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## Environmental Responsibility of Indonesia University Students to Consume Products

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### ABSTRACT

This study objective is to identify and examining empirically the factors affecting the student interests to environmental responsibility to consume product by using the model of Theory of Reasoned Action (TRA) from Ajzen and Fishbein (1980). This research was conducted at Faculty of Economics and Business, University of Brawijaya-Indonesia. This study respondents are 61 students registered as a Brawijaya University student. Researchers used multiple linear regression techniques and SPSS software version 16 to test the research data. Research results indicate that environmental awareness, attitude and consumerism effectiveness significantly affect on students interests to environmental responsibility to consume the product. Subjective norms and moral obligation does not affect on student interest to environmental responsibility to consume the product.

**Keywords:** Theory of Reasoned Action (TRA), environmental responsibility interest, environmental awareness, attitudes, subjective norms, moral obligation, consumerism effectiveness.

### 1. INTRODUCTION

Students as a barometer of nation's future with critical, analytical and practical character should have self-awareness and self-motivation people to continue to preserve the surrounding environment. Human activities consciously or unconsciously destroy the nature. For a long time it has caused serious disasters on human lives and other creatures. Student should not only conduct research and guidance to public about the obligations of environmental responsibility but also introspecting in terms of environment preservation to apply them in everyday life for their awareness and environmental responsibility.

Students eat most practical foods in everyday life. Especially for students in overseas studies, this was due to lack of time to cook their own food so they inclined to buy ready meals. Student's tendency to consume the products is affected by a various factors, and is categorized into two factors, namely

internal and external factors. External factors are culture, social class, reference groups, family, and demographics. Internal factors are motivation, self-esteem, lifestyle and self-concept (Engel et. al., in Hasibuan, 2010).

Sometimes some students unconscious to consume product without concern how the environment effects after consuming the products purchased. This is because most of students focus their needs and to realize desires. On other hand, it is possible that some students also conscious of environmental responsibility. This is due research and dissemination of environmental pollution, especially students, higher public attention on environmental issues. According to Kahn (2007; Laroche et. al., 2001; Lee et. al., 2010), many consumers aware that their purchase behavior can harm the environment. They start to look for and purchase environmental friendly products, and even sometimes they pay more expensive to obtain such products. This thing has turned into a profitable ecological behavior and environmental friendly purchase decisions (Paco and Rapose, 2009). In addition, green consumption has become an important force to protect environment and save the earth (Kim and Choi, 2005).

After knowing various disasters due to environmental degradation, students should have a more active role to preserve the environment and to prevent global warming. One of them is to encourage Go Green!! Student as young and educated people should be able to give an example to community. One way is to take an active role to create healthy and comfortable environment.

## 2. THEORY OF REASONED ACTION (TRA)

There are several theories to identify the emergence of behavioral intention; some of them are Theory of Reasoned Action, Technology Acceptance Model and Theory of Planned Behavior. This study uses the Theory of Reasoned Action to perform identification. Studies focus is student interest behavior of environmental responsibility to consume the product.

Theory of Reasoned Action (TRA) was developed by Ajzen and Fishbein (1980). This theory explains that behavior is done because an individual has a behavioral intention. In other words, the behavior interest will determine its behavior. TRA proposes that behavior interest is a function of attitude and subjective norms. TRA is only intended to explain behaviors done voluntarily, as shown in Figure 11.1 below.

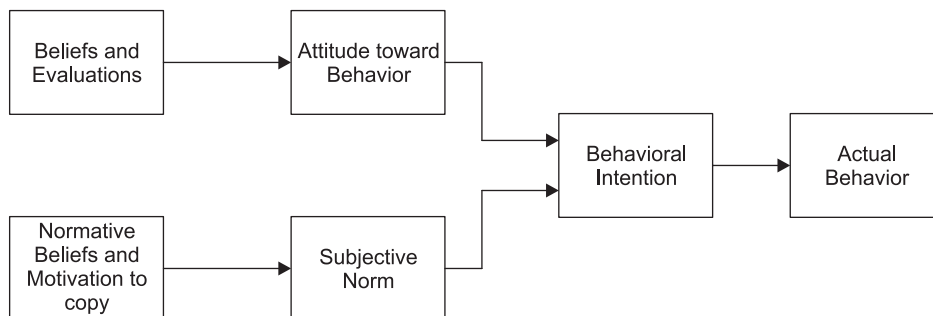
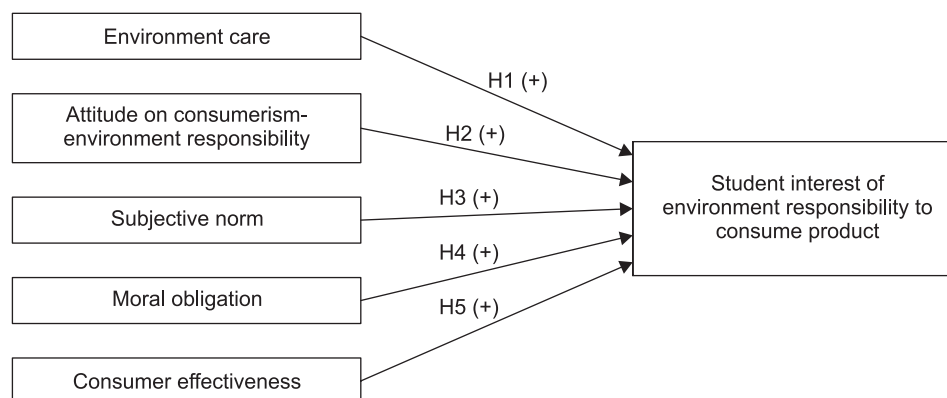


Figure 11.1: Theory of Reasoned Action (adopted from Fishbein & Ajzen-adopted 1975)

## 3. RESEARCH MODEL AND HYPOTHESIS DEVELOPMENT

Research model and hypothesis development is shown in Figure 11.2 below.



**Figure 11.2: Research Model**

### **Students Interest to Environmental Responsibility to Consume Product**

Fishbein said that: “The interest is defined as conative component of attitudes and usually assumed that this conative component is associated with affective component of attitude”. Furthermore, Kurt defines “the interest is the surest foundation for a success of process activity. This interest depends on individual attitudes toward these activities.” From above definition can be concluded that interest is a person attitude to perform an activity to a particular object. Individuals sense will feel similarity to object tend to think and act positively.

Students are required to have a high care to environment concern, responsible attitude towards the environment, moral obligation to environment and perceptions of usage effectiveness. Care also should have focus in order to become a maximum. Focus of objective should to increase student interest to environmental responsibility to consume the product.

### **Environmental Awareness**

Student’s attention to environmental issues has been increased. Many consumers aware that their purchase behavior can harm the environment. They start to look and buying environmental friendly products, even sometimes pay more expensive (Kahn, 2007; Laroche et. al., 2001; Lee et. al., 2010).

According to Paco and Rapose (2009), environment concern can become a profitable ecological behavior and environmental friendly purchase decisions. This indicates if student community has a concern to environment so they are interested to environment responsibility to consume the product.

H1 = “environmental concerns affect on student interest to environmental responsibility to consume the product”

### **Attitudes Toward Consumerism - Environmental Responsibility**

In addition to environmental concerns, attitudes in human life allow the selection of steady behavior for the object faced. Attitudes will provide an assessment to accept or reject the object or product faced. Attitude is a state of mind (mental) and state of mind (neural) is prepared to respond to an object organized through direct experience and dynamical effect on behavior.

Indriyo and I Nyoman (1997: 23) defines attitudes as follows: “Attitude is a regularity of one’s thoughts, feelings and tendencies to environmental aspects. One’s attitude is reflected in tendency of behavior to face an environmental situation in associated with it.” Gibson (1995: 63) defines attitudes as follows: “Attitude is a mental preparation, who studied and organized through experience and have a certain effect on a person’s response to other people, objects and situations associated with it.”

Definition above has certain implications. First, attitude can be learned. Second, it determines the people tendency to a certain aspect of this world. Third, it provides basic emotional attitude to one’s interpersonal relationships and familiarity of others. Fourth, it is organized and close to personality core.“

There are three important things within attitude, hereinafter is referred as components of attitude, namely affective aspects (feeling), cognitive aspects (beliefs) and conative aspect or the tendency to behave in a tangible form (Amirullah, 2002: 41).

Above definitions show that attitudes can create a positive or negative response to a person interest toward an object or a product. Student attitude to environment responsibility will affect on students interest to choose a product consumed. Students will tend to buy products that will not damage the environment if the student has a responsible attitude to environment.

H2 = “consumerism attitude to environmental responsibility affects on student interest to environmental responsibility to consume the product”

### **Subjective Norm**

Subjective norm according to Fishbein and Ajzen (1975) is the individual’s perception in associated with most people that important to him, expecting individuals to perform or not perform certain behaviors. Those that are important to him was then used as a reference or benchmark to direct behavior. Subjective norm is determined by normative believe and motivation to comply.

Individual nature of subjective norm in psychology is someone else idea who wants consumer to make a purchase (Fishbein in Samsuri, 1998: 35). In a sense is that a person’s attitude is very depend on responses and opinions of others. Theory of Reasoned Action explains as follows: someone interest to behaves essentially effected by attitude of individual internal and external factors to affect others (subjective norm) to act.

Kotler (1997: 224) says that: “buyer process will be determined by several factors that come from outside himself as cultural and social factors “. Cultural factor is a factor that is closely related to customs, religion, and so forth. This factor is also taken into consideration by consumer to make a decision. Baron & Byrne (in Yosepa Helmi, 2008) explains subjective norms as factors outside of individual that contains the perception whether others would approve or disapprove a behavior. In addition, Subjective norms constitute individual perception of belief about whether a behavior is appropriate or not.

Ajzen (1991) explains subjective norm as a person’s perception on social pressure to show or not to show the behavior. In addition, Ajzen also defines Subjective norms as an individual belief or a particular group agree or disagree with him to show certain behaviors.

Above explanations show that subjective norms will affect student interest to environmental responsibility to consume the product. This allows students to purchase environmental friendly products for consumption.

H3 = “subjective norms affect on student interest to environmental responsibility to consume the product”

### **Moral Obligation**

According to Beck and Ajzen (1991); Leonard et. al., (2004), moral obligation implies that a person morally feels a responsibility to perform certain behaviors when he is faced with an ethical situation. Manstead (2000) defines a moral obligation as a private practice in which a person shows his willingness to perform certain behaviors based on his personal responsibility or duty.

Other research has also shown that a person who has a moral obligation perception plays an important role to predict intentions when individual interests conflict with others (Kurland, 1995; Kaiser and Scheuthle, 2003). It means that a person who is considered to have a moral obligation affect the interest. (Chen and Tung, 2014)

Students with a moral obligation in his perception to have an interest to environmental responsibility to buy the environmental friendly products to consume.

H4 = “moral obligation affect on student interest to environmental responsibility to consume the product”

### **Consumer Effectiveness**

Consumer’s effectiveness is caused by motivation to buy a product. Mowen and Minor (2002) suggests that motivation is an activated state or where someone directs the behavior with purpose. Motivation begins with stimulation that spur the introduction of requirements that comes from within consumer and can also come from outside the consumer. According to Laudon and Bitta (1984) there are several kinds of common motivation in purchase, namely:

1. Purchase motive. It consist of (a) a primary motive purchase, a motive to lead to purchase behavior towards usage categories and (b) selective buying motive, a motive to affects a brand or model of product class or method selected sellers such as economic motives, status, achievement, security and so on.
2. Purchase cause motive. It consists of (1) a rational motive, a motive based on fact addressed by a product to consumers, such as: price, quality, service and durability and so on, and (b) emotional motive, motif relates to feelings, or emotions of individuals, such as: an expression of affection, pride, practicality and so on.

Students make purchases products based on what expected from the product. Students who have an effectiveness perception in product will affect the student’s interest to environmentally responsibility to consume a product.

H5 = “Effectiveness affect on consumer interest to environmental responsibility to consume the product”

## **4. METHODS**

This research type is surveys. Survey is a technique to collect information by compiling a list of questions posed to respondents as samples of population studied (Subiyanto, 2000: 61-63). This study is aimed to test

the truth of knowledge (verification) to examine the results of rational thinking of hypothesis. Furthermore, the relationship between variables in this study will be analyzed with statistical tools that relevant data analysis.

This study uses population of Brawijaya University students. Researchers decide samples with random sampling technique. Sample is part of a whole object (population) to be used as research object (Subiyanto, 2000: 89). Sample size was 61 students. Variables used in questionnaires are described below.

**Table 11.1**  
**Questionnaire description of variables**

<i>Variables code</i>	<i>Variables name</i>	<i>Source</i>	<i>Item number</i>
ENV1 to ENV4	Environmental care	Chen & Tung (2014)	4
ATT1 to ATT4	Student responsibility attitude to consume product	Chen & Tung (2014)	4
SUB1 to ke SUB3	Subjective norm	Chen & Tung (2014)	3
MOR1 to MOR3	Moral obligation perception	Chen & Tung (2014)	3
EFF1 to EFF3	Consumer effectiveness perception	Lee et. al., (2014)	3
INT1 to INT5	Student interest to environmental responsibility to consume product	Wesley et. al., (2012), Lee et. al., (2014), Leary et. al., (2014), Kanchanapibul et. al., (2014)	5

To prove the study hypotheses, researchers use multiple linear regression to analyze the relationship between independent variables (environmental concern (X1), student responsibility attitude to consume products (X2), subjective norms (X3), moral responsibility (X4) and consumer effectiveness (X5)) and dependent variable (student interest to environmental responsibility to consume the product (Y)). This method was chosen because it significantly measures the effect of independent variable on dependent variable.

## 5. RESULTS

### Respondents Characteristics

Data were collected through questionnaires. Researchers spread 61 questionnaires directly to respondents. Total 61 questionnaires are returned (100% total response). Female respondents are 25 people (40.98%). Respondents with age of 20-29 years are 52.45%, age <20 years are 40.98% and rest over 30 years old. Most respondents are migrants/not original inhabitants of Malang city (78.69%).

### Testing Results of Research Instrument

There are two tests performed on research instruments, namely the validity and reliability test. Validity test is done to measure the statement or questions in questionnaire. A statement is considered valid if the statement is capable to express what is disclosed or what you want to measure. If the scale of measurement is not valid, it is not useful to researchers because they do not measure what should be measured (Kuncoro, 2009: 172). Here are the results of this study.

**Table 11.2**  
**Test results of Instruments reliability and validity**

<i>Variables</i>	<i>Indicators</i>	<i>Sig</i>	<i>Cronbach's Alpha</i>	<i>Description</i>
Int (Y)	5	0.000	0.869	Valid and Reliable
Env (X1)	4	0.000	0.845	Valid and Reliable
Att (X2)	4	0.000	0.895	Valid and Reliable
Sub (X3)	3	0.000	0.829	Valid and Reliable
Mor (X4)	3	0.000	0.826	Valid and Reliable
Eff (X5)	3	0.000	0.717	Valid and Reliable

*Source:* Data processed in 2015

**Validity test:** The instrument is valid if the significance value  $<0.05$  (5%). Based on Table 11.2 above, it can be concluded that overall indicator of each variable is valid. This conclusion is based on each indicator of overall dependent and independent variables have significant value of 0.000 ( $<0.05$ ).

**Reliability test:** Instruments are reliable if the value of Cronbach's Alpha  $>0.6$ . Based on Table 11.2, it can be concluded that overall indicator of each variable is reliable. This conclusion is based on value of Cronbach's alpha of entire variable-value  $> 0.6$ . Therefore, overall indicator can be used in this research because it has met the validity and reliability condition.

### Hypothesis Testing

Hypothesis testing is done by multiple linear regressions. Hypothesis testing results can be seen in Table 11.3 below.

**Table 11.3**  
**Descriptive Statistics**

<i>Variables</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Samples size</i>
Int (Y)	5.7410	0.96564	61
Env (X1)	6.3934	0.78721	61
Att (X2)	5.7268	0.91794	61
Sub (X3)	5.7268	0.91794	61
Mor (X4)	6.1803	0.94197	61
Eff (X5)	5.5246	0.86165	61

*Source:* Data processed in 2015

Table 11.3 shows that each variable are good. This conclusion is obtained by comparison between the mean and std. deviation. The mean value of each variable is greater than the standard deviation value (mean  $>$  std. deviation). It means the variables are good.

Table 11.4 shows that ANOVA significance value of 0.000 ( $<0.05$ ). Therefore, it can be concluded that simultaneously environmental concern (X1), attitude (X2), subjective norms (X3), moral obligation (X4), and consumer effectiveness (X5) significantly have positive effect on student interest to environmental responsibility to consume products.



**Table 11.4**  
**ANOVA test**

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Regression	33.918	4	8.480	21.556	0.000
Residual	22.029	56	0.393		
Total	55.948	60			

*Source:* Data processed in 2015

**Table 11.5**  
**Coefficient Results**

<i>model</i>	<i>VIF</i>	<i>t count</i>	<i>T table</i>	<i>Sig</i>	<i>Conclusion</i>
(Constant)		-0.120	1,96	0.905	
Env (X1)	2.066	3.123	1,96	0.003	Supported
Att (X2)	2.086	3.648	1,96	0.002	Supported
Sub (X3)	2.453	0.426	1,96	0.672	Not supported
Mor (X4)	2.384	-1.212	1,96	0.231	Not supported
Eff (X5)	2.975	3,940	1,96	0.000	Supported

*Source:* Data processed in 2015

Alternative hypothesis can be supported or accepted if they are significant  $<0.05$  (5%). In addition to significant value, whether alternative hypothesis is supported or not also can be seen from the values of  $t$  count  $\geq t$  table. This study has  $t$  table of 1.96, it means  $t$ . count  $\geq 1.96$ . Table 5 shows only three coefficient have significant value  $<0.05$  (5%) or  $t$  count  $\geq 1.96$ . All the three variables are environmental concern, attitude and Consumer Effectiveness. While the other two variables of Subjective Norm and Perceived Moral Obligation are insignificant, significance value of these variables  $>0.05$  (5%) and value  $t$ . count  $<1, 96$ .

It can be concluded that environmental concerns, attitude and effectiveness of consumer attitudes have positive and significant effect on student interest to environmental responsibility to consume the product. Therefore H1, H2 and H5 are accepted. These study results do not support H3 and H4 because its value is not significant, so that subjective norms and moral obligation does not affect on student interest to environmental responsibility to consume the product.

## 6. DISCUSSION

The simultaneously test results shows environmental awareness, subjective norms, attitude, moral obligation and consumerism effectiveness affect on students interest to environmental responsibility to consume the product. Partial test results show only environmental concern (H1), attitude (H2) and consumerism effectiveness (H5) have a positive and significant effect on students interest to environmental responsibility to consume the product.

Significant effect of environmental awareness on student interest attitude to environmental responsibility to consume products is consistent with research results of Han and Kim (2010), Han et. al., (2010), Chen and Tung (2014) Kanchanapibul et. al., (2014) leary et. al., (2014), Lee et. al., (2014), Wesley et. al., (2012). These results prove that Brawijaya University students have environment awareness to make them have interest to environmental responsibility to purchase for consumption.



In addition to environmental concerns, attitude of consumerism environmental responsibility is significantly affect on students interest to environmental responsibility to consume the product. These results prove that students will tend to buy products that will not damage the environment if the student has a responsible attitude to environment.

Consumerism effectiveness significantly affect on students interest to environmental responsibility to consume the product. This means that students will purchases products that will be consumed if what expected of product is fulfilled. In other words, students will be interested in environmental responsibility if the goal is realized by purchase these products.

Two other variables of subjective norms and moral obligation do not show significant effect on student's interest to environmental responsibility to consume the product. It is because students do not concern to subjective norm responsible and moral obligation for students interest to environmental responsibility to consume the product for environment, but rather consider the goals expected for a product to be purchased. Sometimes the students themselves do not instill a rule for himself if the rule upon him. This is the one that is likely to cause subjective norm does not affect on students interest to environmental responsibility to consume the product.

Moral obligation also does not affect on students interest to environmental responsibility to consume the product. This can give an idea the lack of student's moral obligation to environmental responsibility. Students are more likely to responsible to environment if they have a concern for surrounding environment.

## **7. CONCLUSIONS**

Researchers can make following conclusions. First, this study tested the Theory of Reasoned Action (TRA). Theory of Reasoned Action (TRA) is modified in this study to show that student interest to environmental responsibility to consume products is affected by environment awareness, attitude and consumerism effectiveness. Two other variables, subjective norms and moral obligation are not supported. It means that two variables does not affect on students interest to environmental responsibility to consume the product.

## **8. IMPLICATION**

This research can provide a great and beneficial effect on motivation of student's interest to environmental responsibility to consume the product. This study shows that determinant factors that may affect on students interest to environmental responsibility to consume the product are environment awareness, attitude and consumerism effectiveness. This research results can also provide input to party responsible for environment, especially when the Brawijaya University campus will make a regulation within campus.

## **9. LIMITATIONS AND SUGGESTIONS**

Researchers realized that this study has limitations in terms of respondent's coverage. Future studies can enlarge the scope of respondents to strengthen existing empirical evidence. In addition, further research may also highlight or focus on one type of product to better provide input to parties concerned.

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