

Study of Consumer Green Behavior among Students

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Abstract: Background of this research is increasing of environmental damage caused by unfriendly behavior consumer when consume goods and services. This research was focused on internal factors that might influence on green consumer behavior. So, the purpose of research is finding out the influence of attitude on Green Consumer Behavior and knowing if intention toward behavior mediates between attitude and green consumer behavior. Data was collected through cross sectional survey from 825 Green School students in Bandung by distributing questionnaires and interviews. This is quantitative research which path analysis was used to analyze data. The research finding confirmed states that attitudes can affect behavior directly or indirectly by the intention. The results of this study can be used as a basis in the formulation of curriculum, teaching materials, methods and learning techniques aimed at applying green consumer behavior at school and home in daily activities.

1 INTRODUCTION

The environmental damage is increasingly getting severe, leading to great disaster like floods, garbage accumulations, diseases, pollution, and other environmental damage. This is often the case in large densely populated cities with unsustainable behavior. This is indicated by previous research in Bandung that 61.36% of urban residents tend to throw garbage into rivers (Ghasani: 2015), not separate organic and non-organic waste (87%), not able to do waste processing themselves (69%), and do not carry eco-friendly bags when shopping (76%) (Pratiwi and Chandra: 2014). This environmentally unfriendly behavior will be passed to the children in their role as student, both at the home and the school environments. The formation of eco-friendly behaviors of students should be done early, so that the behavior can be carried over into adulthood. Thus, they can become members of an eco-friendly society. However, unfriendly behavior is mostly done by students.

Based on the preliminary survey, it was found that 75% of students use unnecessary lighting during the day, 86% do not turn off mobile phone chargers, computers, and other re-charge

equipment even when they have been fully charged. They also do not turn off electronic equipment that is not in use, including television (95%), laptop (72%), and forgot to turn off the tap water (65%). Based on previous researches and surveys, the behavior of the community in the role of consumers is currently not friendly to the environment. Community behavior as environment-friendly consumer is known as consumer green behavior. Researches on green consumer behavior are very important to realize eco-friendly consumers, thus creating healthy consumers and environment.

Improving the green consumer behavior, based on previous researches, it is necessary to develop a caring attitude toward the environment, social influence, and self-image (Lasuin & Ching: 2014). In addition, internal factors (attitudes, awareness, and involvement in environmental activities) and external factors (media, family, and culture) are needed (Larson and Khan: 2012). Agyman stated that the factors that influence the buying behavior of green products are price (36.5%), environment concern (16.5%), quality (17%), and brand name (18%). Attitude implemented into behavior, whether intention was formed in ones psychology was supported many researcher. Such as Shabani (2013), Wu and Chen (2014) who stated that

behavior (purchasing green product), was influenced by attitude, demographics condition, subjective norms and perceived control behavior which mediated by intention toward behavior. Most of previous research stated attitude which was influences by knowledge, awareness, consciousness, belief, ecological concern and environmental long orientation influenced behavior that mediated by intention.

The difference of this research with previous research is that in previous research, green consumer behavior is only measured from the buying behavior. In this research, green consumer behavior includes buying behavior, product usage behavior, and after consumption behavior or waste management behavior. This study is based on the Theory of Planned Behavior (TPB) (Ajzen: 1991). It is similar to previous researches conducted by Sarumanthy (2014), Ing & Chan (2014), Huei & Howard (2010), Chio & Shen, (1998) Man, Wu, Liu (2015). The research uses attitude, intention, subjective norms, and behavioral control variables that influence behavior formation. However, this study did not use them because the purpose of this study is to know the cognitive and emotional assessments of students that are summarized in the attitude of students. Thus, this study only involves attitudes and intentions that affect behavior. Like previous research and in accordance with the theory of planned behavior, intention is a variable that mediates the effect of attitudes on behavior. Thus the question of this research is how the direct and indirect influence of attitudes toward behavior through intention. Based on previous researches and theoretical support, the temporary answer is that there is a direct and indirect influence of attitudes toward behavior and the indirect effect of attitudes toward behavior through intention.

2 METHODS

The research method used is cross sectional survey method, involving 825 students of green school in Bandung by distributing questionnaires and interviews. It also observed behavior, intention, and attitude as environment friendly consumer. Furthermore, the data is processed by descriptive statistic analysis to find out the average behavior and behavior of most students. In addition, the data processing also performed verification to test the hypothesis, by using path analysis, hypothesis testing the direct influence of

attitudes toward behavior and the direct influence of intention to the behavior used the t test, while the indirect effect of attitudes toward the behavior mediated by the intention was done by the sobel test. Furthermore, the statistical test results are interpreted to answer the research questions.

3 RESULTS AND DISCUSSION

The results of this study include description of attitudes, intentions, and behavior of eco-friendly consumer students, the results of hypothesis testing and the implications of the study. A description of attitudes toward eco-friendly consumer behavior of students is indicated by cognitive assessment and feelings that students feel as consumers when they behave in an eco-friendly manner. The results showed that the average learner is positive and feels meaningful if they can save energy and dispose of waste in place. Students tend to be less positive and feel excessive when using eco-friendly bags. This shows that energy saving is a behavior that must be done, because it is considered to have a great impact both for yourself and the environment.

The description of the learner's intentions is shown by the willingness to behave in an eco-friendly way, suggesting behavior, and motivation to behave as an eco-friendly consumer. Based on the results of the research, the willingness to behave eco-friendly indicates the willingness to save energy use. In other hand, the students are weak in terms of not willing to use eco-friendly bags and avoid Styrofoam packaging products. This is due to the behavior of traders who have packaged products with Styrofoam so that consumers do not have other options. In terms of behaviors suggesting eco-friendly behaviors, students tend to advise people closest to conserve energy and water use and are less likely to suggest shopping by using eco-friendly bags and choosing non-Styrofoam food packages.

The description of consumer-friendly behavior among students tends to be low, which includes buying behavior that does not pay attention to product recycling symbols on plastic packaging products, using eco-friendly bags, and cannot avoid buying Styrofoam-packed products. In this case, students do not know the meaning of symbols in the product and assume that the symbol of recycling is not something that is important because its actions that prioritize to consume products with eco-friendly packaging

have a very low contribution to overcome environmental problems. Similarly, for the behavior of the use of products in an eco-friendly way, in average, students in the medium range tend to be low. It is especially on the behavior of not turning off electronic devices when they are not in use. Students' behavior of waste management of is still very low. Students do not have the skills in recycling waste.

The results of hypothesis testing states that attitudes can affect behavior directly or indirectly by the intention. The influence of attitudes through intention is stronger in affecting behavior than the direct influence of attitudes toward behavior. This is due to the intention of strengthening the cognitive and emotional assessment of students. When someone has positive judgments and feelings, as well as the motivation, states willingness, and suggests to others to behave, then the one will be more likely to do the action, rather than the one who has only judgment.

The results of this study can be used as a basis in the formulation of curriculum, teaching materials, methods and learning techniques aimed at applying green consumer behavior at school and home in daily activities. In this case, the formation of behavior begins with the formation of attitudes or positive judgments about eco-friendly behavior through learning about the benefits of eco-friendly consumption for personal and environmental health. Furthermore, the intention of students is formed by providing structured tasks and practices in daily activities related to eco-friendly behavior. In this way, students are expected to be motivated, willing, and able to suggest to others to behave eco-friendly.

To make the behavior more meaningful and become a habit, in schooled learning, this eco-friendly consumer behavior can be inserted into each subject and designed in the day-to-day activities of the learner. In home environment, eco-friendly attitude is shaped by providing advice and examples of eco-friendly behaviors in everyday life by family members.

4 CONCLUSIONS

The result of this study reveal that of consumer green behavior among students was low; when purchasing, students difficult avoid using Styrofoam warped product, when using energy/fuel and fresh

water, students preference didn't save the fresh water and after use behavior was showed by the lower ability on processing the waste. Both intention and attitude toward green behavior among students was middle and tend to be low and there is a significant attitude toward the green consumer behavior either directly or mediated by intention. Developing green consumer behavior among students should start from build student's attitude. One of the best effort to build an attitude was from teaching and learning activities in the school. Besides that, the implication of green consumer green behavior could start from school's curriculum which implemented into norms, rules, school habit & culture and subject matter which related to green behavior. From school, we wish, the young generation could implement their good habit could implement at home and community.

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