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**RELATIONSHIP BETWEEN ENVIRONMENTAL KNOWLEDGE,  
SOCIAL INFLUENCES, PERSONAL NORMS, MEDIA EXPOSURE AND  
ENVIRONMENTAL AWARENESS AMONG STUDENTS OF  
UNIVERSITI UTARA MALAYSIA**



**Thesis Submitted to  
Othman Yeop Abdullah Graduate School of Business,  
Universiti Utara Malaysia,  
In Partial Fulfillment of the Requirement for the Master of Science (Management)**



**Pusat Pengajian Pengurusan  
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

**Universiti Utara Malaysia**

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**RELATIONSHIP BETWEEN ENVIRONMENTAL KNOWLEDGE, SOCIAL INFLUENCES,  
PERSONAL NORMS, MEDIA EXPOSURE AND ENVIRONMENTAL AWARENESS  
AMONG STUDENTS OF UNIVERSITI UTARA MALAYSIA**

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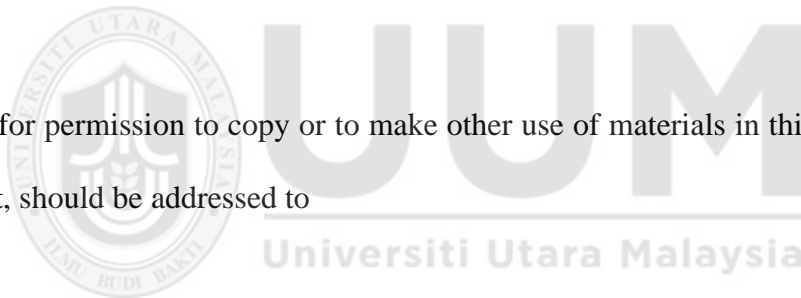
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## ABSTRACT

The stability of the world ecosystem is increasingly threatened by irresponsible human activities that do not care about environmental issues. Therefore, the need for environmental awareness among public becomes paramount as an essential measure to restrain the situation before it becomes worse. The objective of this study is to identify factors affecting level of environmental awareness of UUM's students. Specifically, this study examines the relationship between environmental knowledge, social influences, personal norms, media exposure and environmental awareness. Environmental awareness, as the dependent variable in this study, has been measured individually with all four independent variables without any existence of mediating factors. The data was collected through questionnaires among students of Universiti Utara Malaysia (UUM). A total of 248 returned questionnaires were analyzed using SPSS version 25. Pearson Correlation and Multiple Regression Analyses are used to identify relationship between IVs and DV. The results indicate that environmental knowledge, social influences, personal norms, and media exposure have positive and significant relationship towards environmental awareness of the UUM students. Finally, the theoretical and practical implications as well as limitations and recommendations for future research are also discussed in this thesis. Most importantly, students as the hope for future betterment of environment, must begin to develop themselves with such awareness in every sense of their daily life.

**Keywords:** Environment, Environmental Awareness, Environmental Knowledge, Environmental Education, Social Influences, Personal Norms, Media Exposure, Students of UUM.



## ABSTRAK

Kestabilan ekosistem dunia kini semakin terancam disebabkan aktiviti manusia yang tidak ambil peduli tentang isu-isu alam sekitar. Justeru, kesedaran terhadap alam sekitar amat penting sebagai asas yang ampuh untuk menghalang keadaan ini daripada menjadi lebih buruk. Objektif kajian ini adalah untuk mengenalpasti faktor-faktor yang mampu memberi kesan signifikan kepada tahap kesedaran alam sekitar pada diri pelajar UUM. Secara khususnya, kajian ini menguji hubungkait diantara pengetahuan alam sekitar, pengaruh sosial, norma sendiri, dan peranan media, dengan kesedaran alam sekitar. Kesedaran alam sekitar, yang merupakan pemboleh ubah bersandar, diuji secara langsung satu persatu dengan keempat-empat pemboleh ubah tidak bersandar tanpa sebarang kehadiran faktor penghubung. Data kajian ini telah dikutip daripada para pelajar UUM. Sebanyak 248 borang kaji selidik yang dipulangkan telah dianalisa menerusi sistem SPSS versi 25. Analisa Pearson's Correlation dan Multiple Regression digunapakai untuk mengenalpasti kesan hubungkait antara pemboleh ubah IV dan pemboleh ubah DV. Hasil kajian menunjukkan terdapat hubungan positif dan signifikan diantara pengetahuan alam sekitar, pengaruh sosial, norma sendiri, dan pendedahan terhadap media, dengan kesedaran alam sekitar dikalangan para pelajar UUM. Berdasarkan dapatan kajian ini, UUM disarankan untuk menyemarakkan Pendidikan berteraskan alam sekitar dalam sistem Pendidikan institusi tersebut demi menggalakkan sikap pro-alam sekitar dikalangan para pelajar. Paling penting, pelajar itu sendiri perlu menerapkan diri mereka dengan kesedaran alam sekitar ini kerana mereka adalah penentu kepada keseimbangan alam sekitar pada masa hadapan.

**Kata Kunci:** Alam sekitar, kesedaran alam sekitar, pengetahuan alam sekitar, Pendidikan alam sekitar, pengaruh sosial, norma sendiri, pendedahan terhadap media, pelajar UUM.

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Thank You All.

## **DEDICATION**

This research study is lovingly dedicated to my one and only mom,

Puan Maimunah Binti Malik.

Your support, encouragement, prayer and constant love

have sustained me throughout my life.

I also dedicated this research study to my family – my dearest wife, Hasfariza Abu Hassan, and my little charming princesses, Naurah Hana and Naurah Huda. All of you are my sources of strength and inspiration.



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## LIST OF ABBREVIATIONS

- UUM - University of Utara Malaysia
- EA - Environmental Awareness
- EK - Environmental Knowledge
- EE - Environmental Education
- SI - Social Influences
- PN - Personal Norms
- ME - Media Exposure
- EPI - Environmental Performance Indicator
- NAM - Norms Activation Model
- SIT - Social Influences Theory
- TPB - Theory of Planned Behavior
- SPSS - Statistical Package For Social Science

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

This very beginning chapter elaborates every significant element of the research comprises the background of research, problem statement, research questions, main objectives of the research, significance of the research, terms definition, and the entire organization of chapters of this study.

### 1.2 Background of Study



In recent years, Malaysia has experiencing critical environmental issues due to various socio-political and economic reasons such as rapid urbanization, need for betterment of citizen's quality of life, increase of Government's revenues, improvement of per capita incomes, and many more. Sau Mei et al (2016) agreed that the root causes of serious nature calamities are having relationship to satisfying human needs through aggressive economic activities. The degradation of publics' health quality, wild life extinction, loss of biodiversity, global warming due to greenhouse effect, and poor quality of air, soil and water, are amongst the environmental problems rooted from human activities like industrial pollutions, rapid deforestation, unsustainable development, and overwhelming of solid waste. Batty (2017) argued that despite the emerging attention of environmental issues in recent years, the problem of lack of environmental awareness

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## **APPENDIX 1:**

### **Questionnaires**



## **SURVEY QUESTIONNAIRES ON FACTORS THAT LEAD TO ENVIRONMENTAL AWARENESS AMONG UNIVERSITY STUDENTS**

Dear Colleagues,

You have been randomly selected to participate in my Master research survey. The main purpose of this survey is to study the relationship between Environmental Knowledge, Social Influences, Personal Norms, Media Exposure and Environmental Awareness. I would appreciate if you could spend some time to answer the questions.

There is no right or wrong answer to these questions. All the answers will be treated with strict confidence and be completely anonymous and will be used for the academic purpose only. It will take approximately 10-15 minutes.

Should you have any questions concerning this survey, feel free to contact me. Your participation will certainly make a significant to my research.

Thank you very much for your time, cooperation and effort.

Yours sincerely,

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**SECTION A: DEMOGRAPHIC DATA (Respondent's Profile)**

Please provide answer to the following by crossing (X) one box only.

Gender

Male	
Female	

Age

18-22	
22-26	
>26	

Year of Study

1 <sup>st</sup> Year	
2 <sup>nd</sup> Year	
3 <sup>rd</sup> Year	
4 <sup>th</sup> Year	

College

COB	
COLGIS	
CAS	

Ethnicity

Malay	
Chinese	
Indian	
Others	



**SECTION B:** For this part, you are required to use the following scale to respond to the statements:

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

<b>Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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These questions related to <b>ENVIRONMENTAL AWARENESS</b> . For this section, you are required to take your own choice.						
No.	Questions	1	2	3	4	5
1	Environmental pollution affects my health.	1	2	3	4	5
2	Environmental problems have consequences for my life.	1	2	3	4	5
3	I worry about environmental problems.	1	2	3	4	5
4	I can see with my own eyes that environment is deteriorating.	1	2	3	4	5
5	Environmental problems are a risk for the future of my children.	1	2	3	4	5
6	Environmental problems are exaggerated.	1	2	3	4	5
7	Too much attention is paid to environmental problems.	1	2	3	4	5
8	The attention given to the greenhouse effect is exaggerated.	1	2	3	4	5
9	Saving threatened species in unnecessary luxury.	1	2	3	4	5
10	A better environment starts with me.	1	2	3	4	5
11	People who do not take the environment into account try to escape their responsibility.	1	2	3	4	5

**SECTION C:** For this part, you are required to use the following scale to respond to the statements:

	<i>Strongly</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly</i>
	<i>Disagree</i>				<i>Agree</i>
<b>Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

These questions related to <b>ENVIRONMENTAL KNOWLEDGE</b> . For this section, you are required to take your own choice.						
No.	Questions	1	2	3	4	5
1	I know I buy products and packages that are environmentally safe.	1	2	3	4	5
2	I know more about recycling than the average person.	1	2	3	4	5
3	I know how to select products and packages that reduce the amount of waste ending up in landfills.	1	2	3	4	5
4	I understand the environmental phrases and symbols on the product.	1	2	3	4	5
5	I am very knowledgeable about environmental issues.	1	2	3	4	5

**SECTION D:** For this part, you are required to use the following scale to respond to the statements:

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

<b>Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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These questions related to <b>ENVIRONMENTAL SOCIAL INFLUENCE</b> . For this section, you are required to take your own choice.						
No.	Questions	1	2	3	4	5
1	Often my classmates recommend products that respect the environment.	1	2	3	4	5
2	Often my classmates argue with me about environmental issues.	1	2	3	4	5
3	My lecturers often argue in class about environmental issues.	1	2	3	4	5
4	I have learned from my lecturers about environmental problems.	1	2	3	4	5
5	I have learned from my colleagues about environmental problems.	1	2	3	4	5

**SECTION E:** For this part, you are required to use the following scale to respond to the statements:

*Strongly Disagree*      *Disagree*      *Neutral*      *Agree*      *Strongly Agree*

<b>Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<p>These questions related to <b>ENVIRONMENTAL PERSONAL NORMS</b> For this section, you are required to take your own choice.</p>						
No.	Questions	1	2	3	4	5
1	I feel that improving environment helped future generations.	1	2	3	4	5
2	He should do everything possible to conserve natural resources.	1	2	3	4	5
3	I am committed to the responsible use of energy.	1	2	3	4	5
4	I feel the obligation to save energy when possible.	1	2	3	4	5

**SECTION F:** For this part, you are required to use the following scale to respond to the statements:

	<i>Strongly</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly</i>
	<i>Disagree</i>				<i>Agree</i>
<b>Scale</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

These questions related to <b>ENVIRONMENTAL MEDIA EXPOSURE</b> For this section, you are required to take your own choice.						
No.	Questions	1	2	3	4	5
1	I always come across environment-related topics/issues on TV.	1	2	3	4	5
2	I always come across environmental messages on advertisements.	1	2	3	4	5
3	I always come across environment-related topics/issues in radio.	1	2	3	4	5
4	I always come across environment-related topics/issues on the Internet.	1	2	3	4	5

**END OF SURVEY**

## APPENDIX 2

### Global EPI indicators

EPI	Objective	Issue Category	Indicator
Environmental Performance Index (EPI)	Environmental health (40%)	Health Impacts (33%)	Environmental Risk Exposure (100%)
		Air quality (33%)	Household Air Quality (30%)
			Air pollution - Average Exposure to PM2.5 (30%)
			Air pollution - PM2.5 Exceedance (30%)
			Air pollution - Average Exposure to NO2 (10%)
		Water and sanitation (33%)	Unsafe Sanitation (50%)
	Drinking Water Quality (50%)		
	Ecosystem vitality (60%)	Water resources (25%)	Wastewater treatment (100%)
		Agriculture (10%)	Nitrogen use efficiency (75%)
			Nitrogen balance (25%)
		Forests (10%)	Change in forest cover (100%)
		Fisheries (5%)	Fish stocks (100%)
		Biodiversity and habitat (25%)	Terrestrial Protected Areas (National Biome Weights) (20%)
			Terrestrial protected areas (Global Biome Weights) (20%)
			Marine protected areas (20%)
			Species protection (National) (20%)
Climate and energy (25%)		Species protection (Global) (20%)	
	Trend in carbon intensity (75%)		
	Trend in CO2 emissions per kWh (25%)		