# Green Practices Among Employees for Environmental Sustainability of the Vehicle Service Industry

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***Abstract*—** Efforts in addressing the effects of environmental pollution is significant, thus supports the national green economic growth. This study aims to identify green practices as perceived by employees in vehicle service industry. This study employs quantitative research design. The survey instrument is in the form of a questionnaire which utilizing a five-point Liker-like scale. A pilot study has been conducted with 30 respondents and the value of Alpha Cronbach for each contructs ranges between 0.8- 0.9. A total number of 70 respondents from four vehicle service centres in Johore state were involved in the actual study. Data analysis was conducted using the Statistical Package for The Social Science (SPSS) version 22 to determine the mean for each research objectives and Spearman Rho correlation method were utilized to look at the relationship between the four constructs of green practice. This study also uses Mann-Whitney and Kruskall Wallis tests for see the difference the demographics of respondents against constructs under reviewed. The study shows that the majority of respondents demonstrates good awareness, knowledge, attitude and skills towards green practices in waste management. In summary, employees in the vehicle service industry demonstrates increased concern on the needs for effective environmental-friendly waste management in vehicle service industry.

***Keywords*—** attitude; awarenesgreen practices; knowledge; skills; social science.

## INTRODUCTION

Environmental is defined as physical factors that surround human life (Hazura & Sharifah Norhaidah, 2007). Issues about the environment is a problem that is constantly confronted by the community with the onset of the problem of environmental pollution, global climate change and the lack of natural resources threaten the world, society and individual lives "another life (Bruni, Chance & Wesley, 2012). In line with the current modernization of the world who have achieved revolution 4.0, rapid progress of science technology and industry is a major contributor to the deterioration of the quality of the environment. String with the increase of the industrial economy as well as its population rapidly, among the important sectors in contributing to the improvement of the economy and the development of a country is the automotive sector that will contribute to national income significantly. In line with the economic growth increasing, questions of the environment are often discussed by the community. This is in accordance with the opinion of Abdul Rahman (2008) which states that the effect of the failure of a sustainable relationship with the environment, these will appear on various issues and related disaster environment in Malaysia. Therefore, green practices need to be practiced by all communities in daily activities to support the Government's efforts in safeguarding and preserving the environment for the sake of maintaining environmental sustainability.

This study was undertaken to identify constructs of green practices for vehicle service industry workers in terms of awareness, knowledge, attitudes and skills. Green practices for melestarikan environment nowadays are underlying all areas of employment in an industry or organization exists. It will be driven by a skill known as generic skills ' green ' where these skills is one of the additional skills that need to be present on every individual will be involved in the working world. The industry requires skilled manpower equipped with generic skills so that green economic development consistent with environmental sustainability (Mohd Zolkifli, 2014).

Knowledge about the environment will affect the awareness of the importance of environmental sustainability indirectly will form a green skills and promoting good attitudes towards the environment. Knowledge is an important element in pushing a good attitude towards the environment and to promote environmental practices as well as knowledge about the environment also influence consumers to buy green products (Jamilah Ahmad, 2012). Attitude and also motif can someone give a great impact to the practice green and not just rely on technology. To make green practices as a culture is not determined by technology, but humanity's own attitude that will play a major role (Wehrmeyer, 1996).

Awareness of environmental sustainability is the basis of the knowledge society on the environment, community attitudes towards the environment and green community isu-isunya and skills in implementing green

jobs. Community awareness on the preservation and conservation of the environment is fundamental to the practice of life community in discharging its responsibilities involving environmental sustainability (Noor Azizah & Zanaton, 2015).

***Green Practices***

Green practices are environmentally friendly practices that make up the individual who has the responsibility to the environment and maintain melestarikan natural resources for use in generation now and can continue until the next generation. This can be proved by the fact Friend (2009) stating that the practice Green is activities and environmentally friendly practices that include pollution prevention and the use of environmentally friendly materials.

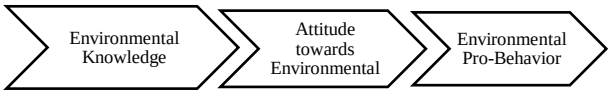
There are several concepts in practice are identified as green practices. Among them is the concept of 3R which is a combination between the practice of Recycling (Recycle), Reduction (Reduce), and Re-use (Reuse). Nunik & Crispina (2017) says that there are some researchers expand the 3R concept where there is addition of 3R. 6R a new Rediscovery (Recover), The Design (Redesign), and a remake (Remanufacture) to form the concept of comprehensive pelestarian.

5S is also one of the practices that could be categorized as green practices where it is a technique to manage the affairs of cleansing as well as the layout of the workspace refers to 5 terms from Japanese that is Clean (Seiri), Arrange (Seiton), Sweep (Seiso), Uniform (Seiketu), and Always Practice (Shitsuke). This can be seen from the fact of Jamian, Ab Rahman, Md Deros & Nik Ismail (2013), stating that environmental impact reduction is part of a combination of quality improvement initiatives such as 5S. Based on studies of Nunik & Crispina (2017) and well-deserved recognition that 5S as a practice that can solve problems, improve business strategies, and enhance environmental quality at once mmapu to induce the 3R activities maintain green resources to add value to the environment and reduce operating costs.

***Awareness On Green Practices***

The crisis of global warming cause thawing of ice at the South Pole and the North Pole. This is causing the water level of the Sea World and can result in low areas experienced flooding. In addition, the climate of uncertainty would result in natural disasters. If Malaysians are aware to the green pactice, of necessarily pollution problems faced by Malaysia can be reduced. According to Bokhari, Aida, Nasirah, Najmuddin, Zanariah & Rosli (2014), stated that the problem of environmental pollution can be minimized through awareness, understanding and adoption of green technology or green practices. Malaysians especially teenagers should have the awareness of the importance of the environment and its effects if not preserving and conserving the environment for future generations. Tan & Norzaini (2011) says that life teen now like colonized and blocked include less concern on the green practices. In other studies, Jamilah (2010) states that the impact of the environmental crisis such as the extinction of flora and fauna, pollution and global warming triggers awareness within Malaysian society. In addition, campaigns on the importance of environmental sustainability carried out to create awareness in society, the impact of this phenomenon. Ministry of energy, green technology and water (KeTTTHA) was also established to raise the awareness of the community.

With the availability of education, it is also one of a platform for educating awareness in the community. Environmental education developed and improved in primary and secondary school curriculum in order to strengthen awareness relating to the importance of preserving the environment in amongst Malaysians. According to Siti Rohani (2013), the realization that green technology and green practices can preserve and conserve the environment can be injected in Malaysian people through education. Education also, as a medium to increase awareness in worker through knowledge on the environment (Nurul Hidayah, 2013). This coincided with the early model pro-social environment (Kollmuss & Agyeman, 2002) says there is a parallel between the awareness, knowledge, attitude and behaviour towards the environment. According to this model is based on Figure 2.4, giving knowledge on the environment will increase awareness and attitudes will produce individuals who are positive for the environment.




*Rajah 2.1. Pro-Early Nature Pro-Environment model (Kollmuss & Agyeman, 2002)*

***Knowledge of Green Practices***

In the context of green practice, knowledge is seen how one conserves the environment using existing knowledge. According to Jamilah et. al (2011) states that the people's knowledge, understanding and perceptions of the environment depend on the extent of their information on the environment. Knowledge is important in making decisions because it will affect a decision or action. In accordance with Jamilah (2011) also the mastery of the knowledge obtained on the basis of the ability of the force and the power of the senses think complement. Knowledge naturally depends on the way the acquisition of knowledge or information. In

other words, knowledge is possible through education that fomal or informal. Nurul Hidayah (2013), says that education is an important platform in enhancing and shaping human knowledge on environmental concerns. Educational institutions such as schools become the primary medium of environmental knowledge can be channeled to the community (Hanifah, 2014). In Jamilah et.all (2011) study found that the level of education will affect the level of environmental knowledge.

In the context of awareness of green practice, it covers two important constructs namely knowledge of green practice and green practice itself (Siti Rohani, 2013). Generally, measured knowledge refers to the development of knowledge on green practices towards the sustainability of the community on the conservation of electricity, water saving, environmental conservation issues, and 3R practices namely Recycling, Reduction, and Reuse (Reuse). This practice is one way of managing waste from industries to reduce solid waste. Knowledge against 3R still reduced in Malaysia. This can be seen based on the study of Jamilah (2011) where this study involves members of the public to test their knowledge in recycling programs in Penang and Kuala Lumpur. A study conducted by Seow & Indera Shahrul (2010), in which the study involved the residents of the Batu Pahat district of Johor. The study found that residents in the area had a high basic knowledge of the management of recyclable materials. However, residents in the area are less practicing 3R practices where respondents do not use recycling bins provided by the authorities.

***Attitude on Green Practices***

Based on previous studies, many studies have shown that attitudes toward the environment among students are at moderate level. In the study of Hanifah Mahat (2017), states that the attitude of primary school children to green practices is moderate.The findings of Mohd Zaid (2015) also found the pure practice of Form 4 students in Terengganu at moderate levels. While studies involving the public in Penang and Kuala Lumpur were conducted by Jamilah (2011). The findings show that the attitude of the public to environmental issues is at an alarming level.

Education is an influential medium in society to adopt a positive attitude towards the environment within an individual. Hanifah's study (2015) & Noraziah (2010) found that maintaining the environment and improving human capabilities in addressing environmental issues through education as the most influential agent of change. According to Nurul Hidayah (2012), schools are the primary medium of environmental education channels to communities to gain the right awareness, knowledge, attitude and skills in addressing environmental issues.

On the basis of the findings of past research, it was found that the respondent should have the attitude for nature in order to maintain environmental sustainability. Therefore, with the availability of attitude towards green practices can improve the growth of the green economy.

***Skills on Green Practices***

Skills on green practices are a necessary value in the workplace so that the national industry can flourish and the country's economy is more-green. This statement is supported by Salina (2015) where he pointed out that green industry practices would benefit the country's economy and support social and environmental sustainability.

The generic skills balance, the existing technical skills and the green skills are important in developing a national economy that has been overturned by CEDEFOP (2010). According to Mohd Zolkifli (2014), saying that green skills are the skills other than the technical skills required by industry workers to complement low carbon growth.

Education is one of the medium for encourages implement environmental sustainability based on skills acquired while in school or educational institution. Watch (2010) said that various problems can be resolved through education.

In the study of Chen (2011) is of the view that education and training is provided as a tool for developing human workforce that can ensure the success of green development. Based on the study of Hanifah (2014), said that the educational institution is the main channel of the education to the community to have the right skills and actions in addressing the issues of environment and development. Based on the findings of the previous study, it is found that respondents need to have skills on green practice or green skills in order to maintain environmental sustainability. Thus, with the availability of human resources with green skills can create green industries in line with green economy development. One of them is skills in practicing 3R practices which are comprised of Recycle, Reduce, and Reuse.

Based on the Hanifah study (2017) says that 3R practice should be applied in person as early as the age of the child. In Braithwaite's study (2014) says that children exposed to 3R practices in school will have a positive impact in terms of attitudes, knowledge and skills.

## OBJECTIVE

(i) Identify the constructs green practices for employees in the industry of service vehicles.
(ii) Identify the relationship between each construct green practices for employees in the industry of service vehicles.
(iii) Identifying differences of age against constructs green practices for employees in the industry of service vehicles.
(iv) Identify the difference based on the level of education of academic constructs green practices for employees in the industry of service vehicles.

## METHODOLOGY

This study is a descriptive study using quantitative methods. The data collection process was done using a Likert scale questionnaire approach.

The questions presented in the questionnaire containing demographic respondent, awareness, knowledge, attitudes and skills of respondents to the practice green.

This study aims to identify constructs on green practices for employees in the vehicle service industry based on awareness, knowledge, attitude and skills aspects.

## FINDINGS AND DISCUSSION

***i) Constructs of green practices for employees in the industry of service vehicles.***

*Table 2: Distribution of the mean, standard deviation and the mean Green Practices. "Interpretation Constructs for Vehicle Service Industry Workers"*

| Constructs | Mean | Standard Deviation | Interpretation Mean |
|---|---|---|---|
| Awareness | 4.55 | 0.44 | T |
| Knowledge | 4.44 | 0.46 | T |
| Attitude | 4.41 | 0.53 | T |
| Skills | 4.30 | 0.58 | T |

Table 2 shows the mean value, standard deviation, and interpretation of the mean of the four components that can be found that contribute to green practices in waste management in vehicle service industry in Johor. On the whole, all components are at the level of interpretation mean high (3.68 to 5.00).

Analysis showed that the components of awareness has the highest mean values (mean = 4.55, Sd = 0.44). This shows that most respondents had awareness in green practices.

According to Haryati (2012), through field work will indirectly create awareness against a person the importance in maintaining the environment based on the experience they have experienced themselves.

Followed by a knowledge component (mean = 4.44, Sd = 0.53), the findings of this study show constructs knowledge of green practices are at the level of interpretation Mean high. It is shown that the respondents had the knowledge of green practices in the workplace to melestarikan environment.

This outcome does not align with research Jamilah et. all (2011), saying that the level of knowledge of the Malaysian society of environmental problems still cannot be proud of.

Findings for the components of attitude noted a high level of interpretation which is Mean (mean = 4.41, Sd = 0.53). The findings of this study show that most of the ressponden have a positive attitude towards green practices for preserving and conserving the environment. This finding supports research MD.

Noor (2000) which States that Malaysians increasingly concern towards the environment. However, this finding does not align with research Jamilah et. all (2011) that the attitude of the public towards environmental problems are at the level of concern and based on the study of Mohd Zaid (2015) also found the attitude of the respondent are at the medium.

According to Rohani Johar (2013), all of society including Government and private bodies responsible for the environment.

The skills component recorded the value (Mean = 4.30. Sd = 0.58). The findings of the study show that the construct of skills is at a high level of Min interpretation.

Therefore, the findings of this study indicate that employees in the vehicle service industry have the skills to green practices in order to preserve the environment.

This finding supports the study by Zaini Sakawi (2017) who finds that good waste management skills will result in a clean environment.

It can be concluded that respondents have the skills to green practice namely inventive skills especially in the field of green technology where green technology is capable of encouraging green practices to preserve the environment.

In line with Rohani Johar (2013) study that green technology can reduce the impact of environmental pollution.

***ii) Relationship between each constructs green practices for employees in industry service vehicles.***

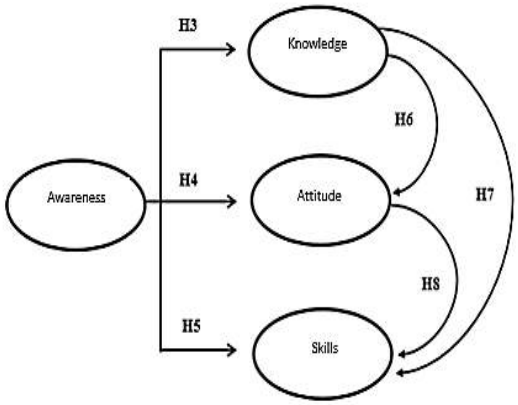



*Figure 1: Relationship between each constructs green practices*

*Table 3: Value of correlation for each research hypothesis*

| Hypothesis | Correlation (r) |
|---|---|
| H3 | r = 0.649 |
| H4 | r = 0.290 |
| H5 | r = 0.306 |
| H6 | r = 0.428 |
| H7 | r = 0.348 |
| H8 | r = 0.510 |

Overall, the findings show the strength of the relationship between awareness of green practices, green practice knowledge, attitude of green practice and green practice skills are varied, low, medium low and medium high.

There is a moderate high relationship between awareness and knowledge of green practice (r = 0.649, p <0.01). On the other hand, there is a relationship that records the lowest value of the relationship between awareness of green practice and the attitude of green practice (r = 0.29, p> 0.01). Figure 1 shows the relationship between each mainframe constructs green practices. Table 3 shows the value of the correlation for each research hypothesis.

In conclusion there is a significant relationship between awareness of the practice green, practice knowledge attitude practice green, green, green practices and skills. But all four this aspect does not have a strong relationship.

This means that if the respondent aware of green practices, this will not impact the Green practice skills. This finding is supported by Hafizah Abu Bakar (2016), namely a high awareness about the environment will not be a strong impact to the behavior of the environment.

***iii) Difference of age against constructs green practices for employees in the industry of service vehicles.***

*Table 4: value of significant difference of age against constructs green practices*

| Variable | Age | N | Mean Rank | Chi-Square | Sig. |
|---|---|---|---|---|---|
| Awareness | 20 – 35 | 51 | 37.26 | 24.951 | 0.522 |
| | 36 – 65 | 19 | 40.83 | | |
| Knowledge | 20 – 35 | 51 | 33.97 | 23.224 | 0.620 |
| | 36 – 65 | 19 | 41.55 | | |
| Attitude | 20 – 35 | 51 | 33.45 | 22.313 | 0.671 |
| | 36 – 65 | 19 | 40.77 | | |
| Skills | 20 – 35 | 51 | 37.69 | 21.347 | 0.724 |
| | 36 – 65 | 19 | 34.90 | | |

To answer the question, the following hypothesis was tested. H1: there is a significant difference between the age of the respondents to the green practices in the industry constructs a service vehicle.

Mann Whitney non-parametic test used to get the value of the difference between: awareness, knowledge, attitudes and skills based on age differences. The findings show that the age of the respondents does not affect the practice green. This is because, all workers of all ages are responsible towards the environment and have to give commitment to the industry itself. This finding is supported by Kim Sun Hwa (2009), whose workers are in the X generation are very concerned about green practices. Therefore, H1 was rejected because there was no significant difference between the age difference to the workplace green practice constructs and employees aged 24 to 34 years focused on their performance in green practice (Isync's, 2008).

***iv) Academic education level of Difference constructs green practices for employees in the industry of service vehicles.***

Table 5: the value of the significant differences in levels of education academic respondents against constructs green practices

| Variable | Level of Education Academic | N | Mean Rank | Chi-Square | Sig. |
|---|---|---|---|---|---|
| Awareness | SPM | 23 | 33.28 | 3.075 | 0.380 |
| | Diploma | 33 | 35.82 | | |
| | Degree | 3 | 54.50 | | |
| | Others | 11 | 34.00 | | |
| Knowledge | SPM | 23 | 35.52 | 6.875 | 0.076 |
| | Diploma | 33 | 35.52 | | |
| | Degree | 3 | 62.50 | | |
| | Others | 11 | 28.05 | | |
| Attitude | SPM | 23 | 38.65 | 1.257 | 0.739 |
| | Diploma | 33 | 34.39 | | |

| | | | | | |
|---|---|---|---|---|---|
| | Degree | 3 | 36.17 | | |
| | Others | 11 | 30.55 | | |
| Skills | SPM | 23 | 39.35 | 1.481 | 0.687 |
| | Diploma | 33 | 33.27 | | |
| | Degrees | 3 | 39.17 | | |
| | Others | 11 | 33.14 | | |

*The following hypothesis was tested:*

H2: there is a significant difference between the level of education academic respondents against green practices in the industry constructs a service vehicle.

Kruskal-Wallis non-parametic test used to obtain data on the difference in the level of education academic respondents against constructs green practices. The findings show that there is no significant difference between academic standards to the aspect of green practices. This finding concludes a person's education level will not affect the green practices available to it. Although employees in service industry vehicles come from a diverse background of demographic Education, the matter is not a factor that will affect the industry in green practices. This is because, all labour should have generic skills so that the Green Green practices can be implemented. Labour need to be equipped with generic skills so as to maintain a green environment quality in turn support the growth of the national green economy (Mohd Zolkifli, 2014). In line with the Watch (2010) study, education is an intermediary that can create awareness and encourage the practice of preserving and preserving the environment. Therefore, H2 is denied that there is no significant difference between the highest academic qualification of employees towards the aspect of green practice.

## CONCLUSION

In conclusion, this study has been able to explore and identify constructs green practices for employees in the industry of service vehicles in Johor in terms of awareness, knowledge, attitudes and skills. This study also found employees in industry service vehicles are aware of green practices and realize in maintaining the quality of the environment. Workers in the vehicle service industry also has knowledge of green practices and is committed to apply the self-employment before they venture into the job and always ensure that continuous training is provided. Attitudes and skills in green practice also need to be present in every "green collar" worker. Green practices in the employee should be taken and given due attention because not only contribute to the growth of the green economy and even train them to be the people who have the responsibility and self-esteem of the need to preserve and conserve the environment.

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