

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME**

**FACTORS AFFECTING PURCHASE BEHAVIOR TOWARDS
GREEN PRODUCTS AMONG MSESI STUDENTS**

**THET PAING SOE
MBA II – 36
MBA 26th BATCH**

JUNE, 2024

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME

FACTORS AFFECTING PURCHASE BEHAVIOR TOWARDS
GREEN PRODUCTS AMONG MSESI STUDENTS

ACADEMIC YEAR (2022 – 2024)

Supervised by:

Dr. Kay Thi Soe
Associate Professor
Department of Management Studies
Yangon University of Economics

Submitted by:

Thet Paing Soe
MBA II - 36
MBA 26th Batch
2022 – 2024

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME

FACTORS AFFECTING PURCHASE BEHAVIOR TOWARDS
GREEN PRODUCTS AMONG MSESI STUDENTS

This thesis is submitted to the Board of Examiners in partial fulfillment of the requirements
for the degree of Master of Business Administration (MBA).

Supervised by:

Dr. Kay Thi Soe
Associate Professor
Department of Management Studies
Yangon University of Economics

Submitted by:

Thet Paing Soe
MBA II - 36
MBA 26th Batch
2022 – 2024

ACCEPTANCE

This is to certify that the thesis entitled “**Factors Affecting Purchase Behavior towards Green Products among MSESI Students**” has been accepted by the Examination Board for awarding the degree of Master of Business Administration (MBA) degree.

Board of Examiners

(Chairman)

Dr. Tin Tin Htwe

Rector

Yangon University of Economics

(Supervisor)

(Examiner)

(Examiner)

(Examiner)

(Examiner)

(Examiner)

(Examiner)

JUNE , 2024

ABSTRACT

The objectives of the study are to analyze the effect of environmental consciousness and environmental knowledge on the environmental attitude of MSESI students, to analyze the effect of environmental attitude on the purchase intention towards green products of MSESI students and to analyze the effect of green purchase intention on green purchase behavior of MSESI students. The study used both primary and secondary data. In this study, 52 students out of 82 MSESI students were selected using simple random sampling method and the sample size was calculated with the Raosoft sample size calculator. The primary data are collected using a structured questionnaire. Secondary data are gathered from academic journals, academic websites, and research papers. This study focuses on environmental consciousness, environmental knowledge, environmental attitude, green purchase intention, and green purchase behavior. Both descriptive statistics and regression analysis are used to analyze the data. According to multiple regression, the study found that environmental consciousness has significant and positive effects on environmental attitude. Moreover, the study found that environmental attitude has a positive and significant effect on green purchase intention and green purchase intention has a positive significant effect on green purchase behavior. Environmental awareness should be attained and green products should be promoted to increase public awareness. The manufacturers of green products should attain environmental awareness and promote their green products to be aware of people.

ACKNOWLEDGEMENTS

Firstly, I wish to express my sincere gratitude to Professor Dr. Tin Tin Htwe, Rector of Yangon University of Economics, for granting me the opportunity to pursue this Master of Business Administration at Yangon University of Economics.

Secondly, I am deeply grateful to Professor Dr. Thin Nwe Oo, Programme Director of the Master of Business Administration Programme and Head of the Department of Management Studies at Yangon University of Economics. Your leadership and vision have been instrumental in shaping this programme.

I am especially grateful to my supervisor, Dr. Kay Thi Soe, Associate Professor in the Department of Management Studies, for her unwavering supervision and guidance throughout the thesis process. Without her invaluable insights and support, the successful completion of this thesis would not have been possible.

I also extend my heartfelt thanks to all the professors who have significantly contributed to my academic growth: Professor Dr. Myint Myint Kyi, Professor Dr. Hla Hla Mon, Professor Dr. Than Thuzar, Professor Dr. Khin Thet Htwe, Professor Dr. Myint Myint May, and Associate Professor Dr. May Win Kyaw. Your teachings have greatly enriched my knowledge and skills. I also appreciate all the teachers and visiting lecturers who delivered valuable lectures during my study.

Furthermore, I am thankful to the respondents of the questionnaires for their cooperation and participation, which were crucial for the completion of this research. Special thanks go to all individuals who assisted in various ways during the research compilation.

Finally, I am profoundly grateful to my family, colleagues, and classmates from the MBA 26th Batch for their unwavering support, continuous encouragement, and inspiration throughout this journey.

Thet Paing Soe
MBA II — 36
MBA 26" Batch
2022 - 2024

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
LIST OF ABBREVIATIONS	vii
CHAPTER 1 INTRODUCTION	1
1.1 Rationale of the Study	2
1.2 Objectives of the Study	3
1.3 Scope and Method of the Study	4
1.4 Organization of Study	4
CHAPTER 2 THEORETICAL BACKGROUND	5
2.1 Environmental Consciousness	5
2.2 Environmental Knowledge	6
2.3 Environmental Attitude	8
2.4 Green Purchase Intention	9
2.5 Green Purchase Behavior	10
2.6 Previous Studies	12
2.7 Conceptual Framework of the Study	16
CHAPTER 3 PROFILE AND ENVIRONMENTAL SUSTAINABILITY CONCERNED OF YANGON UNIVERSITY OF ECONOMICS	17
3.1 Profile of Yangon University of Economics	17
3.2 Profile of Department of Management Studies	24
3.3 Environmental Sustainability Events at Yangon University of Economics	26
3.4 Profile of Respondents	28

	Page
3.5 Reliability Test	30
CHAPTER 4 ANALYSIS ON THE EFFECT OF ENVIRONMENTAL CONSCIOUSNESS, ENVIRONMENTAL KNOWLEDGE, ENVIRONMENTAL ATTITUDE ON GREEN PURCHASE INTENTION AND GREEN PURCHASE BEHAVIOUR OF MSESI STUDENTS	
4.1 Students Perception on Environmental Consciousness	33
4.2 Students Perception on Environmental Knowledge	34
4.3 Students Perception on Environmental Attitude	35
4.4 Green Purchase Intention of MSESI Students	36
4.5 Green Purchase Behavior of MSESI Students	37
4.6 Analysis on the Effect of Environmental Consciousness Environmental Knowledge on Environmental Attitude	38
4.7 Analysis on the Effect of Environmental Attitude on Green Purchase Intention	40
4.8 Analysis on the Effect of Green Purchase Intention on Green Purchase Behavior	41
CHAPTER 5 CONCLUSION	41
5.1 Findings and Discussions	41
5.2 Suggestions and Recommendations	47
5.3 Needs for Further Research	49
REFERENCES	
APPENDICES	

LIST OF TABLES

Table No.	Particular	Page
Table 3.1	Degrees Offered by Yangon University of Economics	21
Table 3.3	Demographic Profile of Respondents	29
Table 3.3	Reliability Test	31
Table 4.1	Environmental Consciousness	33
Table 4.2	Environmental Knowledge	34
Table 4.3	Environmental Attitude	35
Table 4.4	Green Purchase Intention	36
Table 4.5	Green Purchase Behavior	37
Table 4.6	Effect of Environmental Consciousness and Environmental Knowledge on Environmental Attitude	38
Table 4.7	Effect of Environmental Attitude on Green Purchase Intention	40
Table 4.8	Effect of Green Purchase Intention on Green Purchase Behavior	42

LIST OF FIGURES

Figure No.	Particular	Page
Figure 2.1	Conceptual Framework of Maichum et al.	13
Figure 2.2	Conceptual Framework of Xu et al.	15
Figure 2.3	Conceptual Framework of the Study	16
Figure 3.2	Organization Chart of Yangon University of Economics	18

LIST OF ABBREVIATIONS

CEO	-	Chief Executive Officer
MSESI	-	Master of Sustainable Entrepreneurship and Social Innovation
YUEco	-	Yangon University of Economics

CHAPTER 1

INTRODUCTION

The growing concern over environmental sustainability has prompted increasing consumer interest in green products. This shift towards environmentally friendly consumption is particularly evident among students, who often demonstrate higher environmental consciousness and awareness.

According to Schlegelmilch et al. (1996), environmental consciousness refers to the awareness and concern individuals have about environmental issues. It involves recognizing the impact of one's actions on the environment and the importance of adopting sustainable practices. Students with high environmental consciousness are more likely to consider the environmental impact of their purchases and favor green products.

Building upon the concept of environmental consciousness, it is crucial to understand the role of environmental knowledge. Chan (2001) defined environmental knowledge as the understanding and information that individuals have about environmental issues and the attributes of green products. It encompasses the awareness of environmental problems, the benefits of green products, and the practices that contribute to environmental sustainability. Higher levels of environmental knowledge can lead to more informed and responsible purchasing decisions.

Closely related to both consciousness and knowledge is environmental attitude. Environmental attitude refers to the psychological tendency expressed by evaluating the natural environment with some degree of favor or disfavor (Dunlap & Liere, 1978). A positive environmental attitude can motivate individuals to engage in behaviors that support environmental sustainability, including the purchase of green products.

The connection between environmental attitude and green purchase behavior can be seen through green purchase intention. Chen and Chai (2010) defined green purchase intention as the likelihood that a consumer will consider buying products that are environmentally friendly in the near future. It reflects the readiness and willingness of individuals to prefer green products over conventional ones. Understanding the factors that influence green purchase intention can provide insights into the motivational aspects of consumer behavior.

Ultimately, all these factors culminate in green purchase behavior. Green purchase behavior is the actual buying behavior that reflects the consumption of products which are

perceived to be environmentally beneficial. It is the culmination of environmental consciousness, knowledge, attitude, and purchase intention (Peattie, 2010). Analyzing green purchase behavior helps in understanding the practical aspects of consumer commitment to environmental sustainability.

The Master of Sustainable Entrepreneurship and Social Innovation (MSESI) program aspires to be an internationally recognized program in research, learning, and action towards the sustainable development of the well-being of people and the planet. MSESI students actively engage in sustainable activities, such as tree planting and utility sustainability campaigns. Studying these students is important because their behaviors and attitudes toward sustainability can provide valuable insights into promoting sustainable consumption patterns among young consumers. By understanding these factors, the research seeks to contribute to the broader discourse on encouraging the adoption of green products and fostering a culture of environmental responsibility.

1.1 Rationale of the Study

Consumer purchasing behavior is critical for businesses as it offers valuable insights into preferences, trends, and decision-making processes, which in turn inform effective marketing strategies, product development, and customer engagement efforts. Specifically, green purchasing behavior denotes consumers' preferences for environmentally friendly products, contributing to sustainability objectives. For MSESI students, who are future leaders in sustainability, grasping the dynamics of green purchase behavior is essential not only for personal development but also for professional efficacy in promoting sustainable consumption patterns.

Green purchase intention, which signifies the likelihood that a consumer will choose eco-friendly products, is a pivotal concept in predicting actual green purchase behavior. The Theory of Planned Behavior (Ajzen, 1991) posits that intention is the immediate antecedent of behavior, meaning that a strong intention to buy green products significantly increases the probability of making such purchases. For MSESI students, who are trained to drive social innovation and sustainability, understanding and fostering green purchase intentions can lead to more effective strategies in influencing consumer behavior towards sustainability.

Environmental attitude, defined as a psychological tendency to evaluate the natural environment with varying degrees of favor or disfavor (Milfont & Duckitt, 2010), serves a crucial role in shaping green purchase intentions. A positive environmental attitude often

translates into a stronger intention to purchase green products. This is particularly relevant for MSESI students, as their curriculum emphasizes the development of attitudes that support sustainable and socially responsible business practices. By fostering positive environmental attitudes, these students are better equipped to influence and advocate for green consumerism.

Environmental consciousness and knowledge are foundational elements that influence environmental attitudes. Environmental consciousness involves being aware of environmental issues and understanding the impact of one's actions on the environment. Environmental knowledge refers to the information and understanding one possesses about environmental issues and solutions. These factors are crucial as they underpin the development of a positive environmental attitude (Kollmuss & Agyeman, 2002). For students, enhancing their environmental consciousness and knowledge is imperative, as it prepares them to not only adopt green behaviors themselves but also to educate and influence others in their professional roles.

This study aims to explore the interplay between these factors green purchase intention, environmental attitude, environmental consciousness, and environmental knowledge among MSESI students at Yangon University of Economics. By examining these relationships, the research seeks to provide insights that can help in designing more effective educational and policy interventions to promote green purchasing behaviors. Understanding these dynamics is important for MSESI students, as it aligns with their goal of leading sustainable and socially innovative enterprises.

1.2 Objectives of the Study

This study investigates the factors influencing the purchase behavior towards green products, specifically foods and beverages, among MSESI students. There are three objectives in this study. They are:

- 1) To analyze the effect of environmental consciousness and environmental knowledge on the environmental attitude of MSESI students.
- 2) To analyze the effect of environmental attitude on the purchase intention towards green products of MSESI students.
- 3) To analyze the effect of green purchase intention on green purchase behavior of MSESI students.

1.3 Scope and Method of the Study

This study focuses on environmental consciousness, environmental knowledge, environmental attitude, green purchase intention, and green purchase behavior towards green products among 82 MSESI students in 2024. Raosoft sample size calculator is used. The research involves 52 students from MSESI Batch 1 and Batch 2. Students are selected as respondents using a simple random sampling method. Both primary and secondary data are employed in the study. An online survey with the structured questionnaire is used to collect primary data from the 52 students. Descriptive statistics and linear regression analysis are applied to analyze the collected data. Secondary data are gathered from textbooks, master theses, research papers, online sources, and other relevant materials.

1.4 Organization of the Study

This study is organized into five chapters. Chapter one is the introduction, which includes the rationale for the study, objectives, scope, and methods, and organization of the study. Chapter two covers the theoretical background, including relevant concepts and theories, previous studies, and the conceptual framework of the study. Chapter three focuses on the profile of Yangon University of Economics, the profile of Department of Management Studies, and the environmental sustainability events at Yangon University of Economics. Chapter four presents an analysis on the effects of environmental consciousness, environmental knowledge, and environmental attitude on the green purchase intention and green purchase behavior of MSESI students. Chapter five is the conclusion, presenting findings and discussion, suggestions and recommendations, and the need for further research.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter explains the ideas behind all the topics in this study. It discusses the theories, definitions, and importance of environmental consciousness, environmental knowledge, environmental attitude, green purchase intention, and green purchase behavior. It reviews previous research on the influence of environmental consciousness and environmental knowledge on environmental attitude, the impact of environmental attitude on green purchase intention, and the relationship between green purchase intention and green purchase behavior. The chapter concludes by presenting the conceptual framework.

2.1 Environmental Consciousness

According to Schlegelmilch et al. (1996), environmental consciousness refers to the awareness and understanding individuals, organizations, and societies have regarding the impact of their actions on the environment. This concept encompasses the recognition of environmental issues and the responsibility to act in ways that minimize harm and promote sustainability. As the global community faces mounting environmental challenges, such as climate change, pollution, and biodiversity loss, environmental consciousness has become increasingly vital in fostering a sustainable future.

According to Stern (2000), environmental consciousness involves a range of cognitive, affective, and behavioral components. Cognitively, it includes knowledge about environmental issues and understanding the consequences of human activities on the natural world. Affectively, it involves concern and emotional responses to environmental degradation. Behaviorally, it encompasses actions and practices aimed at reducing environmental impact, such as recycling, conserving energy, and supporting eco-friendly products and policies.

Kollmuss and Agyeman (2002) argued that environmental consciousness is not solely about awareness but also involves the motivation and ability to make environmentally friendly choices. They highlight that while knowledge is critical, other factors such as values, beliefs, and socioeconomic conditions significantly influence environmentally conscious behaviors. For example, individuals who deeply value nature and feel a strong ethical responsibility towards environmental stewardship are more likely to engage in sustainable practices.

The role of organizations in promoting environmental consciousness is paramount. According to Hart (1997), businesses that integrate environmental concerns into their operations can not only reduce their ecological footprint but also enhance their competitiveness. This approach, known as corporate environmentalism, involves adopting sustainable practices such as reducing waste, minimizing carbon emissions, and promoting the use of renewable resources. Companies that prioritize environmental sustainability often see benefits such as improved brand reputation, customer loyalty, and operational efficiency.

Educational institutions also play a critical role in fostering environmental consciousness. Orr (1992) emphasized the importance of environmental education in shaping the attitudes and behaviors of future generations. By integrating environmental topics into curricula and promoting experiential learning opportunities, schools and universities can cultivate a deep understanding and commitment to sustainability among students.

Public policies and regulations are crucial in driving environmental consciousness at a societal level. Governments can implement policies that incentivize sustainable practices, such as tax credits for renewable energy use, stricter pollution controls, and funding for environmental research and conservation projects. According to Gunningham and Sinclair (2002), effective environmental regulation requires a combination of mandatory rules and voluntary initiatives to encourage the widespread adoption of environmentally friendly practices.

Environmental consciousness is a multifaceted concept that involves awareness, concern, and action towards minimizing environmental impact and promoting sustainability. It is influenced by individual values, organizational practices, educational efforts, and public policies. As the world faces escalating environmental challenges, fostering environmental consciousness across all sectors of society is essential for achieving a sustainable and resilient future.

2.2 Environmental Knowledge

According to Chan (2001), environmental knowledge refers to the understanding and awareness of environmental issues, ecosystems, and the impact of human activities on the natural world. It encompasses a broad range of information, from basic ecological principles to the complexities of environmental policies and sustainable practices. This

knowledge is crucial for informed decision-making and responsible behavior that supports environmental sustainability.

Environmental knowledge can be categorized into different types. According to Hungerford and Volk (1990), these include factual knowledge, conceptual knowledge, and procedural knowledge. Factual knowledge consists of specific information about environmental components, such as the identification of species or understanding of climate patterns. Conceptual knowledge involves comprehension of broader ecological principles and systems, like the interdependence of organisms and the processes of energy flow and nutrient cycling. Procedural knowledge relates to the skills and methods required to engage in environmentally sustainable practices, such as recycling, energy conservation, and pollution prevention.

One of the primary sources of environmental knowledge is education. Environmental education, as defined by the Tbilisi Declaration in 1977, aims to develop a world population that is aware of and concerned about the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively towards solutions. Schools, universities, and non-formal education programs play a pivotal role in imparting this knowledge through curricula that include environmental science, ecology, and sustainability studies. Experiential learning, such as field trips and hands-on projects, is particularly effective in deepening students' understanding and appreciation of environmental issues.

Media and communication channels are also significant in disseminating environmental knowledge. According to Shanahan and McComas (1999), media coverage of environmental issues can raise public awareness and influence perceptions and behaviors. Documentaries, news reports, and social media platforms provide accessible information about environmental problems and solutions, reaching a broad audience and encouraging public engagement.

According to Smith (2020), research institutions and scientific communities contribute extensively to the body of environmental knowledge. Through rigorous studies and publications, scientists advance our understanding of environmental processes and the impacts of human activities. This research informs policy decisions, conservation efforts, and sustainable development practices. For instance, climate science research has been critical in shaping international agreements like the Paris Agreement, aimed at mitigating climate change.

Public policies and regulations also play a role in enhancing environmental knowledge. Governments can implement educational campaigns, provide resources for environmental literacy programs, and support initiatives that promote sustainable practices. Policies that mandate environmental impact assessments for development projects, for example, ensure that decision-makers consider ecological consequences and base their actions on sound environmental knowledge.

According to Jones and Brown (2018), corporate sustainability programs are another avenue through which environmental knowledge is spread. Businesses that prioritize sustainability often engage in environmental training for employees, promoting best practices in resource management, waste reduction, and energy efficiency. These initiatives not only enhance the company's environmental performance but also increase the environmental awareness and knowledge of their workforce.

According to Smith (2023), environmental knowledge is a critical component of sustainable development, encompassing a wide range of information about the natural world and human interactions with it. It is acquired through education, media, scientific research, public policy, and corporate practices. Enhancing environmental knowledge across all sectors of society is essential for fostering informed decision-making, responsible behavior, and effective solutions to environmental challenges.

2.3 Environmental Attitude

According to Kollmuss and Agyeman (2002), environmental attitude reflects individuals' beliefs, values, and feelings about the environment and influences their willingness to engage in environmentally responsible behaviors. Positive environmental attitudes are essential for promoting sustainable practices and achieving long-term environmental conservation goals.

According to Gifford (2014), environmental attitude refers to the set of beliefs, values, and feelings individuals hold regarding the environment and their predisposition to behave in ways that impact the environment. It encompasses an individual's overall perspective on environmental issues, including their level of concern, perceived importance, and willingness to take action to protect and conserve natural resources.

Environmental attitudes are shaped by a variety of factors, including personal experiences, education, cultural background, and social influences. According to Dunlap and Liere (1978), environmental attitudes can be broadly categorized into two types: anthropocentric and ecocentric. Anthropocentric attitudes prioritize human needs and

benefits, viewing the environment primarily in terms of its utility to humans. In contrast, ecocentric attitudes recognize the intrinsic value of nature and emphasize the importance of preserving ecosystems and biodiversity for their own sake.

One significant factor influencing environmental attitudes is education. Environmental education, as highlighted by the Tbilisi Declaration in 1977, aims to foster awareness, knowledge, and a sense of responsibility towards the environment. Educational programs that include environmental science, sustainability, and ecology can shape positive environmental attitudes by providing individuals with the knowledge and understanding needed to appreciate the importance of environmental conservation.

Personal experiences also play a crucial role in shaping environmental attitudes. Direct interaction with nature, such as hiking, camping, or participating in conservation projects, can foster a deeper appreciation and concern for the environment. These experiences often lead to a greater sense of connection to nature and a stronger commitment to environmental protection.

Ajzen and Fishbein (1980) suggested that attitudes toward the environment significantly influence environmental behaviors. People with strong pro-environmental attitudes are more likely to engage in behaviors such as recycling, conserving energy, reducing waste, and supporting environmental policies. These attitudes also contribute to broader societal changes by promoting support for local, national, and global environmental initiatives and policies.

2.4 Green Purchase Intention

Environmental consciousness and knowledge plays a crucial role in shaping green purchase intentions. Consumers who are well-informed about the environmental impact of their consumption choices are more likely to seek out and purchase green products. According to a study by Laroche et al. (2001), higher levels of environmental knowledge correlate with stronger intentions to buy eco-friendly products. This is because knowledgeable consumers understand the benefits of green products and are aware of the environmental consequences of conventional alternatives.

Green purchase intention refers to the likelihood and willingness of consumers to buy products that are environmentally friendly and sustainable (Chen & Chang, 2012). It encompasses the consideration and preference for goods and services that have a reduced impact on the environment throughout their lifecycle—from production and use to disposal.

This intention is influenced by a variety of factors including environmental consciousness, environmental knowledge and environmental attitudes.

Environmental attitudes significantly impact green purchase intentions. Individuals with positive environmental attitudes those who value sustainability and are concerned about environmental degradation are more inclined to purchase green products. Ajzen (1991) stated that green purchasing influences the intention to perform that behavior. Consumers who prioritize environmental sustainability in their values and beliefs are more likely to translate these attitudes into purchasing actions.

Perceived behavioral control, or the perceived ease or difficulty of performing the behavior, is another critical factor. Consumers are more likely to have a strong green purchase intention if they believe they have the resources, opportunities, and ability to buy green products. This includes factors like the availability of green products, affordability, and the ease of accessing information about the products' environmental benefits. According to Vermeir and Verbeke (2008), perceived behavioral control is a significant predictor of green purchase intention because it reflects consumers' confidence in their ability to make sustainable choices.

Green marketing that clearly communicates the environmental benefits of a product can profoundly influence consumer behavior. Brands that prioritize transparency about their sustainability practices and certifications, and emphasize the positive environmental impacts of their offerings, are more likely to resonate with environmentally conscious consumers. Moreover, packaging and labeling that prominently display eco-friendly attributes facilitate easier identification and selection of green products by consumers.

Green purchase intention is a multifaceted concept influenced by environmental knowledge, attitudes, social influences, perceived behavioral control, marketing strategies, and economic factors. Understanding these determinants is crucial for businesses and policymakers aiming to promote sustainable consumption. By addressing these factors, companies can enhance their green marketing efforts, and governments can design policies that support sustainable consumer behavior, ultimately contributing to a more sustainable future.

2.5 Green Purchase Behavior

Green purchase behavior refers to the actual buying decisions and actions of consumers who choose products and services that are environmentally friendly and sustainable (Kaufmann et al., 2012). This behavior extends beyond the intention to

purchase green products and involves consistent, practical choices that reflect a commitment to environmental sustainability. Green purchase behavior is influenced by a combination of individual, social, and contextual factors that drive consumers to act on their pro-environmental intentions.

Behavioral consistency and habit formation are essential for sustained green purchase behavior. Consumers who regularly engage in green purchasing are likely to develop habits that reinforce their behavior over time. Habitual green purchasing can be supported by the consistent availability of green products, positive reinforcement from social groups, and ongoing education about the benefits of sustainable consumption.

Green purchase behavior is the result of a complex interplay of environmental knowledge, attitudes, social influences, perceived behavioral control, marketing strategies, economic factors, and habit formation. Understanding these determinants is crucial for businesses and policymakers aiming to promote sustainable consumption. By addressing these factors, companies can enhance their green marketing efforts, and governments can design policies that support sustainable consumer behavior, ultimately contributing to a more sustainable future.

One of the primary factors influencing green purchase behavior is environmental awareness and knowledge. Consumers who are well-informed about the environmental impact of their consumption patterns are more likely to make environmentally responsible choices. Barber et al. (2009) indicated that consumers with higher levels of environmental knowledge are more inclined to purchase green products. This knowledge helps them understand the benefits of sustainable products and the negative consequences of conventional alternatives.

Environmental attitudes and values also play a crucial role in shaping green purchase behavior. Individuals with strong pro-environmental values are more likely to translate their beliefs into actions by purchasing green products. According to the theory of planned behavior (Ajzen, 1991), positive attitudes toward green purchasing significantly increase the likelihood of engaging in such behavior. Consumers who prioritize environmental sustainability in their values are more committed to making sustainable choices consistently.

Perceived behavioral control, or the perceived ease of performing green purchasing behaviors, is another critical factor. Consumers are more likely to buy green products when they feel confident in their ability to do so. This confidence can be influenced by factors such as the availability of green products, affordability, and access to information about

their benefits. Vermeir and Verbeke (2008) found that perceived behavioral control is a significant predictor of green purchase behavior because it reflects the consumer's confidence in their ability to make sustainable choices.

Marketing and branding strategies play a pivotal role in influencing green purchase behavior. Effective green marketing that communicates the environmental benefits of products can drive consumers to choose sustainable options. Brands that are transparent about their sustainability practices and that emphasize the eco-friendly attributes of their products are more likely to attract environmentally conscious consumers. Clear labeling and packaging that highlight sustainability certifications can also help consumers identify and choose green products more easily.

Economic factors, such as price and perceived value, also impact green purchase behavior. While some consumers are willing to pay a premium for green products due to their environmental benefits, others may be deterred by higher costs. The perceived value of green products, where consumers weigh the environmental benefits against the costs, influences their purchasing decisions. Products that offer a balance of sustainability, quality, and affordability are more likely to be purchased by a broader range of consumers.

2.6 Previous Studies

This section explains previous studies on environmental consciousness, environmental knowledge, environmental attitude, green purchase intention, and green purchase behavior. Numerous studies have explored the factors affecting purchase behavior toward green products. Among them, the following two studies are used to construct the conceptual framework of the study. These studies provide a comprehensive understanding of the intricate relationships between various environmental and psychological factors influencing consumer behavior toward green products.

Research has consistently shown that environmental consciousness significantly influences both environmental attitudes and green purchase intentions. Higher levels of environmental consciousness lead to stronger environmental attitudes and a greater likelihood of engaging in pro-environmental behaviors. Knowledgeable consumers are more likely to recognize the benefits of green products and feel confident in their ability to contribute to environmental sustainability.

Positive environmental attitudes are often associated with a higher propensity to buy green products. This relationship underscores the need for strategies that positively influence consumer attitudes, such as targeted marketing campaigns and educational

programs. The Theory of Planned Behavior (TPB) is frequently used in these studies, suggesting that behavioral intentions are shaped by attitudes, subjective norms, and perceived behavioral control. Green purchase intention, or the likelihood that a consumer will choose green products over conventional ones, is influenced by a combination of environmental consciousness, knowledge, and attitude.

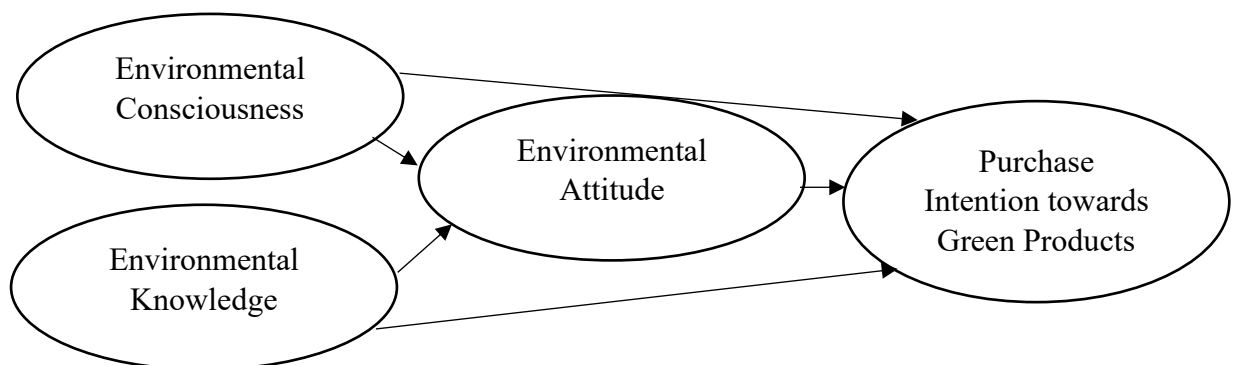
While intention is a strong predictor of behavior, external factors such as product availability, price, and social influence also play significant roles. Understanding the transition from intention to behavior is crucial for promoting sustainable consumer practices. By integrating findings from various studies, this section provides a solid foundation for understanding the dynamics of green purchase behavior. The conceptual framework developed in this study builds upon the insights gained from these previous studies.

The goal is to offer a comprehensive model that encapsulates the key determinants of green consumer behavior. This integrated approach highlights the significance of environmental consciousness and knowledge in fostering positive attitudes and purchase intentions. It also underscores the importance of translating these intentions into actual purchase behaviors.

2.6.1 Previous Study of Maichum et al.

The first one is developed by Maichum et al. (2017) and their research project namely the relationship between environmental consciousness, environmental knowledge, environmental attitude and purchase intention towards green products. The conceptual framework of Maichum et al. (2017) is shown in the Figure (2.1).

Figure (2.1) Conceptual Framework of Maichum et al.



Source: Kamonthip Maichum et al. (2017)

This study examined the factors influencing young consumers' intention to purchase green products in Thailand. The results indicated that environmental consciousness, environmental knowledge, and environmental attitude significantly influenced purchase intention among young Thai consumers aged 18 to 29. Notably, environmental attitude emerged as the strongest predictor of purchase intention, suggesting a positive inclination towards green products among Thai youths. The findings aligned with previous research highlighting the significant relationship between attitude and purchase intention. Additionally, environmental consciousness positively affected both environmental attitude and purchase intention, corroborating previous studies. Furthermore, environmental knowledge emerged as the strongest predictor of environmental attitude, followed by purchase intention, emphasizing its importance in shaping consumer behavior towards green products. This underscored the significance of environmental consciousness and knowledge in fostering positive attitudes and purchase intentions among young consumers, thereby contributing to sustainable development efforts.

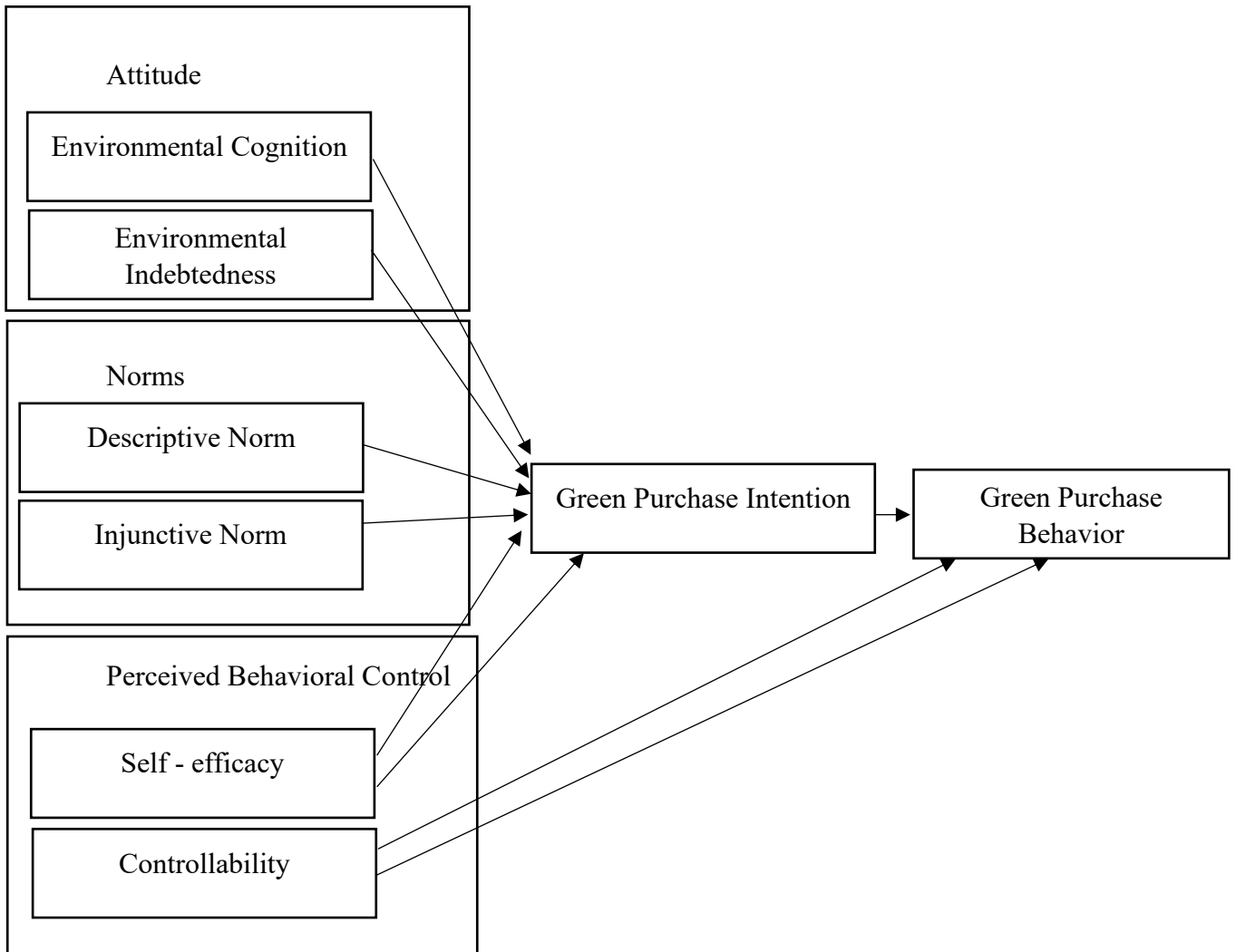
2.6.2 Previous Study of Xu et al.

Xu et al. (2022) conducted a study titled "Effects of Subjective Norms and Environmental Mechanism on Green Purchase Behavior: An Extended Model of Theory of Planned Behavior." This research focused on the core components of attitude, subjective norms, perceived behavior control, and introduced a moral emotional variable—environmental indebtedness—as a factor influencing attitudes, thereby exploring the mechanisms of consumer green purchase behavior. Figure (2.2) presents the conceptual framework developed by Xu et al. (2022).

Their study significantly advanced the understanding of green purchase behavior by integrating emotional and cognitive factors into the Theory of Planned Behavior (TPB). By introducing environmental indebtedness as a moral emotional variable within the attitude construct, Xu et al. (2022) enriched the conceptual framework Figure (2.2), highlighting the intricate interplay of psychological and environmental factors that influence consumer decisions toward sustainable consumption. Their research elucidates how subjective norms and environmental mechanisms shape intentions for green purchases, revealing the nuanced pathways through which attitudes, norms, and perceived behavioral control collectively impact pro-environmental behaviors. These findings underscored not only the continued relevance of TPB in predicting green purchase behavior

but also emphasized the necessity for interventions addressing both cognitive beliefs and emotional responses to promote sustainable consumption practices across diverse consumer segments.

Figure (2.2) Conceptual Framework of Xu et al.



Source: Xu et al. (2022)

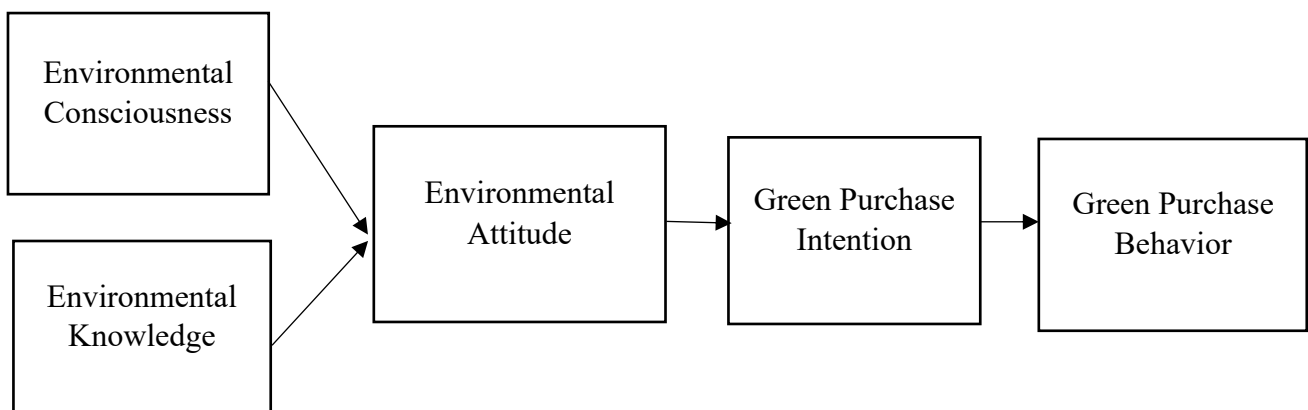
A purposive sampling technique was employed to gather data from 483 respondents, yielding several key insights. Environmental cognition, indebtedness, norms, self-efficacy, and perceived controllability all positively influenced green purchase behavior through intention. Furthermore, the study identified indebtedness as a significant factor, suggesting that individuals burdened by psychological or financial debt may exhibit a heightened inclination towards environmentally friendly purchases. Moreover, higher levels of self-efficacy indicate individuals' confidence in their ability to make

environmentally responsible choices and perceptions of controllability over environmental actions were found to enhance intentions for green purchases.

2.7 Conceptual Framework of the Study

The conceptual framework of this study, presented in Figure (2.3), illustrates the evaluation of how environmental consciousness and environmental knowledge impact environmental attitude, which in turn affects green purchase intention and ultimately influences green purchase behavior. Environmental consciousness, environmental knowledge, and green purchase intention are developed from the study of Maichum et al. (2017). Green purchase intention and green purchase behavior are based on the study of Xu et al. (2022).

Figure (2.3) Conceptual Framework of the Study



Source: Own Compilation (2024)

According to Figure (2.3), in the first stage, environmental consciousness and environmental knowledge are the independent variables, while environmental attitude is the dependent variable. In the second stage, environmental attitude becomes the independent variable, and green purchase intention is the dependent variable. In the third stage, green purchase intention serves as the independent variable, with green purchase behavior as the dependent variable.

The framework illustrates not only the relationships between environmental consciousness, environmental knowledge, and environmental attitude but also the relationship between environmental attitude and green purchase behavior through green purchase intention.

CHAPTER 3

PROFILE AND ENVIRONMENTAL SUSTAINABILITY EVENTS OF YANGON UNIVERSITY OF ECONOMICS

This chapter provides a comprehensive overview of Yangon University of Economics, including its profile and commitment to environmental sustainability. It begins with a detailed account of YUEco's background, the organizational structure and highlighting key. The chapter then explores the beginning of the MSESI program, detailing its design and structure, and descriptions of both core and elective courses. Additionally, the demographic profile of survey respondents is examined, and the reliability of the collected data is assessed through appropriate statistical tests.

3.1 Profile of Yangon University of Economics

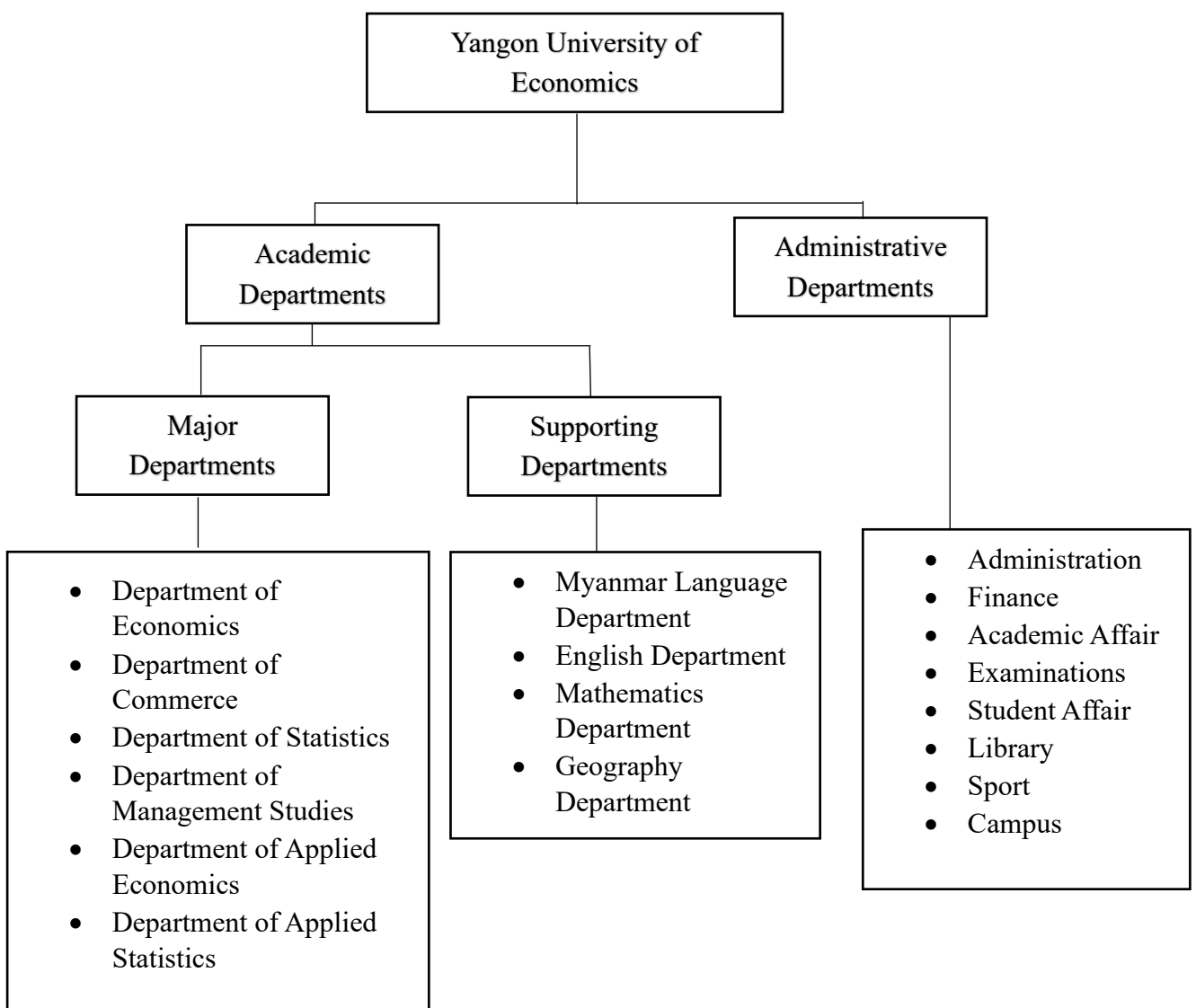
The Yangon University of Economics, a state university under the Department of Higher Education (Yangon Region, Myanmar), Ministry of Education, was established as a professional institute to train economists, statisticians, accountants, and management personnel, and to conduct research on economic, business, and statistical issues related to the Myanmar economy. Originally the Department of Economics under the University of Rangoon in 1924, it began offering Commerce as a special subject in 1940 and special courses in Statistics in 1953. Separate Commerce and Statistics Departments were established in 1955 and 1956, respectively. Another Department of Economics was established in Mandalay in 1958 with the founding of Mandalay University. In 1964, these departments were reorganized into the present Yangon Institute of Economics. In 1988, the Department of Management Studies and the Department of Applied Economics were added. The university now includes five major teaching departments: Economics, Applied Economics, Statistics, Commerce, and Management Studies, supported by departments in Myanmar Language, English, Mathematics, and Geography. The administrative and academic boards comprise the Rector, Pro-Rectors, and Heads of Departments. With 385 full-time staff, including 230 engaged in teaching and research, the university enrolls approximately 8,579 students annually, including 1,200 new admissions. It offers courses at the Bachelor's, Master's, and Diploma levels, currently providing 8 bachelor's degrees, 9 master's degrees, 11 postgraduate diploma degrees, and 3 doctoral degrees. The

university has graduated over 60,000 students specializing in Economics, Statistics, Commerce, and Business Studies.

Organization Structure of Yangon University of Economics

The organizational structure of the Yangon University of Economics serves as a crucial guide to its institutional activities. The organization chart is illustrated in Figure (3.1).

Figure (3.1) Organization Chart of Yangon University of Economics



Source: Yangon University of Economics (2024)

The academic departments consist of major departments and academic departments. The major departments include the Department of Economics, Department of Commerce, Department of Statistics, Department of Management Studies, Department of Applied Economics and Department of Applied Statistics.

The Department of Economics is dedicated to preparing professional economists and leaders focused on poverty reduction and sustainable development. By offering a comprehensive curriculum that includes economic theory, policy analysis, and development concepts, the program equips students with the knowledge and skills necessary to address the evolving needs of society. Degrees offered include Bachelor's, Master's, and Ph.D. programs in Economics and Development Studies, as well as diplomas in International Economics Studies and Business Studies. Courses span a wide range of topics, from macroeconomics and microeconomics to environmental economics and public policy, ensuring a well-rounded education for future economists.

The Department of Commerce aims to achieve global recognition through its commitment to quality-driven education. It provides a holistic educational experience designed to produce graduates with creative and innovative skills, ready to address contemporary business issues. The department offers a variety of degrees, including Bachelor's, Master's, and Ph.D. programs in Commerce, Accounting, Banking & Finance, Marketing Management, and Hospitality and Tourism Management, along with several postgraduate diplomas. The curriculum covers essential business disciplines such as management, finance, marketing, and entrepreneurship, preparing students for diverse careers in the global business environment.

The Department of Statistics focuses on producing professional statisticians recognized by international institutions, enhancing their leadership qualities and competencies. The program emphasizes the effective use and analysis of statistics in decision-making, equipping students with advanced skills in statistical tools and techniques for research, instruction, and extension. Degrees offered include Bachelor's, Master's, and Ph.D. programs in Statistics and Actuarial Science, along with a diploma in Research Studies. Courses such as financial statistics, econometric methods, biostatistics, and time series analysis ensure that graduates are well-prepared for careers in various sectors that rely on statistical expertise.

The Department of Management Studies strives to be an internationally recognized program in business education and research, contributing to the development of a better Myanmar business society. It aims to develop socially responsible and competent business

leaders with a global vision and local commitment. The department offers Bachelor's, Master's, and postgraduate diploma programs in Business Administration, Human Resource Management, and Sustainable Entrepreneurship and Social Innovation. Through a curriculum that includes international case studies, experiential projects, and study tours, students gain a broad managerial perspective and the skills necessary to become ethical and effective leaders.

The Department of Applied Economics aspires to be a center of excellence, training committed economists equipped to meet the challenges of the knowledge age. Its mission is to develop innovative human resources with professional integrity, producing well-trained public administrators capable of effective and responsible work in government operations, INGOs, LNGOs, UN organizations, and the private sector. The department focuses on providing practical and theoretical knowledge to prepare students for the complexities of economic administration and public policy, fostering skills that are critical for sustainable development.

The Department of Applied Statistics aims to be an internationally recognized program in demography and research, dedicated to contributing to a sustainable human population and environmental quality. It promotes the use of statistical analysis in decision-making, demographic research, and extension activities. The program offers degrees in Population Studies, including Bachelor's, Master's, and postgraduate diplomas. Courses cover essential topics such as statistics, research methodology, public health, and demographic changes, preparing students to handle large demographic data sets and contribute effectively to population quality and sustainable development initiatives.

Under them are associate professors, lecturers, assistant lecturers, and tutors/demonstrators. The supporting departments consist of the Department of Myanmar, Department of English, Department of Mathematics, and Department of Geography, along with the heads of student affairs, finance, and staff affairs. Division officers, branch officers, and staff serve in these supporting roles.

Yangon University of Economics (YUEco)'s administrative departments form a vital structure supporting its academic community. Administration oversees management, Finance handles budgeting, Academic Affairs ensures educational quality, and Examinations manages assessments. Student Affairs promotes student welfare and activities, while the Library provides essential resources. The Sports department encourages physical well-being, and Campus maintains a safe and functional environment.

Together, they uphold Yangon University of Economics (YUEco)'s commitment to academic excellence and holistic student development.

Vision and Mission

The vision of the university is to be an internationally recognized and a locally leading university.

The missions of the university are as follows:

- To produce the highly qualified graduates in accordance with the requirements of the stakeholders
- To broaden the student's perspective to become continuous life-long learners contributing innovative solutions to the society
- To enhance the capability of faculty through mutual beneficial networking with international academic institutions
- To upgrade the research competencies and skills through university-industry collaboration

Programs Offered by Yangon University of Economics

Programs are designed to cultivate dynamic business managers, administrators, statisticians, and development agents capable of leading, fostering creativity and innovation, and making effective decisions across diverse environments and contexts. These programs adhere to international academic standards and adapt to the evolving needs and circumstances in Myanmar. By offering well-established, multidisciplinary courses, Yangon University of Economics (YUEco) is committed to promoting diversity and excellence in providing quality education.

Table (3.1) Degrees Offered by Yangon University of Economics

Sr. No	Bachelor's Degree	Master's Degree	Doctoral	Department
1.	B.Com/ B. Act	M.Com / MBF/ EMBF/ MI/ MMM/ MHTM	Ph.D.(Com)	Commerce
	B.Act	M.Act	Ph.D.(Com)	Commerce

2.	BBA	MBA/EMBA /MSESI	Ph.D.(Com)	Management Studies
3.	B.Dev.S	M.Dev.S	Ph.D.(Econ)	Applied Economics
4.	B.Econ(Eco)	M.Econ(Eco)	Ph.D.(Econ)	Economics
5.	BPA	MPA/ EMPA	Ph.D.(Econ)	Economics
6.	B.Econ(Stats)	M.Econ(Stats)	Ph.D.(Stats)/ MRS	Statistics
7.	BPS	MPS	Ph.D.(Stats)	Applied Statistics
8.	BAS			Statistics

Source: Yangon University of Economics (2024)

The Department of Commerce at Yangon University of Economics offers foundational education through its undergraduate programs such as the Bachelor of Commerce (B.Com) and Bachelor of Accounting (B.Act). These programs equip students with essential skills in financial management, accounting principles, and business operations. At the postgraduate level, the Master of Commerce (M.Com) and Master of Banking and Finance (MBF) deepen students' understanding of advanced financial strategies and economic policies. The Executive Master of Banking and Finance (EMBF) caters specifically to professionals seeking to enhance their expertise in finance while balancing career commitments.

Under the purview of the Department of Management Studies, the Bachelor of Business Administration (BBA) program prepares students for leadership roles in business and industry. At the master's level, the Master of Business Administration (MBA) and Executive MBA (EMBA) programs offer rigorous training in management principles, strategic decision-making, and organizational leadership. The Master of Sustainable Entrepreneurship and Social Innovation (MSESI) reflects the university's commitment to fostering sustainable business practices and social entrepreneurship.

The Department of Applied Economics caters to students interested in economic theory, public policy, and development studies. Undergraduate programs such as the Bachelor of Development Studies (B.Dev.S) and Bachelor of Economics (B.Econ) with specializations in Economics or Public Administration prepare students for roles in

governmental and non-governmental organizations. At the master's level, programs like the Master of Development Studies (MDevS) and Master of Public Administration (MPA) deepen students' knowledge and analytical skills in development economics and public policy formulation. The Executive Master of Public Administration (EMPA) offers mid-career professionals opportunities to advance their skills in public administration and policy analysis.

The Department of Statistics offers specialized programs that equip students with quantitative skills essential for data analysis and decision-making. Undergraduate programs include the Bachelor of Economics with specialization in Statistics (B.Econ(Stats)), Bachelor of Population Studies (BPS), and Bachelor of Actuarial Science (BAS), providing foundational knowledge in statistical methods, demographic analysis, and actuarial science. The master's programs such as the Master of Economics with specialization in Statistics (M.Econ(Stats)) and Master of Applied Statistics (MAS) delve deeper into advanced statistical techniques and their application in various fields. The Master of Population Studies (MPS) prepares students for careers in demographic research and policy analysis.

Yangon University of Economics also offers doctoral programs in Commerce, Economics, and Statistics, providing opportunities for advanced research and scholarly inquiry. These programs allow students to contribute to academic knowledge and address critical issues in their respective disciplines through rigorous research and thesis work.

Center for Human Resources Development conducts short-term training courses, and certificate and diploma programs to meet the needs of public and private sectors of the country. The following are certificate programmes, diploma programmes and post graduate diploma programmes under Center for Human Resources Development:

1. Certificate in Business Studies (CBS)
2. Certificate in Advanced Business Studies (CABS)
3. Diploma in Business Studies (DBS)
4. Diploma in Financial Accounting (DFAc)
5. Diploma in Management Accounting (DMAc)
6. Diploma in Secretarial Management (in Collaboration with LCCI EB of British Council) (DSM)
7. Post Graduate Diploma in Management & Administration (PGDMA)

8. Post Graduate Diploma in Human Resources Management (PGDHRM)
9. Post Graduate Diploma in Marketing Management (PGDMM)
10. Post Graduate Diploma in Research Studies (PGDRS)

3.4 Profile of Department of Management Studies (DMS)

The Department of Management Studies (DMS) at YUEco has established itself as a leading institution in Myanmar, dedicated to fostering the development of future business leaders and social entrepreneurs. With a mission to integrate global perspectives with local needs, Department of Management Studies (DMS) is making significant strides in transforming business practices and contributing to societal development. Through its innovative programs, the department is nurturing graduates who are not only proficient in business acumen but also deeply committed to ethical practices and sustainable development.

The flagship MBA programme at Department of Management Studies (DMS) is designed to be an internationally recognized initiative in business education and research. The vision of the MBA programme is to create a better Myanmar business society by developing socially responsible and competent business leaders. The mission aligns with this vision by focusing on equipping participants with integrated skills, knowledge, and experiences that blend global vision with local commitment. This is achieved through a curriculum that emphasizes global thinking, grounded in the socio-economic and cultural contexts of Myanmar. The programme includes case studies, experiential projects, international exchanges, and study tours to broaden managerial perspectives and enhance practical understanding.

One of the primary objectives of the MBA programme is to expand the outlook of participants through global thinking while being firmly rooted in local realities. This involves not only academic learning but also practical engagement with real-world challenges. By incorporating diverse pedagogical methods such as case studies and experiential projects, students gain a holistic view of business management. The programme also places a strong emphasis on developing inclusive team players. Effective communication and networking skills are crucial in today's interconnected world, and the MBA programme fosters these skills to enhance participant engagement and inclusivity.

Ethical leadership is another cornerstone of the MBA programme at Department of Management Studies (DMS). The curriculum is designed to nurture ethical and socially responsible business leaders who are committed to sustainable economic development. This involves instilling a strong sense of ethical values and social responsibility in students, preparing them to lead with integrity in their professional careers. Through various courses and activities, students learn the importance of ethical decision-making and the impact of their actions on society and the environment.

In addition to the MBA programme, Department of Management Studies (DMS) offers the Master of Sustainable Entrepreneurship and Social Innovation (MSESI) programme. This programme aims to be an internationally recognized initiative in research, learning, and action toward sustainable development. The vision of the MSESI programme is to contribute to the well-being of people and the planet by developing a network of social entrepreneurs equipped with the skills, knowledge, and global vision necessary to create an inclusive and sustainable Myanmar business society.

The mission of the MSESI programme is to develop graduates who can initiate social businesses that innovate solutions for both business sustainability and societal well-being. This involves fostering entrepreneurial capabilities that enable graduates to identify and seize opportunities for social innovation. The programme also aims to cultivate intrapreneurial leaders who excel as business executives and managers. These leaders are trained to apply creative thinking and intrapreneurship in response to emerging challenges, ensuring that they can drive change and innovation within established organizations.

Lifelong learning is another key objective of the MSESI programme. In a dynamic business environment, continuous improvement and adaptation are essential. The programme promotes independent learning and emphasizes the importance of value-sharing between business and society. This approach ensures that graduates remain relevant and effective in their professional careers, continually enhancing their skills and knowledge.

Ethical business practices are at the heart of the MSESI programme. Graduates are developed into ethical and socially responsible entrepreneurs who are committed to creating sustainable value. This involves understanding the broader impact of business decisions and striving to balance profitability with social and environmental responsibility.

Through courses and practical experiences, students learn to navigate the complexities of sustainable entrepreneurship and social innovation.

DMS offers a comprehensive range of degrees, including the Bachelor of Business Administration (BBA), Bachelor of Business Administration (Hons.), Master of Business Administration (MBA), Postgraduate Diploma in Management & Administration (PGDMA), Postgraduate Diploma in Human Resource Management (PGDHRM), and Master of Sustainable Entrepreneurship and Social Innovation (MSESI). The courses cover various aspects of general management, financial management, entrepreneurship, social innovation, and sustainable business practices. Key courses include Management Accounting, Strategic Management, Entrepreneurial Finance and Accounting, and Change Management for Social Enterprise.

Overall, the Department of Management Studies (DMS) at Yangon University of Economics (YUEco) stands at the forefront of business education and social innovation in Myanmar. It prepares graduates to lead with integrity, innovation, and a commitment to sustainable development. By nurturing future business leaders and social entrepreneurs who are equipped to address both local and global challenges, Department of Management Studies (DMS) is playing a crucial role in shaping the future of Myanmar's business landscape. Through its rigorous academic programs and emphasis on ethical practices, DMS is making a lasting impact on the business community and society as a whole.

3.3 Environmental Sustainability Events of Yangon University of Economics

Yangon University of Economics (YUEco) has firmly established itself as a leader in integrating environmental sustainability into business education in Myanmar. With a commitment to nurturing socially responsible business leaders, Yangon University of Economics (YUEco) has launched a series of impactful events aimed at promoting environmental sustainability among its students and the broader community. These initiatives are aligned with Yangon University of Economics (YUEco)'s Master of Sustainable Entrepreneurship and Social Innovation (MSESI) program, which emphasizes sustainable business practices and social innovation as core principles.

One of the key sustainability initiatives at Yangon University of Economics (YUEco) is the utility sustainability campaign, which has been conducted multiple times, notably on March 15, 2024, March 14, 2024, March 8, 2024, March 3, 2023, January 23, 2023, and March 25, 2023. These campaigns focus on donating used items to reduce waste

and promote recycling. By encouraging students to donate items they no longer need, Yangon University of Economics (YUEco) fosters a culture of reuse and waste reduction, highlighting the environmental and social benefits of giving new life to used goods. This initiative helps to reduce the amount of waste sent to landfills and supports community members in need, demonstrating a practical approach to sustainability.

In addition to the utility campaigns, Yangon University of Economics (YUEco) organized a tree planting event on April 6, 2023. This event not only contributed to the beautification of the campus but also served as a practical demonstration of environmental stewardship. Participants, including students, faculty, and staff, planted trees in designated areas, enhancing the green cover and promoting biodiversity. Such hands-on activities help instill a sense of responsibility and connection to the environment, encouraging participants to take an active role in ecological preservation.

Another significant event was the youth-led sustainable innovation landscape seminar held from September 5-7, 2023. This seminar took place at Dagon University, Yangon University of Economics (Hlaing), and Yangon University of Economics (Ywar Thar Gyi), bringing together young minds from various institutions to discuss and develop innovative solutions to environmental challenges. The seminar featured workshops, panel discussions, and collaborative projects focused on sustainability and social innovation. By engaging youth in these critical discussions, Yangon University of Economics aims to empower the next generation of leaders with the knowledge and skills needed to drive sustainable development in Myanmar.

The environmental sustainability events at Yangon University of Economics (YUEco) are integral to the university's broader mission of promoting sustainable and socially responsible business practices. Through campaigns, tree planting activities, and educational seminars, Yangon University of Economics (YUEco) not only enhances environmental awareness but also actively involves its community in sustainability efforts. These initiatives reflect Yangon University of Economics (YUEco)'s dedication to fostering a culture of sustainability that extends beyond the classroom, preparing students to be conscientious leaders who can address the pressing environmental challenges of our time.

Therefore, the environmental sustainability events at Yangon University of Economics (YUEco) exemplify the university's commitment to integrating ecological considerations into its educational framework. By combining theoretical knowledge with practical action, Yangon University of Economics (YUEco) is shaping a new generation of business leaders who are equipped to make a positive impact on both the economy and the

environment. As these initiatives continue to grow and evolve, Yangon University of Economics (YUEco)'s role in promoting sustainability in Myanmar is poised to become increasingly influential, contributing to a more sustainable and prosperous future for the nation.

3.7 Profile of Respondents

Demographic data are collected from all 52 respondents and respondents' profile is categorized into gender, age, marital status, education, position and monthly income of MSESI Students Batch 1 & 2, which are shown in the following Table (3.1).

Table (3.2) Demographic Profile of Respondents

Sr. No.	Demographic Factors	No. of Respondents	Percentage
	Total	52	100.00
1	Gender		
	Male	18	35.29
	Female	34	64.71
2	Age (Year)		
	18 – 27 years	4	7.69
	28 – 37 years	30	57.69
	38 – 47 years	4	7.69
	48 and above	14	26.29
3	Marital Status		
	Single	25	48.00
	Married	27	52.00
4	Education		
	Bachelor Degree	12	23.00
	Master Degree	40	77.00
5	Position		
	Ordinary Staff	2	3.85
	Supervisor	3	5.77
	Assistant Manager	13	25.00
	Manager	10	19.23
	Others	21	46.15
6	Monthly Income		
	350,000 – 549,999 MMK	10	17.86
	550,000 – 749,999 MMK	14	25.00
	Above 750,000 MMK	32	57.14

Source: Survey Data (2024)

The demographic profile of the respondents in this study, which examines factors affecting purchase intention towards green products among MSESI students, is comprised of 52 participants. Gender distribution indicates that 35.29% of the respondents are male, while the remaining 64.71% are female, suggesting a higher representation of females in the sample. Age-wise, the respondents span a broad range, with 7.69% aged between 18 and 27 years, a significant majority of 57.69% between 28 and 37 years, another 7.69% in the 38 to 47-year range, and 26.92% aged 48 years and above. This age distribution shows a predominance of younger to middle-aged individuals, reflecting the typical demographic of MBA students.

In terms of marital status, the respondents are nearly evenly split, with 48% being single and 52% married. This slight majority of married individuals may provide insights into family-oriented perspectives towards green products. Education levels are predominantly high, with 23% of the respondents holding a Bachelor's degree and a substantial 77% possessing a Master's degree, indicating a well-educated group that may have greater awareness and interest in sustainability issues.

The occupational roles of the respondents vary, with 3.85% being ordinary staff, 5.77% supervisors, 25% assistant managers, 19.23% managers, and a significant 46.15% holding other positions. These positions are CEOs, business owners, professors, fashion designers, company directors and entrepreneurs. This diverse representation across different job levels suggests a broad perspective on organizational influences on green product purchase intentions. Regarding monthly income, none of the respondents earn between 150,000 – 349,999 MMK, 17.86% have an income between 350,000 – 549,999 MMK, 25% earn between 550,000 – 749,999 MMK, and a majority of 57.14% have incomes above 750,000 MMK. This income distribution indicates that most respondents are relatively well-off, which may influence their purchasing power and willingness to invest in green products.

The demographic data of the respondents provide a comprehensive overview of a diverse and predominantly middle-aged, educated, and financially stable group, which is essential for understanding the various factors that influence their purchase intentions towards green products.

3.8 Reliability Test

Reliability was implemented in order to evaluate the internal consistency of the variables in the questionnaire. Cronbach's alpha is a measure of internal reliability of the

questionnaire. The reliability test is a process of measuring the consistency or repeatability of the scale.

According to George and Mallery (2003), the generally accepted rule for describing internal consistency. Alpha values 0.9 and above are excellent, between 0.8 and 0.9 are good, between 0.7 and 0.8 are acceptable, between 0.6 and 0.7 are Questionable, and between 0.5 and 0.6 are poor and less than 0.5 is unacceptable. The following Table (3.2) shows the reliability (alpha value) of the variables.

Table (3.3) Reliability Test

Sr. No.	Variables	No. of Items	Cronbach's Alpha	Interpretation
1	Environmental Consciousness	6	0.70	Acceptable
2	Environmental Knowledge	5	0.79	Acceptable
3	Environmental Attitude	6	0.82	Good
4	Green Purchase Intention	6	0.98	Excellent
5	Green Purchase Behavior	7	0.90	Excellent

Source: Survey Data (2024)

Table (3.2) shows Cronbach's Alpha values of environmental consciousness, environmental knowledge, environmental attitude, green purchase intention and green purchase behavior. The reliability scores of all questions are above minimum requirement of 0.70, therefore, the variables of the study and questionnaire are reliable and consistent.

CHAPTER 4
ANALYSIS ON ENVIRONMENTAL CONSCIOUSNESS,
ENVIRONMENTAL KNOWLEDGE, ENVIRONMENTAL
ATTITUDE, GREEN PURCHASE INTENTION AND GREEN
PURCHASE BEHAVIOR OF MSESI STUDENTS

This chapter analyzes on environmental consciousness, environmental knowledge, environmental attitude, green purchase intention and green purchase behavior based on the response of 52 students from MSESI batch 1 & batch 2. Including the analyzes of the effect of environmental consciousness on environmental attitude, the effect of environmental knowledge on environmental attitude, the effect of environmental attitude on green purchase intention and the effect of green purchase intention on green purchase behavior.

The findings from these analyses are presented in Tables throughout the chapter. Structured questionnaire with Likert scale (1: strongly disagree, 2: disagree, 3 neutral, 4: agree, 5: strongly agree) is used to collect the primary data. According to Best (1977), the mean values of five-point Likert scale items are interpreted as follow.

The score among 1.00 – 1.80 means strongly disagree.

The score among 1.81 – 2.60 means disagree.

The score among 2.61 – 3.40 means neutral.

The score among 3.41 – 4.20 means agree.

The score among 4.21 – 5.00 means strongly agree.

The mean score provides an overall measure of the respondents' collective sentiment or opinion on the set of items.

4.1 Students Perception on Environmental Consciousness

Students' perception of environmental consciousness is analyzed with six different statements. The mean values for environmental consciousness are shown in Table (4.1) below.

Table (4.1) Environmental Consciousness

Sr. No.	Description	Mean
1	Being very conscious of the environmental issues.	4.12
2	Raising environmental consciousness among MSESI students is very important.	3.94
3	Actively considering the environmental impact of daily actions and choices.	3.87
4	Being conscious that purchasing green products will contribute to a sustainable future.	4.17
5	Promoting awareness about environmental issues within the global community should be a top priority.	4.21
6	Believing that supporting environmentally friendly initiatives through consumer choices is a meaningful contribution to a sustainable future. sustainable future.	4.17
Overall Mean		4.08

Source: Survey Data (2024)

According to the survey results presented in Table (4.1), the mean values (including an overall mean value) for environmental consciousness among students is between 3.41 and 4.20 except one statement, indicating a consensus at the agree level. Students agree that being very conscious of environmental issues, recognizing the importance of raising environmental consciousness among MSESI students, and actively considering the environmental impact of daily actions and choices. Moreover, they agree that purchasing green products contributes to a sustainable future. Students also agree that supporting environmentally friendly initiatives through my consumer choices is a meaningful contribution to a sustainable future. Notably, there is strongly agree level among students regarding the importance of promoting awareness about global environmental issues.

4.2 Students Perception on Environmental Knowledge

The following Table (4.2) provides insights into students' environmental knowledge. To explore the perception on environmental knowledge, total of five statements are used.

Table (4.2) Environmental Knowledge

Sr. No.	Description	Mean
1	Being very knowledgeable about environmental issues.	3.88
2	Understanding the environmental phrases and symbols on product packages.	4.02
3	Knowing that buying a green product is environmentally safe.	4.15
4	Being familiar with the life cycle of various products and their environmental impact.	4.08
5	Staying updated on current environmental trends, policies, and innovations to enhance my environmental knowledge.	4.04
Overall Mean		4.03

Source: Survey Data (2024)

According to Table (4.2) MSESI students' environmental knowledge shows agree level of awareness and understanding of environmental concepts, with the mean values (including an overall mean value) is between 3.41 and 4.20. They exhibit solid knowledge of environmental issues, understand environmental phrases and symbols on product packages, and confidently identify green products. Additionally, students show familiarity with product life cycles and their environmental impact. Their active engagement with current environmental trends and policies further illustrates a proactive approach to environmental knowledge among MSESI students. Overall, these findings highlight the students' informed stance and proactive commitment to environmental awareness and sustainability practices.

4.3 Students Perception on Environmental Attitude

Table (4.3) presents data on environmental attitudes, indicating strong support for green products and sustainable practices among respondents. The mean scores for each statement reflect positive perceptions and behaviors towards environmental sustainability. This analysis explores the implications of these findings on consumer behavior and environmental policy.

Table (4.3) Environmental Attitude

Sr. No.	Description	Mean
1	Considering green products a good idea.	4.29
2	Recognizing that green products are good for the environment.	4.48
3	Having a favorable attitude towards green products.	4.48
4	Believing in the importance of sustainable practices.	4.54
5	Supporting environmentally friendly initiatives as essential.	4.42
6	Actively seeking out eco-friendly options in daily life.	3.90
Overall Mean		4.34

Source: Survey Data (2024)

According to the survey results presented in Table (4.3), the mean values (including overall mean) are between 4.21 and 5.00 reflecting a strongly agree level of environmental attitude among students except for one statement. They strongly agree that green products are a good idea and beneficial for the environment. Students maintain a strongly agree attitude towards green products. Additionally, they strongly agree with the importance of sustainable practices and support environmentally friendly initiatives. Only the statement about actively seeking out eco-friendly options in daily life is in the agree level, as its mean value is 3.90.

4.4 Green Purchase Intention of MSESI Students

Table (4.4) highlights respondents' intentions regarding green purchases, with varying levels of commitment to buying environmentally friendly products.

Table (4.4) Green Purchase Intention

Sr. No.	Description	Mean
1	Choosing to purchase environmentally friendly products.	4.12
2	Buying green products even if they are more expensive than normal products.	3.58
3	Intending to purchase green products next time because of their positive environmental contribution.	3.96
4	Prioritizing products with eco-friendly certifications when making purchasing decisions.	4.08
5	Being willing to invest in green products for the long-term benefits they offer.	4.17
6	Allowing environmental impact to influence product choices and purchase decisions.	4.10
Overall Mean		4.00

Source: Survey Data (2024)

According to the survey results presented in Table (4.4), the mean values (including the overall mean) are between 3.41 and 4.20 which indicates agree level. They are also willing to buy green products despite higher prices. They have the intention to purchase green products for their environmental benefits. They also prioritize eco-friendly certifications and willingness to invest for long-term benefits reflecting a deeper level of environmental consciousness, while the influence of environmental impact on purchase decisions underscores its importance in shaping consumer behavior. Therefore, most of the respondents agree with green purchase intention.

4.5 Green Purchase Behavior of MSESI Students

Table (4.5) presents data on green purchase behavior, reflecting how frequently respondents engage in environmentally friendly purchasing practices. This analysis explores the extent of these behaviors and their implications for consumer trends in sustainability.

Table (4.5) Green Purchase Behavior

Sr. No.	Description	Mean
1	Buying eco-friendly products whenever possible.	4.06
2	Trying to buy healthy organic food whenever possible.	4.33
3	Using products made from healthy and environmentally friendly materials whenever possible.	4.17
4	Actively seeking out and purchasing from brands with strong sustainability practices and a commitment to environmental responsibility.	3.96
5	Striving to minimize carbon footprint by actively choosing to purchase environmentally friendly transportation products.	4.15
6	Always recommending others to reduce the environmental damage caused by products.	4.02
7	Always using recycled products.	3.77
Overall Mean		4.07

Source: Survey Data (2024)

According to the survey results presented in Table (4.4), the mean values (including the overall mean) are between 3.41 and 4.20 which reflects agree level in green purchase behaviors except one statement. Respondents buy eco-friendly products, with a mean score of 4.06, indicating frequent environmentally conscious purchases. They use products made from healthy and environmentally friendly materials. They actively seek out and purchase from brands with strong sustainability practices and commitment to environment. They strive to minimize carbon footprint by actively choosing to purchase environmentally friendly transportation products. They always recommend others to reduce the

environmental damage caused by products. They always use recycled products. Furthermore, they strongly agree on purchasing healthy organic food whenever possible.

4.6 Analysis on the Effect of Environmental Consciousness and Environmental Knowledge on Environmental Attitude

This study includes analyzing the effect of environmental consciousness and environmental knowledge on attitudes among MSESI students. The two independent variables, environmental consciousness and environmental knowledge, are used to measure environmental attitude, shown in the Table (4.6).

Table (4.6) Effect of Environmental Consciousness and Environmental Knowledge on Environmental Attitude

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	1.729	0.516		3.350	0.002	
Environmental Consciousness	0.526***	0.129	0.530	4.091	0.001	1.293
Environmental Knowledge	0.119	0.118	0.130	1.006	0.319	1.293
R	0.603					
R Square	0.364					
Adjusted R Square	0.338					
Durbin-Watson	2.076					
F Value	14.003 ***					
Sig.	0.001					

Source: Survey Data (2024)

Note: *Significant at 90% level, **Significant at 95% level, ***Significant at 99% level

According to the findings presented in Table (4.6), the effect of environmental consciousness and environmental knowledge on environmental attitude is explored. The statistical analysis reveals insightful details about these relationships.

The regression model employed indicates that environmental consciousness and environmental knowledge together explain a significant portion of the variance in environmental attitude, with an R square of 0.364 and an adjusted R square of 0.338. This suggests that 36.4% of the variation in environmental attitude can be attributed to these independent variables.

Furthermore, the F value of 14.003 shows that the overall model is highly significant at the 99% confidence level, indicating that the relationship between the independent variables (environmental consciousness and environmental knowledge) and the dependent variable (environmental attitude) is robust and unlikely to be due to chance.

The Durbin-Watson statistic of 2.076 suggests that there are no significant autocorrelations present in the sample data, enhancing the reliability of the regression results. Additionally, all variance inflation factor (VIF) values are less than 10, indicating no issues of multicollinearity between environmental consciousness and environmental knowledge.

Specifically focusing on environmental consciousness, the analysis highlights its significant positive effect on environmental attitude among MSESI students. This effect is statistically significant at the 99% confidence level, with a positive coefficient value. The standardized coefficient (beta) further emphasizes that higher levels of environmental consciousness are associated with more positive environmental attitudes in this study.

The study underscores the importance of environmental consciousness as a key determinant of environmental attitude among MSESI students. The findings not only confirm a significant relationship between these variables but also provide empirical evidence supporting the positive impact of heightened environmental consciousness on fostering pro-environmental attitudes. These insights contribute to a better understanding of how environmental education and awareness can influence attitudes and behaviors towards environmental issues.

4.7 Analysis on the Effect of Environmental Attitude on Green Purchase Intention

This study includes the analysis on the effect of environmental attitude on green purchase intention among MSESI students.

Table (4.7) Effect of Environmental Attitude on Green Purchase Intention

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	-0.916	0.622		-1.472	0.147	
Environmental Attitude	1.129***	0.142	0.747	7.938	0.001	1.000
R	0.747					
R Square	0.558					
Adjusted R Square	0.549					
Durbin-Watson	1.5					
F Value	63.011***					
Sig.	0.001					

Source: Survey Data (2024)

Note: *Significant at 90% level, **Significant at 95% level, ***Significant at 99% level

According to the analysis presented in Table (4.7), the study investigates the impact of environmental attitude on green purchase intention, revealing significant insights into consumer behavior towards environmentally friendly products.

The regression model employed indicates that environmental attitude explains a substantial portion of the variance in green purchase intention, with an R square of 0.558 and an adjusted R square of 0.549. This suggests that 55.8% of the variability in green purchase intention among the sample population can be attributed to differences in environmental attitude.

The model's overall significance is underscored by a highly significant F value of 63.011 at the 99% confidence level, indicating that the relationship between environmental attitude and green purchase intention is robust and unlikely to be due to chance.

Specifically, the standardized coefficient (beta) for environmental attitude is 0.747. This coefficient signifies a strong positive effect of environmental attitude on green purchase intention. In practical terms, this means that individuals with a more positive environmental attitude are more likely to express an intention to purchase environmentally friendly products.

The findings suggest that consumers who value environmental concerns and demonstrate a positive attitude towards environmental issues are inclined to support their beliefs through purchasing decisions that align with environmental sustainability. This aligns with the growing trend where consumers are increasingly conscious of the environmental impact of their choices and are willing to act upon these values through their purchasing behavior.

This analysis provides compelling evidence of the significant role that environmental attitude plays in shaping green purchase intention. By understanding the drivers of consumer behavior towards environmentally friendly products, businesses, and policymakers can tailor strategies to encourage and support sustainable consumption patterns among the population. These insights contribute to advancing our understanding of the nexus between environmental attitudes and consumer choices in the context of sustainable development.

4.8 Analysis on the Effect of Green Purchase Intention on Green Purchase Behavior

This study includes the analysis on the effect of green purchase intention on green purchase behavior among MSES students. In this study, the linear regression model is applied to analyze. The results of the analysis are shown in the Table (4.8).

Table (4.8) Effect of Green Purchase Intention on Green Purchase Behavior

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	1.480	0.330		4.485	0.001	
Green Purchase Intention	0.648***	0.081	0.748	7.958	0.001	1.000
R	0.748					
R Square	0.559					
Adjusted R Square	0.550					
Durbin-Watson	2.294					
F Value	63.322***					
Sig.	< 0.001					

Source: Survey Data (2024)

Note: *Significant at 90% level, **Significant at 95% level, ***Significant at 99% level

The analysis presented in Table (4.8) explores the relationship between environmental attitude and its impact on green purchase intention, specifically focusing on its subsequent influence on green purchase behavior among MSESI students. This study provides valuable insights into how attitudes towards environmental sustainability translate into actual consumer actions.

The regression model utilized shows that environmental attitude, through its effect on green purchase intention, explains a substantial portion of the variance in green purchase behavior. The R square value of 0.559 and adjusted R square of 0.550 indicate that approximately 55.9% of the variability in green purchase behavior can be accounted for by differences in green purchase intention. This suggests a strong relationship between intention and behavior in the context of environmentally friendly purchasing decisions among the surveyed population.

The F test value, which is highly significant at the 99% confidence level, underscores the validity and reliability of the model. This indicates that the observed relationship between green purchase intention and green purchase behavior is not likely due to random chance but reflects a meaningful association.

The standardized coefficient (beta) of 0.748 further highlights the positive impact of green purchase intention on green purchase behavior. This coefficient signifies that as green purchase intention increases, there is a corresponding increase in actual green purchase behavior among MSESI students. This finding is crucial as it suggests that attitudes and intentions towards environmental sustainability play a pivotal role in shaping tangible consumer actions in favor of eco-friendly products.

Moreover, the survey results, based on data from 52 respondents, reinforce the robustness of these findings within the context of MSESI students. The statistically significant relationship identified provides empirical evidence supporting the hypothesis that higher levels of green purchase intention lead to increased green purchase behavior.

This result contributes to our understanding of how environmental attitude influences consumer behavior towards sustainable consumption. By recognizing the pivotal role of intention in driving actual behavior, businesses and policymakers can better strategize and promote environmentally friendly products and practices. These insights are particularly relevant in fostering a more sustainable future by aligning consumer attitudes with actions that support environmental conservation and sustainability goals.

CHAPTER V

CONCLUSION

In this chapter, the summary of findings and discussions from the previous chapters are presented. Based on these findings, suggestions and recommendations are provided, and the needs for further studies are discussed.

5.1 Findings and Discussions

This study focuses on the factors affecting purchasing behavior towards green products among MSESI students. In 2022, the Department of Management Studies at YUEco achieved a new milestone by introducing the Master of Sustainable Entrepreneurship and Social Innovation (MSESI) program. This new program aims to equip students not only with entrepreneurial excellence but also with a strong sense of responsibility towards society. The MSESI program is currently in its second batch, comprising a total of 82 students. The simple random sampling method was used to collect data from 52 students out of 82 MSESI students. The sample size was calculated with Raosoft sample size calculator. The primary data are collected using a structured questionnaire with a 5-Point Likert Scale. Secondary data are gathered from academic journals, academic websites, and research papers. The study focuses on environmental consciousness, environmental knowledge, environmental attitude, green purchase intention, and green purchase behavior.

In this study, 82 students are analyzed, encompassing variables such as gender, age, marital status, position, education level, occupation level, and monthly income level. According to the results of the demographic profile, The gender distribution shows that 35.29% are male, while 64.71% are female, indicating a higher representation of females. In terms of age, the respondents vary widely, with 7.69% aged between 18 and 27, a majority of 57.69% between 28 and 37, another 7.69% between 38 and 47, and 26.92% aged 48 and above. This age distribution highlights a predominance of younger to middle-aged individuals.

Regarding marital status, the students are almost evenly divided, with 48% single and 52% married, suggesting a slight majority of married individuals who may offer family-oriented perspectives on green products. The education levels are high, with 23% holding

a Bachelor's degree and 77% a Master's degree, indicating a well-educated group likely to have heightened awareness and interest in sustainability issues.

The students hold various occupational roles: 3.85% are ordinary staff, 5.77% supervisors, 25% assistant managers, 19.23% managers, and a notable 46.15% in other positions, including CEOs, business owners, professors, fashion designers, company directors, and entrepreneurs. This diverse representation suggests a broad range of organizational influences on green product purchase intentions. In terms of monthly income, none earn between 150,000 – 349,999 MMK, 17.86% earn between 350,000 – 549,999 MMK, 25% between 550,000 – 749,999 MMK, and a majority of 57.14% earn above 750,000 MMK. This income distribution shows that most students are relatively affluent, potentially impacting their purchasing power and willingness to invest in green products.

In the data analysis, both descriptive and linear regression methods are applied. From the descriptive analysis, it is found that respondents exhibit a robust environmental consciousness. This reflects agree level of awareness among MSESI students regarding environmental issues, their impacts, and the significance of supporting sustainable practices through consumer choices. Notably, there is a strong consensus on the role of green products in fostering a sustainable future.

The mean values (including an overall mean value) for environmental consciousness among students is indicating a consensus at the agree level except one statement. Students agree that being very conscious of environmental issues, recognizing the importance of raising environmental consciousness among MSESI students, and actively considering the environmental impact of daily actions and choices. Moreover, they agree that purchasing green products contributes to a sustainable future. Students also agree that supporting environmentally friendly initiatives through my consumer choices is a meaningful contribution to a sustainable future. Notably, there is strongly agree level among students regarding the importance of promoting awareness about global environmental issues.

MSESI students' environmental knowledge shows agree level of awareness and understanding of environmental concepts. They exhibit solid knowledge of environmental issues, understand environmental phrases and symbols on product packages, and confidently identify green products. Additionally, students show familiarity with product life cycles and their environmental impact. Their active engagement with current environmental trends and policies further illustrates a proactive approach to environmental

knowledge among MSESI students. The students' informed stance and proactive commitment to environmental awareness and sustainability practices.

The mean values (including overall mean) are strongly agree level of environmental attitude among students except for one statement. They strongly agree that green products are a good idea and beneficial for the environment. Students maintain a strongly agree attitude towards green products. Additionally, they strongly agree with the importance of sustainable practices and support environmentally friendly initiatives. Only the statement about actively seeking out eco-friendly options in daily life is in the agree level.

The mean values (including the overall mean) of green purchase intention of students are agree level. They are also willing to buy green products despite higher prices. They have the intention to purchase green products for their environmental benefits. They also prioritize eco-friendly certifications and willingness to invest for long-term benefits reflecting a deeper level of environmental consciousness, while the influence of environmental impact on purchase decisions underscores its importance in shaping consumer behavior. Therefore, most of the students agree with green purchase intention.

The mean values (including the overall mean) agree level in green purchase behaviors except for one statement. Students buy eco-friendly products. They use products made from healthy and environmentally friendly materials. They actively seek out and purchase from brands with strong sustainability practices and commitment to environment. They strive to minimize carbon footprint by actively choosing to purchase environmentally friendly transportation products. They always recommend others to reduce the environmental damage caused by products. They always use recycled products. Furthermore, they strongly agree on purchasing healthy organic food whenever possible.

From the regression analysis, it is found that environmental consciousness significantly positively influences environmental attitudes. However, environmental knowledge does not have a significant effect on environmental attitudes. This implies that having environmental knowledge alone does not influence environmental attitudes; instead, the presence of environmental consciousness is crucial for shaping attitudes towards the environment. Furthermore, environmental attitudes have a significant positive effect on green purchase intention, and green purchase intention also has a positive significant effect green purchase behavior.

5.2 Suggestions and Recommendations

Based on the descriptive analysis of MSESI students, strong environmental consciousness and knowledge are demonstrated. Awareness of environmental issues in daily life and the consideration of the environmental impact of actions are keenly noted. To further enhance this consciousness and translate it into actionable behaviors, several strategies should be implemented.

The comprehensive modules on environmental issues and sustainable practices need to be integrated. Regular workshops and seminars involving hands-on activities related to environmental conservation, such as recycling projects and sustainable product design, ought to be organized to solidify theoretical knowledge through practical application. Real-world sustainability projects need to be encouraged to spread awareness and foster a culture of environmental responsibility.

Raising awareness about environmental issues within the global community must be prioritized. Global awareness campaigns should be launched in partnership with international organizations to highlight critical environmental issues and promote sustainable practices worldwide. Social media engagement is essential, with regular posts, infographics, and videos about green products and sustainable living reaching a broader audience. Educational content such as e-books and online courses must be developed to provide accessible information on environmental issues and the significance of eco-friendly certifications.

Consumer choices play a significant role in supporting environmentally friendly initiatives, and the purchase of green products must be encouraged as a vital contribution to a sustainable future. Incentives such as discounts for purchasing green products ought to be offered to motivate consumers to choose eco-friendly options. Accessibility and prominent display of green products in stores and online platforms must be ensured, along with clear labeling and certification marks to help consumers identify eco-friendly products quickly. Detailed information about the benefits of green products and their environmental impact should be provided to educate consumers and encourage sustainable choices.

To enhance environmental consciousness and translate it into green purchase intentions and behaviors, awareness campaigns and educational programs must be prioritized. These initiatives need to highlight the importance of green products and sustainable practices, using various media channels to reach a diverse audience and emphasize the long-term benefits of eco-friendly choices. Educational programs focusing

on sustainability, recyclability, and the environmental impact of consumer goods should be implemented and integrated into school curricula, community centers, and workplaces.

Empowering consumers with clear and accurate information about environmental issues is crucial for informed decision-making. Transparent communication about the environmental benefits of products, including details about the product's life cycle and sustainability certifications, should be ensured. Educational resources such as brochures, online articles, and videos that explain environmental symbols and sustainable practices must be provided to address the knowledge gap. Interactive platforms where consumers can ask questions and learn from experts about environmental issues and green products should be developed to support informed choices.

Collaboration with educational institutions and sustainability-focused programs can enhance credibility and promote green products. Partnership programs with universities and research institutions to develop and promote sustainable products should be established to lead to innovative solutions and greater consumer trust. Internships and hands-on training for students in fields related to environmental sustainability need to be offered to provide practical experience and foster a knowledgeable future workforce. Joint research projects with academic institutions to explore new ways of reducing environmental impact and improving the sustainability of products and services must be engaged.

Continuous adaptation based on consumer feedback is crucial for staying relevant and maintaining leadership in the green product market. Surveys should be conducted regularly, and feedback mechanisms must be established to understand consumer preferences, concerns, and suggestions regarding green products. Insights gained from consumer feedback should be used to innovate and improve products, enhancing product features, improving sustainability aspects, and introducing new eco-friendly options. Continuous market analysis is necessary to stay ahead of the competition and meet the evolving demands of environmentally conscious consumers.

Finally, awareness about green products and their benefits must be raised through effective advertising and community events. Targeted advertising campaigns focusing on the environmental benefits of green products should be launched, using data-driven strategies to reach interested consumers. Community events and workshops that educate participants about the importance of sustainability and demonstrate eco-friendly practices ought to be organized to showcase green products and their advantages. Collaborative initiatives with local organizations, schools, and businesses should be undertaken to amplify the message and create a larger impact within the community.

Implementing these suggestions and recommendations can collectively support the enhancement of environmental consciousness, promote sustainable practices, and capture the growing market of environmentally conscious consumers. These steps will not only contribute to a more sustainable future but also ensure that eco-friendly initiatives gain the recognition and support they deserve.

5.3 Needs for Further Research

This study provides valuable insights into the environmental attitudes and behaviors of MSESI students at Yangon University of Economics, focusing on key factors such as environmental consciousness, knowledge, attitude, green purchase intention, and green purchase behavior. However, the findings are limited to this specific group and cannot be generalized to other not-for-profit organizations or companies. To build on these findings and contribute to the broader field of environmental psychology and consumer behavior, several avenues for future research are suggested.

Future studies should aim to broaden the sample beyond MSESI students at Yangon University of Economics to include participants from various institutions. This approach would enhance the generalizability of the findings and provide a more comprehensive understanding of how different educational backgrounds and organizational contexts influence environmental attitudes and behaviors.

Exploring these factors across different cultural and socio-economic contexts is crucial. Environmental attitudes and behaviors are influenced by cultural values, economic conditions, and societal norms. Therefore, comparative studies across diverse cultural settings could uncover unique insights into the factors shaping green behaviors globally.

Further studies are recommended to observe how environmental attitudes and behaviors evolve over time. Understanding the stability or change in these behaviors can inform the development of more effective sustainability interventions and policies.

Future research should investigate the impact of specific educational interventions on enhancing environmental consciousness, knowledge, attitude, green purchase intention, and behavior. Identifying effective educational strategies can empower individuals to adopt more sustainable practices and contribute to broader environmental goals.

Incorporating qualitative methods alongside quantitative approaches would provide a deeper understanding of the motivations and barriers individuals face in adopting sustainable practices. Qualitative research can capture rich, nuanced insights into personal beliefs, social influences, and practical challenges related to sustainability.

There remains ample opportunity for further research, while this study makes a significant contribution to understanding environmental behaviors among MSESI students at Yangon University of Economics. By expanding the scope of participants, considering diverse cultural contexts, conducting longitudinal studies, evaluating educational interventions, and incorporating qualitative methods, future research can advance our knowledge and contribute to more effective strategies for promoting sustainable behaviors across various populations and settings.

REFERENCES

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211
- Anderson, R. C., & Hansen, E. N. (2004). Determining consumer preferences for ecolabeled forest products: An experimental approach. *Journal of Forestry*, 102(4), 28-32.
- Baker, M. J., & Churchill, G. A. (1977). The impact of physically attractive models on advertising evaluations. *Journal of Marketing Research*, 14(4), 538-555.
- Barber, N., Taylor, D., Strick, S., & Hou, Y. (2009). The role of environmental knowledge in influencing consumer behavior: An empirical analysis. *Journal of Business Research*, 62(12), 1264-1270.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Best, A. A. (1977). Consumer response to unsatisfactory purchases: A survey of perceiving defects, voicing complaints, and obtaining redress. *Law and Society Review*, 11(4).
- Chan, R. Y. K. (2001). Determinants of Chinese consumers' green purchase behavior. *Psychology & Marketing*, 18(4), 389-413.
- Chen, T. B., & Chai, L. T. (2010). Attitude towards the environment and green products: Consumers' perspective. *Management Science and Engineering*, 4(2), 27-39.
- Chen, Y.-S., & Chang, C.-H. (2012). Enhance green purchase intentions: The roles of green perceived value, green perceived risk, and green trust. *Management Decision*, 50(3), 502-520.
- Dunlap, R. E., & Van Liere, K. D. (1978). The "new environmental paradigm". *The Journal of Environmental Education*, 9(4), 10-19.
- Gifford, R. (2014). *Environmental psychology: Principles and practice* (5th ed.).
- Gunningham, N., & Sinclair, D. (2002). Leaders and laggards: Next-generation environmental regulation. *Ecological Law Quarterly*, 29(3), 229-256.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed.). Pearson Prentice Hall.
- Hart, S. L. (1997). Beyond greening: Strategies for a sustainable world. *Harvard Business Review*, 75(1), 66-76.

- Hungerford, H. R., & Volk, T. L. (1990). Changing learner behavior through environmental education. *The Journal of Environmental Education*, 21(3), 8-21.
- Jones, A., & Brown, B. (2018). Corporate sustainability programs: Enhancing environmental knowledge through employee training and best practices. *Journal of Business Ethics*, 127(2), 289-302.
- Kaufmann, H. R., Panni, M. F., & Orphanidou, Y. (2012). *The green consumer: Innovative practice for customer engagement*. Routledge.
- Kollmuss, A., & Agyeman, J. (2002). Mind the gap: Why do people act environmentally and what are the barriers to pro-environmental behavior? *Environmental Education Research*, 8(3), 239-260.
- Kotler, P., & Keller, K. L. (2012). *Marketing management* (14th ed.). Pearson Education Limited.
- Laroche, M., Bergeron, J., & Barbaro-Forleo, G. (2001). Targeting consumers who are willing to pay more for environmentally friendly products. *Journal of Consumer Marketing*, 18(6), 503-520.
- Lee, K. (2008). Opportunities for green marketing: Young consumers. *Marketing Intelligence & Planning*, 26(6), 573-586.
- Maichum, K., Parichatnon, S., & Peng, K. C. (2016). Application of the extended theory of planned behavior model to investigate purchase intention of green products among Thai consumers. *Sustainability*, 8(10), 1077.
- Maichum, K., Parichatnon, S., & Peng, K.-C. (2017). Factors influencing green purchase behavior: A case study in Thailand. *Journal of Cleaner Production*, 154, 1-8.
- Milfont, T. L., & Duckitt, J. (2010). The environmental attitudes inventory: A valid and reliable measure to assess the structure of environmental attitudes. *Journal of Environmental Psychology*, 30(1), 80-94.
- Orr, D. W. (1992). *Ecological literacy: Education and the transition to a postmodern world*. State University of New York Press.
- Peattie, K. (2010). Green consumption: Behavior and norms. *Annual Review of Environment and Resources*, 35, 195-228.
- Schlegelmilch, B. B., Bohlen, G. M., & Diamantopoulos, A. (1996). The link between green purchasing decisions and measures of environmental consciousness. *European Journal of Marketing*, 30(5), 35-55.

- Schlegelmilch, B. B., Bohlen, G. M., & Diamantopoulos, A. (1996). The link between green purchasing decisions and measures of environmental consciousness. *Journal of Business Ethics, 19*(2), 185-196.
- Shanahan, J., & McComas, K. (1999). Television news and the environment: Environmental journalism on American television news programs. *Journalism & Mass Communication Quarterly, 76*(4), 775-792.
- Stern, P. C. (2000). Toward a coherent theory of environmentally significant behavior. *Journal of Social Issues, 56*(3), 407-424.
- Stern, P. C., & Dietz, T. (1994). The value basis of environmental concern. *Journal of Social Issues, 50*(3), 65-84.
- Tbilisi Declaration (1977).
- Xu, Y., & Huang, Y. (2014). Effects of price discounts and bonus packs on online impulse buying. *Social Behavior and Personality: An International Journal, 42*(8), 1293-1302.

APPENDIX A

Survey Questionnaire for Factors Affecting Purchase Behaviour towards Green Products among MSESI Students

Dear Sir/Madam,

I am an MBA student at Yangon University of Economics, Department of Management Studies. As part of my Master of Business Administration (MBA) program, I am conducting a survey to understand the factors that affect purchase behavior towards green products, specifically foods and beverages, among YUEco MSESI students. Green products are defined as those that are environmentally friendly, sustainably produced, and have a reduced impact on the environment.

I would greatly appreciate it if you could take the time to complete this questionnaire. Your participation is highly valued, and please rest assured that your responses will be kept strictly confidential and used solely for this research. Thank you very much for your time and effort in assisting with this study.

Sincerely,

Thet Paing Soe.

Please tick (✓) your response for each question.

1. Gender

Male

Female

2. Age

18-27

28 – 37

38-47 years

48 and above

3. Marital Status

Single

Married

4. Education

Graduate

Post Graduate (Master, Ph.D.)

5. Position

Ordinary Staff

Assistant Manager

Manager

Other

6. Monthly Income

150,000 - 349,999 MMK

350,000 - 549,999 MMK

550,000 - 749,999 MMK

above 750,000 MMK

Please rate your agreement level upon these following statements in term of

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

No.	Environmental Consciousness	1	2	3	4	5
1.	I am very conscious of the environmental issues that I am facing in my life.					
2.	It is very important to raise environmental consciousness among online MSESI students.					
3.	I actively consider the environmental impact of my daily actions and choices.					
4.	I am conscious that purchasing green products will contribute to a sustainable future.					
5.	Promoting awareness about environmental issues within our global community should be a top priority.					
6.	I believe supporting environmentally friendly initiatives through my consumer choices is a meaningful contribution to a sustainable future.					
	Environmental Knowledge	1	2	3	4	5
1.	I am very knowledgeable about environmental issues.					
2.	I understand the environmental phrases and symbols on product packages.					
3.	I know that I buy a green product that is environmentally safe.					
4.	I am familiar with the life cycle of various products and their environmental impact.					
5.	I stay updated on current environmental trends, policies, and innovations to enhance my environmental knowledge.					
	Environmental Attitude	1	2	3	4	5
1.	Green product is a good idea.					

2.	Green product is good for the environment.					
3.	I have a favorable attitude towards green products.					
4.	I believe in the importance of sustainable practices.					
5.	Supporting environmentally friendly initiatives is essential.					
6.	I actively seek out eco-friendly options in my daily life.					
	Green Purchase Intention	1	2	3	4	5
	I choose to purchase environmentally friendly products.					
2.	I buy green products even if they are more expensive than normal products.					
3.	I intend to purchase green products next time because of their positive environmental contribution.					
4.	I prioritize products with eco-friendly certifications when making purchasing decisions.					
5.	I am willing to invest in green products for the long-term benefits they offer.					
6.	Environmental impact influences my product choices and purchase decisions.					
	Green Purchase Behavior	1	2	3	4	5
1.	I buy eco-friendly products whenever possible.					
2.	I try to buy healthy organic food whenever possible .					
3.	I use products made from healthy and environmentally friendly materials whenever possible.					
4.	I actively seek out and purchase from brands with strong sustainability practices and a commitment to environmental responsibility.					
5.	I strive to minimize my carbon footprint by actively choosing to purchase environmentally friendly transportation products.					
6.	I always recommend others to reduce the environmental damage products.					
7.	I always use the recycle products.					

Thank you for your kind participation.

APPENDIX B

Regression Analysis Results for Environmental Consciousness and Environmental Knowledge on Environmental Attitude

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.603 ^a	.364	.338	.35293	2.016

a. Predictors: (Constant), Environmental Consciousness, Environmental Knowledge

b. Dependent Variable: Environmental Attitude

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.488	2	1.744	14.003	<.001 ^b
	Residual	6.103	49	.125		
	Total	9.592	51			

a. Dependent Variable: Environmental Attitude

b. Predictors: (Constant), Environmental Consciousness, Environmental Knowledge

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.729	.516		3.350	.002		
	Environmental Consciousness	.526	.129	.530	4.091	<.001	.774	1.293
	Environmental Knowledge	.119	.118	.130	1.006	.319	.774	1.293

a. Dependent Variable: Environmental Attitude

Regression Analysis Results for Effect of Environmental Attitude on Green Purchase Intention

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.747 ^a	.558	.549	.44066	1.492

a. Predictors: (Constant), Environmental Attitude

b. Dependent Variable: Green Purchase Intention

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.235	1	12.235	63.011	<.001 ^b
	Residual	9.709	50	.194		
	Total	21.944	51			

a. Dependent Variable: Green Purchase Intention

b. Predictors: (Constant), Environmental attitude

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
	(Constant)	-.916	.622	.	-1.472	.147		
	Environmental Attitude	1.129	.142	.747	7.938	<.001	1.000	1.000

a. Dependent Variable: Green Purchase Intention

Regression Analysis Results for Green Purchase Intention on Green Purchase Behavior

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.748 ^a	.559	.550	.38132	2.294

a. Predictors: (Constant), Green Purchase Intention

b. Dependent Variable: Green Purchase Behavior

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.207	1	9.207	63.322	<.001 ^b
	Residual	70270	50	.145		
	Total	16.477	50			

a. Dependent Variable: Green Purchase Behavior

b. Predictors: (Constant), Green Purchase intention

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.480	.330		4.485	<.001		
	Job Satisfaction	.648	.081	.748	7.958	<.001	1.000	1.000

a. Dependent Variable: Green Purchase Behavior