence and the non-residence students on green perception, t (197) = -.459, p > .05. Therefore, there is no difference on green perception for both groups of the residence and the non-residence students at UiTMBandaraya Melaka.

Table 1: Independent Sample T-Test

T-Test

	The Residential	N	Mean	Std. Deviation	Std. Error Mean
Green Perception	The residence	115	4.5658	.59717	.05593
	The non-residence	85	4.6035	.54214	.05880

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Green Perception	Equal variances assumed	.685	.409	-.459	197	.647	-.03774
	Equal variances not assumed			-.465	189.464	.642	-.03774

4.2 Overall Green Perception between Residence and Non-Residence Students

With reference to the table stated, overall green perception of theresidenceismean = 4.5658 (SD=.59717) andthe non-residence students mean = 4.6035 (.54214). It indicates that both groups of students at UiTMBandaraya Melaka have good perception on green activities regardless of their residential areas. In addition, most of resident students agreed with the statement of "green activity brings a healthy daily life" (mean=5.23, SD = .967), meanwhile, most of the non-residence students agreed that "green activity bring healthy daily life" and "green means showing our love to earth" (mean = 5.26, SD =.941 and mean = 5.26, SD.833) respectively.

Table 2: Mean for Overall Green Perception

Residential	N	Mean	Std. Deviation
The Residence	115	4.5658	.59717
The Non-Residence	85	4.6035	.54214
Total	200	4.5819	.57320

Table 3: Mean for Green Perception

	Residential	Mean	Std. Deviation
Preserving the world environment	The Residence	5.17	1.116
	The Non-Residence	5.20	.856
Brings healthy daily life	The Residence	5.23	.996
	The Non-Residence	5.26	.941
Show our love to earth	The Residence	5.09	.996
	TheNon - Residence	5.26	.883
Changes towards environmental friendly	The Residence	5.18	1.005
	The Non-Residence	5.19	.880
Decrease pollution towards nature	The Residence	5.12	1.010
	The Non- Residence	5.22	.891
Keep environment safe	The Residence	5.13	.948
	The Non - Residence	5.21	.874
Overcome global warming effect	The Residence	5.00	.982
	The Non - Residence	5.15	.958
Bothering people life	The Residence	2.97	1.567
	The Non - Residence	3.04	1.629
Cause more work to do	The Residence	3.42	1.451
	The Non - Residence	3.45	1.531
Take-up too much time	The Residence	3.38	1.496
	The Non - Residence	3.6	1.499

4.3 Green Activities Participation between the Residence and the Non-Residence Student

Top three green activities participated by the residence students were recycle paper (94), resell newspaper (72) and join earth hour (59). Meanwhile, for the non-residence students the top three green activities participated by the non-residence students were walk more (74), recycle paper (63) and resell newspaper (58). Overall green activities participated by both groups of students were recycle paper (157), resell newspaper (130) and walk more (118).

Table 4: Type of Green Activities

	Residential		
	Residence	**Non - Residence**	**Total**
Recycle paper	94	63	157
Resell newspaper	72	58	130
Join earth hour	59	46	105
Use public transport	55	44	99
Reusing stuff	54	42	96
Eat in café	49	36	85
Separate waste	53	32	85
Walk more	44	74	118
Buy organic food	41	25	66
Join tree planting	25	17	42
Use own container	27	16	43
Clean road	25	16	41
Clean beach	23	13	36
Green walk	38	36	74
Attend green conference	10	7	17

4.4 Frequencies of the Residence and the Non-Residence Students Involvement in Green Activities

Approximately most of the 98 residence and the non-residence students (49%) at UiTMBandaraya Melaka stated that they sometimesparticipated in green activities held around areas of living. It can also be found that 10.5% students rarely involved in green activity while 3% of the students have never been involved in any activity at all. This means, knowledge does not influence the behavior directly because it is difficult to change one's slight habit even it is contributing to an advantage (Owen, 2000). According to Azizan (2008), students were alert that we had issues on environmental but they did not really contribute in changing the situation.

Table 5: Frequency of Green Activities

		Frequency	Percent
Valid	Very frequent	9	4.5
	Frequent	36	18.0
	Sometimes	98	49.0
	Infrequent	30	15.0
	Very Rare	21	10.5
	Never	6	3.0
	Total	200	100.0

4.5 Reason for Involving in Green Activities

Most of the residence students involving in green activities because of the reasons such as "I like clean environment" with the mean of 5.57 (SD = .677), "It is directly related to our health" with the mean of 5.45 (SD = .699) and "I love to see green environment" with the mean of 5.48 (SD = .771). Meanwhile, the top three reasons for the non-residence students involvement in green activities are "I like clean environment" with the mean of 5.39 (SD = .637), "I love to see green environment" with the mea of 5.39 (SD = .782) and "Our children will live in this environment" with the mean of 5.35 (SD = .754)

Table 6: Reason for Involving in Green Activities

	Residential	Mean	Std. Deviation
Save energy	The Residence	4.86	1.155
	The Non – Residence	5.03	1.022
Reduce Waste	The Residence	5.21	.951
	The Non - Residence	5.12	1.015
Reduce Pollution	The Residence	5.23	1.157
	The Non - Residence	5.18	.927
Preserve Environment	The Residence	5.17	1.117
	The Non - Residence	5.20	.789
Like Green Environment	The Residence	5.48	.771
	The Non - Residence	5.39	.782
Clean Environment	The Residence	5.57	.677
	The Non - Residence	5.55	.637
Save Earth	The Residence	5.14	.869
	The Non - Residence	5.12	.755
Keep Environment Clean	The Residence	5.16	.933
	The Non - Residence	5.14	.857
Responsibility	The Residence	5.31	.730
	The Non - Residence	5.29	.855
Next Generation	The Residence	5.26	.768
	The Non - Residence	5.15	.769
Useful for future	The Residence	5.23	.958
	The Non - Residence	5.21	.734
Children live	The Residence	5.43	.785
	The Non – Residence	5.35	.754

Resell Value	The Residence	4.86	.969
	The Non - Residence	4.91	.924
Economic Value	The Residence	5.00	.946
	The Non - Residence	4.82	.991
Profit	Residence	4.95	.930
	The Non – Residence	4.91	1.077
Necessary Health	The Residence	5.36	.759
	The Non - Residence	5.26	.791
Related to Health	The Residence	5.45	.699
	The Non - Residence	5.24	.786
Daily Life	The Residence	5.44	.659
	The Non - Residence	5.23	.908

6.0 Conclusion and Recommendation

Many Malaysians belief that to go green means to spend a lot of money, hence, the green awareness must be emphasized starting from secondary school in order to improve the understandingissues of green activities among the society(Rezai et al 2013). Green awareness activity should be includedinthe student orientation program so that incoming students can increase their awareness of all the green activities held by the university and at the end implementing in daily lives. All these findings should encourage the university to provide necessary facilities for promoting environment awareness and green friendly approach to encourage green practices among students.

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