

THE ROLE OF ISLAMIC WORK ETHICS AND EMOTIONAL INTELLIGENCE
IN FOSTERING EMPLOYEE PRO-ENVIRONMENTAL BEHAVIOUR

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ABSTRACT

The concern regarding the environmental degradation has become one of the main topics all around the world. However, the progress in solving the issue remained sluggish. Preserving the environment can only be done by changing individuals' behaviour towards pro-environmental activities in addressing the problem of the environmental degradation leading towards organizational sustainability. Nevertheless, the existing models pertaining to pro-environmental behaviour (PEB) in the workplace is not sufficiently taken into account in the current studies. Considering this, the present study extends the Theory of Planned Behaviour (TPB) that identifies the role of the Islamic Work Ethics (IWE) and the Emotional Intelligence (EI) in fostering employee PEB in the universities in Malaysia. This model proposes that IWE acts as an antecedent of employee attitude, subjective norm and perceived behavioural control that can lead towards the employee pro-environmental intention (EPEI). The model also suggests EI as the mediator between EPEI and employee pro-environmental behaviour (EPEB). This proposed model includes 11 hypotheses and is based on the Theory of Planned Behaviour and Value-Belief-Norm Theory. A total of 420 questionnaires are distributed among six universities in Malaysia (Klang Valley area) which yielded 344 usable questionnaires to proceed for further analysis. The partial least squares based structural equation modeling (PLS-SEM) was used to analyze the data. The results indicate that out of all 11 proposed hypotheses, 9 of them are supported while the remaining two are not supported. The study findings suggest that, in order to achieve the organizational sustainability, IWE and EI play significant roles in fostering the EPEB in the universities. Overall, this study proposes and verifies an extended model of the TPB in fostering EPEB. It reveals positive results in not only having a theoretical significance but also enhancing the understanding of the employees' behaviour in universities.

ABSTRAK

Kebimbangan mengenai degradasi alam sekitar telah menjadi salah satu topik utama di seluruh dunia. Walau bagaimanapun, penyelesaian terhadap isu ini masih lagi dipersoalkan. Melestarikan alam sekitar hanya boleh dilakukan dengan mengubah tingkah laku individu ke arah aktiviti pro-alam sekitar dalam menangani masalah degradasi alam sekitar yang membawa kepada kemapanan organisasi. Walau bagaimanapun, model sedia ada yang berkaitan dengan kelakuan pro-alam sekitar (PEB) di tempat kerja masih berkurangan dalam kajian semasa. Oleh itu, kajian ini mengembangkan Theory of Planned Behaviour (TPB) yang sedia ada, bagi mengenalpasti peranan Etika Kerja Islam (IWE) dan Kecerdasan Emosi (EI) dalam memupuk PEB pekerja di universiti-universiti di Malaysia. Model ini mencadangkan bahawa IWE bertindak sebagai pembolehubah pendahulu terhadap sikap pekerja, norma subjektif dan kawalan tingkah laku yang mempengaruhi niat pro-alam pekerja (EPEI). Model ini juga menyarankan EI sebagai pengantara antara EPEI dan tingkah laku pro-alam sekitar pekerja (EPEB). Model yang dicadangkan ini mengandungi 11 hipotesis dan berdasarkan TPB dan Value-Belief-Norm teori. Sebanyak 420 soal selidik diedarkan di enam universiti di Malaysia (kawasan Lembah Klang), walaubagaimanapun hanya 344 borang soal selidik yang boleh digunakan untuk analisis yang selanjutnya. Model pemodelan persamaan struktur (PLS-SEM) separa digunakan untuk menganalisis data. Hasil analisis menunjukkan bahawa daripada kesemua 11 hipotesis yang dicadangkan, 9 daripadanya disokong sementara dua yang lain tidak disokong. Penemuan kajian menunjukkan bahawa, untuk mencapai kemapanan organisasi, IWE dan EI memainkan peranan penting dalam memupuk EPEB di universiti-universiti. Secara keseluruhannya, kajian ini mencadangkan dan mengesahkan model TPB yang diperluas dalam memupuk EPEB. Hasil kajian ini menunjukkan bahawa terdapat kesan yang signifikan terhadap teori serta meningkatkan pemahaman tentang tingkah laku pekerja di universiti.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter highlights an overview on the background of the study on environmental sustainability in Malaysia. Next section discusses several theoretical issues regarding the variable conceptualization. It follows with highlighting the gap in the literature, and brief discussion regarding the role of education sector in Malaysia that would contribute towards environmental sustainability. Then, the problem statement is formulated. Research questions and research objectives are then determined and answered by aligning the research objectives within research hypotheses. The contribution of this study is highlighted in the research significance. Definition of terms used in this study are outlined. Several limitations are presented in the research scope section. The summary of this chapter is presented in the final section.

1.2 Research Background

Many issues and awareness related to the environment are gaining serious potency globally including in Malaysia as well. Malaysia is growing prosperously in the recent years and has experienced outstanding growth in economics over the past three decades (Eleventh Malaysia Plan, 2016). Similar to the other countries across the world, Malaysia is facing a challenge in trying to keep the balance between the

demand and the growing population with the increasing pressure towards the natural environment. In a global context, it is imperative nowadays for Malaysia to adopt the green growth due to the increasing frequency and intensity of the extreme weather events. This proves that Malaysia is dedicated in renewing and increasing its commitment towards the long-term sustainability and environment (Eleventh Malaysia Plan, 2016). Table 1.1 below shows the comparison between the Malaysia Environmental Performance Index (EPI) and the EPI of some selected countries in the year of 2014, 2016 and 2018.

Table 1.1: Malaysia and Selected Countries Environmental Performance Index

COUNTRY	EPI 2018 (n = 180)		EPI 2016 (n = 180)		EPI 2014 (n = 178)	
	RANK	SCORE	RANK	SCORE	RANK	SCORE
Finland	10	78.64	1	90.68	18	75.72
Iceland	11	78.57	2	90.51	14	76.50
Sweden	5	80.51	3	90.43	9	78.09
Denmark	3	81.60	4	89.21	13	76.92
Slovenia	34	67.57	5	88.98	15	76.43
Australia	21	74.12	13	87.22	3	82.40
Singapore	49	64.23	14	87.04	4	81.78
Malaysia	75	59.22	63	74.23	51	59.31
Philippines	82	57.65	66	73.70	114	44.02
South Korea	60	62.30	80	70.61	43	63.79
Thailand	121	49.88	91	69.54	78	52.83
Brunei	52	63.57	98	67.86	37	66.49
Indonesia	133	46.92	107	65.85	112	44.36
Viet Nam	132	46.96	131	58.50	136	38.17
Cambodia	150	43.23	146	51.24	145	35.44
Laos	153	42.94	148	50.29	127	40.37
Myanmar	138	45.32	153	48.98	164	27.44

Source: Adapted from Hsu and Zomer (2016) and Report from Yale Center for Environmental Law & Policy, Yale University (2018)

In this regard, Malaysia has been a successful developing country that experienced remarkable economic growth and sound financial stability (Saboori, 2013). Within its own capacity, this country is moving forward to become a developed nation. Malaysia has to be managed effectively regarding its weaknesses and shortcomings in order to be more successful and well known throughout the world. One of the many major problems that Malaysia has to address in this endeavour to become a successful country is to determine the right solution to overcome the environmental degradation that has been going on in this country without proper regulations

In 2015, RM2.55 billion was spent by the Malaysia government on the environmental protection with the annual growth rate of 3.9 percent compared to the annual growth rate in 2010 (Department of Statistic Malaysia, 2017). The two main types of expenditures for the environmental protection were the environmental protection expenditure by activity with a value of RM1.67 billion (65.4%) and the waste management expenditure of RM0.78 billion (29.6%) (Department of Statistic Malaysia, 2017). According to Table 1.1, the researcher found that even though the allocation on the environmental protection in 2015 had been increased by the Government of Malaysia, the ranking of this country unfortunately had dropped in 2016. In fact, Malaysia has allocated a total amount of RM8.217B in the Budget of 2018 to promote the sustainable development in Malaysia (Department of Ministry of Finance Malaysia, 2018). This huge amount of allocation indicates that Malaysia is serious in achieving the long-term sustainability. However, the researcher posited that there are also other factors that need to be considered especially the human factor to ensure the national sustainability agenda can be achieved.

Education can play a pivotal role in promoting the awareness and the understanding of sustainability that is shown as a result of the research (Fiksel *et al.*, 2013; Zhao *et al.*, 2015). Moreover, the possibility for the communities to be educated by using the development models is coherent with the sustainability objectives and is essentially linked to the role of the universities (Razak, 2011; Vagnoni *et al.*, 2015). The key role in turning towards a sustainable society should be played by the universities through their capability of teaching and generating new leaders besides their competence of performing research activities in order to enable

a sustainable future (Amaral *et al.*, 2015). Study and research on this particular area are very important as the principles can be learnt, adopted and applied by the students to the wider world; therefore, attitude should be positively influenced at this stage as later on in life, this might implicate the pro-environmental behaviour (Figueredo *et al.*, 2013).

Sustainability in higher education, however is a global question for those who manage universities since the operations and activities of their institutions give impacts towards the environment (Tilbury and Fellow, 2010). Universities are not just an industry, they also play a large part in the society which therefore makes them susceptible in being the cause of the ecological damage due to the energy and materials consumed (Viebahn, 2002). The harm that could be done towards the environment can be reduced by this modus operandi. It also reduces the CO² emission and the energy consumption (Graedel, 2002; Berke and Conroy, 2000; Owens and Halfacre-Hitchcock, 2006; Claudy *et al.*, 2010).

Concentrating specifically on the environmental dimension of sustainability, most activities in universities involved in numerous and complex scientific (laboratory experiments, agricultural practice, workshop operations, etc.), social and educational activities (teaching, learning and research), energy supply and usage, transport and interaction, sports and recreation, etc. (León-Fernández *et al.*, 2018). This is the reason why the success of a resources efficiency, conservation and sustainability programs in organizations is highly depending on the number of participants in that programs, and the frequency and effectiveness of that participation because organizational efforts links very closely to employee behaviours (Davis *et al.*, 2009; Ones and Dilchert, 2012). However, the role of employees in university that can lead and position their organization to be more sustainable is still remains uncertain. As it is found in a research that better participant inclusion raises the success of environmental behaviour (Conway *et al.*, 2008), the lack of involvement in sustainable initiatives by the employees turns into a concern (Averdung and Wagenfuehrer, 2011). Since the university employees are equally important in promoting good environmental behaviour (Figueredo *et al.*, 2013), therefore, linking employees in university as the unit of analysis in this study is the key approach because the actions and strategies geared towards sustainability

for a university not just involving teachers, academic managers and administrative staff, but also goes beyond the academic level (León-Fernández *et al.*, 2018) and there is an argument on how environmental degradation is mostly derived from human activity and that is by changing human behaviour is how the issues should be tackled (Ones and Dilchert, 2012).

1.2.1 Research Context

Given that the environmental issues are the effects of the human activities, and that the success of the environmental programs often depends on the behavior of the employees (Daily *et al.*, 2008) and Lamm *et al.* (2013) support this perspective. They claimed that the large extent of the efforts of an individual is what specifies the success of the overall sustainability of an organization. It is crucial for every employee to embrace the pro-environmental behaviour actively in order to sustain the natural environment (Graves *et al.*, 2013). This proves that without the participation and active support of every employee, the strategic initiatives are unable to be implemented because the perspective of the employee is essentially absolute. In the aggregate, the impact can be prominent even though the impact of one individual's decision might seem minute (Stern, 2000). Thus, one of the factors that may assist in dealing with these enormous societal challenges could be through fostering the pro-environmental behaviour among the employees (Wesselink *et al.*, 2017).

In this research, the effectiveness of pro-environmental behaviour was examined towards employees in universities in Malaysia. The researcher posits that the need of conducting research in this context due to majority of the studies that have been reviewed and obtained data from employees within Western countries with the respect to study samples (Inoue *et al.*, 2015). This study is unique since it was conducted in Malaysia that consist of multicultural populations, such as Malays (68.8%), Chinese (23.2%) and Indians and others (0.8%) (Department of Statistic Malaysia, 2017). In addition, this study was conducted in a way that all respondents

with different religious background have equal chance to participate, thus it may produce different findings as compared to data gathered from the Western countries. On top of that, the declining trend of Environmental Performance Index Ranking of Malaysia from 51 in year 2014 to 75 in year 2018 that shows Malaysia are still lacking of comprehensive methods in presenting the environmental awareness and behaviour performance of Malaysian (Mei *et al.*, 2016).

Previous studies mentioned that, sustainability implementation in universities is still in its early stages (Garde *et al.*, 2013; Alonso-Almeida *et al.*, 2014) and the practices in implementing environmental sustainability within educational institutions are still lacking (Lozano, 2011). In the context of universities in Malaysia, the sustainability implementation and awareness are still minimal, this because only 12 out of 85 universities that are listed in UI Green Matrix 2017 ranking. In relation to fostering employee pro-environmental behaviour in the context of Malaysia universities, the researcher proposed the importance factors of ethics and emotion to be embedded in this research. This is because, previous research on environmental sustainability suggested that sustainability is intertwined causally with deeply ethical causes as an effort to make sustainable agenda in organization realisable (Hassan, 2016). According to Rossouw (2011), ethics can be described as a set of moral values which separate from right and wrong. People who perform more pro-environmentally across context rate particular values highly (Thogersen *et al.*, 2003) and such values influence pro-environmental behaviour (Lindenberg and Steg, 2007; Gatersleben *et al.*, 2014).

From Islamic perspective, the Islamic ethical values are not as same as ethical construct from Western or secular ethical values and moral code. Specifically in the context of Islamic work ethics (IWE), Quoquab and Mohammad (2013) describe IWE as a set of moral principles that utilizes and emphasize the noble and sublime values prescribed in the Quran and Sunnah that guides employees' attitude and behaviours at their workplace. Meanwhile, Rizk (2014) agreed on this matter by stating that when applied to the natural environment, the insufficient amount of awareness and understanding of Shari'ah principle towards the environmental movements, despite the evidence of an association between religiosity and pro-environmental behaviour in both the private and public spheres which is very

important (Rice, 2006; Rizk, 2014). Therefore, the role of Islamic work ethics towards fostering employee pro-environmental behaviour were examined in this research

On the other hand, the important role played by emotions are found in some researches when sustainable behaviour is in engagement with people (Carrus *et al.*, 2008; Swim *et al.*, 2011; Kanchanapibul *et al.*, 2014; Wang *et al.*, 2016). A large number of scholars who have studied how sustainability behaviour can be adopted following an emotional decision are consistent with the opinion of (Harth *et al.*, 2013; Pelozo *et al.*, 2013; Antonetti and Maklan, 2014a). Furthermore, research recently has found that certain emotions causes specific effects on particular types of sustainable behaviour (Wang *et al.*, 2016). Since, previous research stated that, it would be worthwhile to determine whether an intelligence use of emotion is related to pro-environmental behaviour (Aguilar *et al.*, 2014), hence, this research attempts on clarifying the role played by the emotional intelligence in the engagement of pro-environmental behaviour among employees in universities.

1.3 Problem Statement

The solution in fostering employee pro-environmental behaviour remains obfuscated because in the previous studies, the researchers had been contemplated only in the private sphere and general society, but rarely in the workplace setting despite the workplace being one of the potential contributing factors in towards environmental sustainability (One and Dilchert, 2012). This statement is also supported by Inoue *et al.* (2015) who mentioned that the current research has identified the lack of systematic efforts in making the researcher to comprehend the output of the research in terms of the factors and conditions affecting the employee pro-environmental behaviour (EPEB). The lack of organizations related to the research has also been pointed by several scholars especially regarding the workplace of the employee and their behaviour (Aguinis and Glavas, 2012; Robertson and

Barling, 2013) as well as the insufficient study on the factors influencing the daily environmental behaviour (Wesselink *et al.*, 2017).

Education can play a pivotal role in promoting the environmental awareness and the understanding of the importance of sustainability in an organization (Fiksel *et al.*, 2013; Zhao *et al.*, 2015). However, most higher education institutions prefer to continue to be traditional and are still lagging behind compared to other companies in helping the society to become more sustainable (Fernández *et al.*, 2015; Lozano, 2013). In addition, the contribution of the university in preparing the future professionals to help the society to become more sustainable is not widely appreciated (Fernández *et al.*, 2015). The pro-environmental behaviour in the workplace is expected to minimize the negative impacts of the actions taken by all levels of employees towards the natural and built environment since the employees spend about one third of their daily life in the office (Blok *et al.*, 2015). However, the potential participation of the employees in the university in preserving the environment seems not to be fully explored since the activities and the methodologies are usually carried out by one specific team while the other ordinary participants are neglected (León-Fernández *et al.*, 2018). Hence, this research is linking all levels of employees in the university as one unit of analysis due to the nature of the employee involvement since their contributions towards the environmental preservation by promoting the sustainability in the universities are still remained unclear until now (Larran *et al.*, 2016; Wesselink *et al.*, 2017).

In order to comprehend this research, Theory of Planned Behaviour (TPB) is applied since TPB has been broadly used to predict the behaviours related to health, environment, and other fields (Witzling *et al.*, 2015). TPB is also a theory that is widely used to study the employees in the setting of a workplace. TPB needs other approval and validation to ensure that this model can be applied to further elaborate the pro-environmental behaviour (PEB) in the workplace setting (Wesselink *et al.*, 2017). Theoretically, it is possible to measure some of the other factors and simply insert them into the theory in order to improve the prediction (Ajzen, 2016). Blok *et al.* (2015) stated that TPB does not completely explain the PEB in the workplace since other factors (e.g. values, environmental awareness and personal norm) are also important in fostering the PEB. Besides that, the antecedent of the attitude in TPB is

not always the strongest predictor of the intention that can lead towards the behaviour (Lo *et al.*, 2014). Although the relationship between intention and behavior is consistently correlated to one another, the relationship is still not perfect. On the other hand, the influence of the attitude proves to be generally stronger on the intention as compared to the influence of the subjective norms (Ham *et al.*, 2015). A study by Krueger *et al.* (2000) also showed that the subjective norms do not contribute to the effect of intention of the individuals in establishing their own businesses. Another study by Kim *et al.* (2013) found that the perceived behavioral control (PBC) is a non-significant independent variable in predicting the influence of the TPB constructs in the context of the pro-environmental practices at the eco-friendly restaurants. In fact, Anthony Swaim *et al.* (2016) and Herath (2010) suggested that in order to increase the predictability of the intention and the behaviour, it is important to add more constructs (e.g. exogenous, mediating and moderating) to the TPB when they are theoretically based. The TPB model also allows the incorporation of other additional variables in the model (Ajzen, 1991; Ramayah, 2012). Therefore, in line with these theoretical gaps, the researcher prompted that there is a significant contribution towards the TPB literature to examine other related variables or antecedences that may strengthen the relationship within the constructs of the TPB model.

Next, TPB has been used by several researchers in examining the pro-environmental behaviour in the workplace (Greaves, 2013; Lo *et al.*, 2014; Chou, 2014; Zhang *et al.*, 2014; Blok *et al.*, 2015; Anthony Swaim *et al.*, 2016). However, the appropriate antecedents that able to lead towards the practice of environmental behaviour in the workplace are still remained unsolved (Inoue *et al.*, 2015). Moreover, the majority of the studies have reviewed and obtained the data from the employees in the western countries with respect to the study samples (Inoue *et al.*, 2015). Malaysia, a multicultural country consisting different populations of Malay (68.8%), Chinese (23.2%) and Indian and others (0.8%) (Department of Statistic Malaysia, 2017) may produce different findings compared to the data gathered from the western countries. This can be seen as the main limitation of the study as the cultural orientations based on their respective countries can greatly influence the employees' decision-making process. Therefore, it is useful to test the validity of the TPB model in fostering the EPEB in the context of Malaysian universities.

Furthermore, there is a huge distinction between the ethical orientation and the conducts among the communities with different religious beliefs (Zulfikar, 2012). Inoue *et al.* (2015) revealed that most of the studies related to environmental behaviour in the workplace have obtained the data from employees in the western countries which are very different from Malaysia in many aspects. In addition, Deuraseh (2009) stated that Islam plays an important role in preserving the environment as stated in the Islamic thoughts. This statement is supported by Hassan (2016) who mentioned that the organization should get involved with the activities that focus on the concept of sustainable development while adhering to the Islamic ethical responsibilities.

Previous researches realized that Muslims in the world are becoming more inspired by the principles of Islam (Aldulaimi, 2016). It is believed that Islamic principles can influence the overall personality of a human including the behaviour, lifestyle, tastes and preferences, attitudes towards human beings as well as resources and environment (Hassan, 2016). Although the previous researches are insufficient, the one in Egypt has found that the Islamic religious teachings have a positive relationship with the pro-environmental behaviour (Rice, 2006). Besides that, the pro-environmental attitudes and behaviour have been consistently associated with the religious constructs in the empirical work (Garfield *et al.*, 2014). Meanwhile, Ali and Al-Owaihan (2008) revealed that the orientation which inspires and forms the involvement and contribution of believers in the workplace is the Islamic work ethics. According to Mohammad *et al.* (2016), the studies related to the work ethics express its relationship with the individuals at a wider scope where the organization still adopts the western worldview with Protestant Work Ethic (PWE) as the main attention. Despite the important role of Islamic thoughts regarding the importance of preserving the environment, the research on how Islamic work ethics may solve the environmental issues in an organization has been neglected. Therefore, in order to bridge the gap in understanding the issues of work ethics, it is vital to examine the role of IWE in fostering the employee pro-environmental behaviour in the context of Malaysian universities.

Meanwhile, researches related to emotion may influence the employees' pro-environmental behaviour through various processes which are very much different from other cognitive aspects of attitude, and thus will lead towards the generating numbers of the new research questions (Russell and Griffiths, 2008). Hipolito (2011) mentioned that along with these advancements in the effective literature, emotion has been considered as a motivational factor that may influence the environmental behaviour (Steg and Vlek, 2009). In fact, Inoue *et al.* (2015) suggested that the studies on examining the emotions, on the other hand, are able to enjoy the opportunities to expand the research on pro-environmental behavior in the workplace. The employees can be energized, inspired to make a difference in the quality of the natural environment, and motivated to engage the pro-environmental behaviours in the workplace when the employees are influenced by the positive emotions (Robertson and Barling, 2013). However, in most pro-environmental studies, the role of emotions is largely absent (Searles, 2010).

Moreover, one of the main limitations of the problem examining pro-environmental behaviours using attitude theories is that they largely neglected the emotional aspects because they are primarily focused on the cognitive aspects of attitude (Russell and Griffiths, 2008). Only a few pieces of research in this context have the attempt to understand how the effects of emotion can contribute towards environmental behaviour (Onwezen *et al.*, 2013; Bissing-Olson *et al.*, 2013; Robertson and Barling, 2013; Aguilar *et al.*, 2014; Han *et al.*, 2016). Parallel to this, significant interest in a growing area of research has been generated through the construct of "emotional intelligence" even though the analysis interaction between cognition, emotion, and behaviour is not new (Aguilar *et al.*, 2014). In spite of the logic of this argument, there are, to the researcher knowledge, empirical studies have been done to examine the role of emotional intelligence in predicting pro-environmental behaviour is still lacking. Therefore, this research incorporates the additional variables in TPB construct to bridge the gap between emotional intelligence and employee pro-environmental behaviour in the context of Malaysia universities.

1.4 Purpose of Study

There are lots of efforts by researchers, government and NGOs around the world that strive to find solution to cater this global crisis, however environmental degradation continues to rise. Since it is indicated that the major cause of environmental today is caused by human practice within organization (Russell and Griffiths, 2008; Robertson and Barling, 2013) and research in pro-environmental behaviour in workplace still remain unsolved (Inoue *et al.*, 2015; Blok *et al.*, 2015). Therefore, the purpose of this research is to extend the use of TPB model incorporated with Value-Belief-Norm Theory (VBN) that focus on fostering employee pro-environmental behaviour (EPEB) as dependent variable by using employee pro-environmental intention (EPEI) as mediator on independent variables (employees' attitude (ATT), subjective norm (SN) and perceived behavioural control (PBC)). This research also examines the role of Islamic work ethics (IWE) as antecedence towards IV and mediating effect of Emotional Intelligence (EI) towards relationship between EPEI and EPEB. Besides that, this study intent to address the gap and answer below research question: -

- 1) Does Islamic Work Ethics lead to employee attitude, subjective norm and perceived behavioural control?
- 2) To what extent employee attitude, subjective norm and perceived behavioural control lead towards employee pro-environmental intention?
- 3) Does employee pro-environmental intention lead towards employee pro-environmental behaviour?
- 4) Does employee pro-environmental intention mediate the relationship between employee attitude, subjective norm and perceived behavioural control with employee pro-environmental behaviour?
- 5) Does emotional intelligence mediate the relationship between employee pro-environmental intention and employee pro-environmental behaviour?

1.5 Summary of Research Question, Research Objectives and Hypotheses Development

Based on the research questions, this section delineates the research objectives and hypotheses statement of current study. In connection with the above research questions, the following research objectives and hypotheses are designed.

Table 1.2: Summary of Research Question, Objectives and Hypotheses

Research Question	Research Objective	Hypotheses
Does Islamic Work Ethics lead to employee attitude, subjective norm and perceived behavioural control?	To examine the relationship between Islam work ethics towards employee attitude, subjective norm and perceived behavioural control.	There is a positive relationship between Islam work ethics and employee attitude
		There is a positive relationship between Islam work ethics and subjective norm
		There is a positive relationship between Islam work ethics and perceived behavioural control
To what extent employee attitude, subjective norm and perceived behavioural control lead towards employee pro-environmental intention?	To examine the relationship between employee attitude, subjective norm and perceived behavioural control with employee pro-environmental intention.	There is a positive relationship between employee attitude and employee pro-environmental intention
		There is a positive relationship between subjective norm and employee pro-

		environmental intention
		There is a positive relationship between perceived behavioural control and employee pro-environmental intention
Does employee pro-environmental intention lead towards employee pro-environmental behaviour?	To examine the relationship between employee pro-environmental intention and employee pro-environmental behaviour	There is a positive relationship between employee pro-environmental intention and employee pro-environmental behaviour
Does employee pro-environmental intention mediate the relationship between employee attitude, subjective norm and perceived behavioural control with employee pro-environmental behaviour?	To examine the mediating effect of employee pro-environmental intention towards relationship between employee attitude, subjective norm and perceived behavioural control with employee pro-environmental behaviour.	Employee pro-environmental intention positively mediates the relationship between employee attitude and employee pro-environmental behaviour
		Employee pro-environmental intention positively mediates the relationship between subjective norm and employee pro-environmental behaviour
		Employee pro-environmental intention positively mediates the relationship between perceived behavioural

		control and employee pro-environmental behaviour
Does emotional intelligence mediate the relationship between employee pro-environmental intention and employee pro-environmental behaviour?	To examine the mediating effect of emotional intelligence towards relationship between employee pro-environmental intention and employee pro-environmental behaviour	Emotional intelligence positively mediates the relationship between Employee pro-environmental intention and employee pro-environmental behaviour

1.6 Significant of Study

Realizing the fact that universities play an important role in promoting the sustainability in the organization and encouraging the pro-environmental behaviour, this research has the theoretical and practical contributions in the following ways. This research contributes to the expansion of the Theory of Planned Behaviour by extending the role of Islamic work ethics (IWE) and Emotional Intelligence (EI) in the model which is quite new and has not yet been examined in any empirical study in Malaysia. There have been a few studies in Malaysia that applied TPB in their researches; however, it is still rare in the context of Malaysian universities. Hence, this thesis may become a suitable reference for the researchers, data analysts, students and any organization that are interested in the pro-environmental literature.

This research specifically examines the role of IWE in the TPB construct which depends upon the integration of the VBN theory and the TPB. Extensive pieces of literature are reviewed in order to decide the role of IWE as the antecedence for the belief factors (ATT, SN, and PBC) in the TPB construct. The theoretical support of relationship basis between the Islamic work ethics and the pro-environmental behaviour in the workplace is presented. This test is able to confirm

the association of the TPB with VBN Theory, which is infrequently studied in the past. Thus, this research proceeds to empirically test these hypotheses. The results provide some answers regarding the status of the relationship between the IWE of the employees with the belief variables in the TPB.

This research hypothesizes that the EI can act as the mediator between the employee pro-environmental intention and the employee pro-environmental behaviour in the TPB. Without a doubt, this research provides further explanation on how the relationship between the intention and the behaviour occurs. This is because the mediating test helps to identify whether the intention or the EI have more effects on the discretionary behaviour. Thus, this research theoretically emphasizes the inconsistency of the empirical findings in the previous study.

In line with Malaysia's direct involvement towards making the world a better place, the concept of renewing energy and waste materials is able to increase their commitment and life-long sustainability (Eleventh Malaysia Plan, 2016). The findings are also believed to enhance the knowledge of encouraging people especially the employees in the organization to develop a positive behaviour that can contribute towards environmental preservation. Practically, this research outcome can assist policymakers, management level in the organization and respective environmental bodies/associations to choose the appropriate determinants in encouraging the pro-environmental behaviour towards the employee or any target audience, especially in the context of universities. Also, this research contributes to the TPB literature by suggesting the inclusion of Islamic work ethics and emotional intelligence to potentially increase overall TPB predictability.

Based on the discussion, there is a call to examine the role of Islamic work ethics and emotional intelligence in fostering employee pro-environmental behaviour (Aguilar *et al.*, 2014; Inoue *et al.*, 2015; Han *et al.*, 2016; Mohammad *et al.*, 2016; Hassan, 2016). In this study, both variables of Islamic work ethics and emotional intelligence being integrated into the TPB framework. In order to integrate both Islamic work ethics and emotional intelligence in TPB, this study follows the suggestion from Ajzen and Fishbein (2005) to use complementary theory to identify the relevant background factors (additional predictors) to be included in the TPB.

Principally, the TPB is open to the inclusion of additional variables if these variables are presented to have significant role in predicting behaviours (Ajzen, 1991, 2016; Ramayah *et al.*, 2012). In order to fill the gap in the literature, firstly, Value-Belief-Norm theory (Stem *et al.*, 1999) being applied as the complementary theory which posits the important role of values (Islamic work ethics) towards belief (attitude, subjective norm and perceived behavioural control) in TPB construct. Secondly, emotional intelligence is examined as mediator between employee pro-environmental intention and employee pro-environmental behaviour as suggested that to increase the predictability of intention and behaviour by adding more constructs to the TPB when they are theoretically based (Anthony Swaim *et al.*, 2016; Herath, 2010).

1.7 Scope of Study

There are lots of efforts by researchers, government and NGOs around the world that strive to find solution to cater this global crisis, however environmental degradation continues to rise. Since it is indicated that the major cause of environmental today is caused by human practice within organization (Russell and Griffiths, 2008; Robertson and Barling, 2013) and research in pro-environmental behaviour in workplace still remain unsolved (Inoue *et al.*, 2015; Blok *et al.*, 2015). In this sense, the scope of this research is consisting of environmental literature related to PEB in the context of workplace. This aimed of this research is to extend the use of TPB model incorporated with Value-Belief-Norm Theory (VBN) that focus on fostering employee pro-environmental behaviour (EPEB) in Malaysia universities. This research focuses on employee pro-environmental intention (EPEI) as mediator on independent variables (employees' attitude (ATT), subjective norm (SN) and perceived behavioural control (PBC)). This research also examines the role of Islamic work ethics (IWE) as antecedence towards independent variables and mediating effect of Emotional Intelligence (EI) towards relationship between EPEI and EPEB. This study utilized data obtained from employees that work in universities that are listed in UI Green Matrix which has been recognized as green

campus and sustainability in the universities all around the world (Suwartha *et al.*, 2013; León-Fernández *et al.*, 2015; Dagiliūtė *et al.*, 2015).

1.8 Definition of Key Operational Term

The operational definitions of terminologies that are used in this study are as written below in order to avoid any possible misunderstanding on the explanation of the concepts employed in this research. These definitions which are gained from previous study were used in discussing the findings of the tested hypothesis as guidelines.

Employee Pro-Environmental Behaviour (EPEB)

Employee pro-environmental behaviour describe as any action taken by the employee to conserving, working sustainably and avoiding harm in preserving the environment at workplace (Ramus and Steger's, 2000; Ones and Dilchert, 2012; Blok *et al.*, 2015).

Employee Pro-Environmental Intention (EPEI)

Employee pro-environmental intention is an effort to conserving, working sustainably and avoiding harm in preserving the environment at workplace (Ajzen, 1991; Ones and Dilchert, 2012; Anthony Swaim *et al.*, 2016).

Attitude Towards Pro-Environmental Behaviour (ATT)

Attitude as feelings of favourableness or unfavourableness to conserving, working sustainably and avoiding harm in preserving the environment at workplace (Ajzen, 1991; Ones and Dilchert, 2012; Anthony Swaim *et al.*, 2016).

Subjective Norm Towards Pro-Environmental Behaviour (SN)

Subjective norms are the perception that significant referents desire an employee to conserving, working sustainably and avoiding harm in preserving the environment at workplace (Ajzen, 1991; Ones and Dilchert, 2012; Anthony Swaim *et al.*, 2016).

Perceived Behavioural Control Towards Pro-Environmental Behaviour (PBC)

Perceived behaviour control reflects employee belief as to how easy or difficult to conserving, working sustainably and avoiding harm in preserving the environment at workplace (Ajzen, 1991; Ones and Dilchert, 2012; Anthony Swaim *et al.*, 2016).

Emotional Intelligence (EI)

Employee that have the ability to control over appraisal and expression of emotion of themselves; the ability to appraisal and recognition of emotion in other employee; the ability to regulate personal emotion; and the ability to use the emotion guide their thinking and actions in the context of workplace (Mayer and Salovey, 1997; Wong and Law, 2002).

Islamic Work Ethics (IWE)

IWE refers as a set of moral values prescribed in Quran and Sunnah that guides employee's behaviours at their workplace (Beekun, 1997; Rafiki and Abdul Wahab, 2014; Mohammad *et al.*, 2015)

1.9 Summary and Organization of the Study

In this chapter, background of the study has been discussed and ways to address Malaysia environmental issues particularly in organization context. This chapter also explain the important of all level of employees in the organization

participate in this research. Moreover, the need of examining the role of emotional intelligence and Islamic work ethic in this research also being highlighted in this chapter. This research consists of five chapters to explain the findings of this research. The details of each chapter of the thesis are as follows:

Chapter One: This chapter provides an overview of this research and introduces the research context, further discussed regarding the background, objectives and significance of the core research problem. Then, definitions of terminologies used are presented to establish positions taken in this research.

Chapter Two: This chapter is the literature review of this research where the main theories are examined and variables are identified which together designing the framework of this research. Also, previous literature on the constructs incorporated in research were reviewed in this chapter. This chapter provide description on the research framework that is developed in the research. The justification on the development of hypotheses were also be included in this chapter.

Chapter Three: This chapter starts a discussion on the paradigm of the research and the options and choices of paradigm that are employed in this research. The process, research design, pilot study, development of instrument, and procedures of data collection were described in this chapter as well.

Chapter Four: This chapter explains the research model assessment process, in particular, the Smart Partial Least Squares structural equation modelling followed by reporting results of the hypothesis tests.

Chapter Five: This final chapter covers from discussions of the research, conclusions and the implications, summary of the findings in the research and discussion on the implications. This is followed by the description of the limitations of the research and suggestions for future research.

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APPENDIX – A

Content Validity

To whom it may concern,

My name is Mohd Faiq bin Abd Aziz. I am a PhD student at International Business School of Universiti Teknologi Malaysia. I would like to ask for your kind assistance to review my proposed questionnaires. The title of my PhD thesis is **“The Role of Islamic Work Ethics and Emotional Intelligence in Fostering Employee Pro-Environmental Behaviour”**

Briefly, past studies have conducted research in fostering pro-environmental behaviour by using several behavioural theories. However, assessing pro-environmental behaviour at workplace remain scarce and there are still lack of agreement regarding the appropriate model that can lead towards fostering employee pro-environmental behaviour. In addition, one of the well-used theory in this context which is Theory of Planned Behaviour (TPB) also being criticized by previous researchers. Therefore, this research would like to introduce the variables of Islamic Work Ethics and Emotional Intelligence in TPB framework.

Attached is the proposed questionnaires that will be distributed to employees in organization. Prior to the distribution of the questionnaires, expert validity is required to achieve the content validity for each variable which represented by its corresponding questions. For this reason, your expertise is required and suitable to assess the content validity of the questionnaires. The questionnaires are structured as followed:

- 1) The questions are presented in tables that represent particular variable.
- 2) The operational definition of each variables and the source of proposed questionnaires are presented but will not be appeared in the actual survey.
- 3) The questions would be assessed with 7-point Likert scale where “1” indicates as strongly disagree and “7” indicates as strongly agree.
- 4) For the purpose of content validity, please tick (√) in the provided column that best described your assessment on each question. For example, the column of appropriate, somewhat appropriate and not appropriate.

Should you have further comment on each of the variables, please write it under “comment” column.

Thank you for kind assistance.

Sincerely,
Faiq Aziz
Phd Student, UTM IBS

Section A

Please choose one from the following options

- 1) I work at Universiti Putra Malaysia
 Universiti Malaysia Sabah
 Universiti Utara Malaysia
 Universiti Malaysia Pahang
 University of Malaya
 Universiti Teknologi Malaysia
 Universiti Kebangsaan Malaysia
 Universiti Teknikal Malaysia Melaka
 Universiti Tunku Abdul Rahman
 Islamic Science University of
 Malaysia Others. Please specify
- 2) I have been working for less than 1 year
 1 year to 3 years
 3 years to 6 years
 6 years to 9 years
 More than 9 years

Section B

In this section of survey, the researcher is interested in assessing employee's work ethic towards saving the environment. This section lists a series of statements. Please choose the alternative that best represents your agreement with how well each statement describes you. (**where 1-strongly disagree and 7-strongly agree**)

	Measurement Items	Appropriate	Somewhat Appropriate	Not Appropriate	Comments
1.	Laziness is a vice				
2.	Dedication to work is a virtue				
3.	Good work benefits both one's self and others				
4.	Generosity in the workplace are necessary conditions for society's welfare				
5.	Producing more than enough to meet one's personal needs contributes to the prosperity of society as a whole				
6.	One should carry work out to the best of one's ability				
7.	Work is not an end in itself but a means to foster personal growth and social relations				
8.	Life has no meaning without work				
9.	More leisure time is good for society				
10.	Human relations in organizations should be emphasized and encouraged				

11.	Work enables a person to control nature				
12.	Creative work is a source of happiness and accomplishment				
13.	Any person who works is more likely to get ahead in life				
14.	Work gives one the chance to be independent				
15.	A successful person is the one who meets deadlines at work				
16.	One should constantly work hard to meet responsibilities				
17.	The value of work is derived from the accompanying intention rather than its results				

Section C

In this section of survey, the researcher is interested in assessing employee's belief in saving the environment at workplace. This section lists a series of statements. Please choose the alternative that best represents your agreement with how well each statement describes you. (**where 1-strongly disagree and 7-strongly agree**)

	Measurement Items	Appropriate	Somewhat Appropriate	Not Appropriate	Comments
1.	It is important for me to reduce paper usage in workplace				
2.	It is important for me to reduce energy usage in workplace				
3.	It is important for me to avoid waste at workplace				
4.	I care about reducing harm to the environment at workplace				
5.	I am concerned about organizational outcome in preserving the environment				

	Measurement Items	Appropriate	Somewhat Appropriate	Not Appropriate	Comments
1.	People important to me think I should reduce paper usage at workplace				
2.	People important to me think I should reduce energy usage in workplace				
3.	People important to me think I should avoid waste at workplace				
4.	People important to me think I should buy				

	sustainable product for my office use				
5.	People important to me think I should save environment at workplace				

	Measurement Items	Appropriate	Somewhat Appropriate	Not Appropriate	Comments
1.	I have control over reducing paper in my workplace				
2.	I have control over reducing energy in my workplace				
3.	I have control over avoiding waste in my daily work				
4.	I have the ability to buy sustainability product for my office use				

Section D

In this section of survey, the researcher is interested in assessing employee effort in saving the environment at workplace. This section lists a series of statements. Please choose the alternative that best represents your agreement with how well each statement describes you. (where 1-strongly disagree and 7-strongly agree)

	Measurement Items	Appropriate	Somewhat Appropriate	Not Appropriate	Comments
1.	I plan to reduce paper usage at my workplace				
2.	I plan to reduce energy usage at workplace				
3.	I plan to avoid waste at workplace				
4.	I plan to buy sustainability product for my office use				

Section E

In this section of survey, the researcher is interested in assessing employee's emotion towards saving the environment at workplace. This section lists a series of statements. Please choose the alternative that best represents your agreement with how well each statement describes you. (where 1-strongly disagree and 7-strongly agree)

	Measurement Items	Appropriate	Somewhat Appropriate	Not Appropriate	Comments
--	-------------------	-------------	----------------------	-----------------	----------

1.	I have a good sense of why I have certain feelings most of the time				
2.	I have good understanding of my own emotions				
3.	I really understand what I feel				
4.	I always know whether or not I am happy				
5.	I always know my friends' emotions from their behavior				
6.	I am a good observer of others' emotions				
7.	I am sensitive to the feelings and emotions of others				
8.	I have good understanding of the emotions of people around me				
9.	I always set goals for myself and then try my best to achieve them				
10.	I always tell myself I am a competent person				
11.	I am a self-motivated person				
12.	I would always encourage myself to try my best				
13.	I am able to control my temper and handle difficulties rationally				
14.	I am quite capable of controlling my own emotions				
15.	I can always calm down quickly when I am very angry				
16.	I have good control of my own emotions				

Section F

In this section of survey, the researcher is interested in assessing employee's action towards saving the environment at workplace. This section lists a series of statements. Please choose the alternative that best represents your agreement with how well each statement describes you. (**where 1-strongly disagree and 7-strongly agree**)

	Measurement Items	Appropriate	Somewhat Appropriate	Not Appropriate	Comments
1.	I print double-sided in my daily work				
2.	I copy double-sided in my daily work				
3.	I switch off my computer/notebook when I leave my office every day				
4.	I switch off the light when there is no one else in the room				
5.	I use my own mug for drinking purpose at the workplace				
6.	I reduce air-conditioning in unused room				
7.	I purchase sustainable product for my office use				

Section G

In this section of survey, the researcher is interested in assessing the background of employee. Please choose the alternative that represents your background.

- 1) What is your gender? Male
 Female
- 2) What is your age? Below 25
 25 – 30
 31 – 40
 41 – 50
 Above 50
- 3) What is your highest education level?
 Diploma / Certificate Level
 Diploma / Certificate Level
 Degree Level
 Master Level
 PhD Level
 Others. Please specify
- 4) Employment Level
 Administration Staff
 Academic Staff
 Executive Level
 Others. Please specify
- 5) I am
 Muslim
 Christian
 Hindus
 Buddhist
 Others. Please specify

APPENDIX – B

Face Validity

Greetings.

My name is Mohd Faiq Bin Abd Aziz. I'm a PhD student at Azman Hashim International Business School, Universiti Teknologi Malaysia. This survey is conducted to know about your personal opinion related to employee pro-environmental behaviour in organization. There are no right or wrong answer when responding to this questionnaire and your response in this questionnaire will be used for academic purpose only. More importantly, your kind feedback would be beneficial towards employee in preserving the environment at workplace and achieve organizational sustainability in Malaysia.

Your kind feedback in this questionnaire is highly appreciated. Thank you

Section A

Please choose the alternatives that best represents your agreement towards employee work ethics. (**where 1-strongly disagree and 7-strongly agree**)

	Employee's Work Ethics	1	2	3	4	5	6	7
1.	Laziness is a vice							
2.	Dedication to work is a virtue							
3.	Good work benefits both one's self and others							
4.	Generosity in the workplace are necessary conditions for society's welfare							
5.	Producing more than enough to meet one's personal needs contributes to the prosperity of society as a whole							
6.	One should carry work out to the best of one's ability							
7.	Work is not an end in itself but a means to foster personal growth and social relations							
8.	Life has no meaning without work							
9.	More leisure time is good for society							
10.	Human relations in organizations should be emphasized and encouraged							
11.	Work enables a person to control nature							
12.	Creative work is a source of happiness and accomplishment							
13.	Any person who works is more likely to get ahead in life							

14	Work gives one the chance to be independent							
15	A successful person is the one who meets deadlines at work							
16	One should constantly work hard to meet responsibilities							
17	The value of work is derived from the accompanying intention rather than its results							

Comment & Recommendation:

Section B

Please choose the alternative that best represents your agreement with employee's belief in saving the environment at workplace. (**where 1-strongly disagree and 7-strongly agree**)

	Employee's Attitude	1	2	3	4	5	6	7
1.	I am concerned about reducing paper usage at my workplace							
2.	I am concerned about reducing energy usage at my workplace							
3.	I am concerned about avoiding plastic waste in my workplace							
4.	I am concerned about using environmental friendly product at my workplace							
5.	I care about reducing harm to the environment at my workplace							

Comment & Recommendation:

	Subjective Norm	1	2	3	4	5	6	7
1.	People important to me think I should reduce paper usage at my workplace							
2.	People important to me think I should reduce energy usage at my workplace							
3.	People important to me think I should avoid plastic waste at my workplace							
4.	People important to me think I should buy environmental friendly product for my office use							
5.	People important to me think I should save environment at my workplace							

Comment & Recommendation:

Perceived Behavioural Control		1	2	3	4	5	6	7
1.	I have control over reducing paper at my workplace							
2.	I have control over reducing energy at my workplace							
3.	I have control over avoiding plastic waste in my daily work							
4.	I have the ability to buy environmental friendly product for my office use							

Comment & Recommendation:

Section C

Please choose the alternative that best represents your agreement with employee effort in saving the environment at workplace. (where 1-strongly disagree and 7-strongly agree)

Employee's Intention		1	2	3	4	5	6	7
1.	I plan to reduce paper usage in my daily work							
2.	I plan to reduce energy usage at my workplace							
3.	I plan to avoid plastic waste in my daily work							
4.	I plan to buy environmental friendly product for my office use							

Comment & Recommendation:

Section D

Please choose the alternative that best represents your agreement with employee's emotion towards saving the environment at workplace. (where 1-strongly disagree and 7-strongly agree)

Employee's Feelings		1	2	3	4	5	6	7
1.	I have a good sense of why I have certain feelings most of the time							
2.	I have good understanding of my own emotions							
3.	I really understand what I feel							
4.	I always know whether or not I am happy							

5.	I always know my friends' emotions from their behavior							
6.	I am a good observer of others' emotions							
7.	I am sensitive to the feelings and emotions of others							
8.	I have good understanding of the emotions of people around me							
9.	I always set goals for myself and then try my best to achieve them							
10.	I always tell myself I am a competent person							
11.	I am a self-motivated person							
12.	I would always encourage myself to try my best							
13.	I am able to control my temper and handle difficulties rationally							
14.	I am quite capable of controlling my own emotions							
15.	I can always calm down quickly when I am very angry							
16.	I have good control of my own emotions							

Comment & Recommendation:

Section E

Please choose the alternative that best represents your agreement with employee's action towards saving the environment at workplace. (**where 1-strongly disagree and 7-strongly agree**)

	Employee's Behaviour	1	2	3	4	5	6	7
1.	I print double-sided in my daily work							
2.	I copy double-sided in my daily work							
3.	I switch off my computer/notebook when I leave my office every day							
4.	I switch off the light when there is no one else in the room							
5.	I use my own mug for drinking purpose at the workplace							
6.	I avoid plastic bag usage at my workplace							
7.	I buy environmental friendly product for my office use							

Section F

In this section, the researcher is interested in assessing the background of employee. Please choose the alternative that represents your background.

- 1) I work at
- Universiti Putra Malaysia
 - Universiti Malaysia Sabah
 - Universiti Utara Malaysia
 - Universiti Malaysia Pahang
 - University of Malaya
 - Universiti Teknologi Malaysia
 - Universiti Kebangsaan Malaysia
 - Universiti Teknikal Malaysia Melaka
 - Universiti Tunku Abdul Rahman
 - Islamic Science University of Malaysia
 - Others. Please specify
- 2) I have been working for
- less than 1 year
 - 1 year to 5 years
 - 6 years to 10 years
 - 11 years to 15 years
 - More than 15 years
- 3) What is your gender?
- Male
 - Female
- 4) What is your age?
- Below 25
 - 26 – 30
 - 31 – 40
 - 41 – 50
 - Above 50
- 3) What is your highest education level?
- Below Diploma / Certificate Level
 - Diploma / Certificate Level
 - Degree Level
 - Master Level
 - PhD Level
 - Others. Please specify
- 4) I am
- Muslim
 - Christian
 - Hindus
 - Buddhist
 - Others. Please specify

APPENDIX – C

Survey Questionnaire



Dear Respondent,

My name is Mohd Faiq bin Abd Aziz. I am conducting a research on Employee Pro-Environmental Behaviour. This research is being conducted as part of doctoral research study at Azman Hashim International Business School, Universiti Teknologi Malaysia.

This questionnaire should take approximately 10 minutes. When completing this questionnaire, please would you tick the response that best describe your opinion and there are no right or wrong answer. Completing and returning the questionnaire constitutes your consent to participate. Your response is important to the success of this study. All information being collected will be kept in the strictest confidential and used for research purpose only.

If you have any enquiry related to this research, please do not hesitate to contact me at my mobile number – 012-5551326 or faiq.aziz88@gmail.com
Thank you for your kind cooperation to participate in this research.

Sincerely,

Mohd Faiq Abd Aziz
Ph.D Candidate,
Azman Hashim International Business School (AHIBS),
Universiti Teknologi Malaysia (UTM), Kuala Lumpur, Malaysia

Section A

Please tick (/) the number in the box that best represents your agreement towards employee work ethics. (where 1-strongly disagree and 7-strongly agree)

Items		1	2	3	4	5	6	7
1.	Dedication to work is a virtue							
2.	Good work benefits both one's self and others							
3.	Generosity in the workplace are necessary conditions for society's welfare							
4.	Producing more than enough to meet one's personal needs contributes to the prosperity of society as a whole							
5.	One should carry work out to the best of one's ability							
6.	Work is not an end in itself but a means to foster personal growth and social relations							
7.	Life has no meaning without work							
8.	More leisure time is good for society							
9.	Human relations in organizations should be emphasized and encouraged							
10.	Creative work is a source of happiness and accomplishment							
11.	Any person who works is more likely to get ahead in life							
12.	A successful person is the one who meets deadlines at work							
13.	One should constantly work hard to meet responsibilities							
14.	The value of work is derived from the accompanying intention rather than its results							

Section B

Please tick (/) the number in the box that best represents your agreement with your belief in saving the environment at workplace. (where 1-strongly disagree and 7-strongly agree)

Your agreement towards *favourableness* in saving the environment at workplace :-

Items		1	2	3	4	5	6	7
1	I care about reducing paper usage at my workplace							
2	I care about reducing energy usage at my workplace							
3	I care about avoiding plastic waste in my workplace							
4	I care about using environmental friendly product at my workplace							
5	I care about reducing harm to the environment at my workplace							

Your agreement on *people influence* towards you in saving the environment at workplace :-

Items		1	2	3	4	5	6	7
1.	People important to me think I should reduce paper usage at my workplace							
2.	People important to me think I should reduce energy usage at my workplace							

3.	People important to me think I should avoid plastic waste at my workplace							
4.	People important to me think I should buy environmental friendly product for my office use							
5.	People important to me think I should save environment at my workplace							

Your agreement on *perceived behavioural control* towards saving the environment at workplace :-

Items		1	2	3	4	5	6	7
1.	I have control over my action to reduce paper at my workplace							
2.	I have control over my action to reduce energy at my workplace							
3.	I have control over my action to avoid plastic waste in my daily work							
4.	I have the ability to buy environmental friendly product for my office use							

Section C

Please tick (/) the number in the box that best represents your **intention, willingness or effort** in saving the environment at workplace. (where 1-strongly disagree and 7-strongly agree)

Items		1	2	3	4	5	6	7
1	I plan to reduce paper usage in my daily work							
2	I plan to reduce energy usage at my workplace							
3	I plan to avoid plastic waste in my daily work							
4	I plan to buy environmental friendly product for my office use							

Section D

Please tick (/) the number in the box that best represents your **feelings** towards saving the environment at workplace. (where 1-strongly disagree and 7-strongly agree)

Items		1	2	3	4	5	6	7
1.	I have a good sense of why I have certain feelings most of the time							
2.	I have good understanding of my own emotions							
3.	I really understand what I feel							
4.	I always know whether or not I am happy							
5.	I always know my friends' emotions from their behavior							
6.	I am a good observer of others' emotions							
7.	I am sensitive to the feelings and emotions of others							
8.	I have good understanding of the emotions of people around me							
9.	I always set goals for myself and then try my best to achieve them							
10.	I always tell myself I am a competent person							

11.	I am a self-motivated person							
12.	I would always encourage myself to try my best							
13.	I am able to control my temper and handle difficulties rationally							
14.	I am quite capable of controlling my own emotions							
15.	I can always calm down quickly when I am very angry							
16.	I have good control of my own emotions							

Section E

Please tick (/) the number in the box that best represents your agreement with your **action** towards saving the environment at workplace. (**where 1-strongly disagree and 7-strongly agree**)

Items		1	2	3	4	5	6	7
1.	I print double-sided in my daily work							
2.	I photocopy double-sided in my daily work							
3.	I switch off my computer/notebook when I leave my office every day							
4.	I switch off the light when there is no one else in the room							
5.	I use my own mug for drinking purpose at the workplace							
6.	I avoid plastic bag usage at my workplace							
7.	I buy environmental friendly product for my office use							

Section F

In this section, the researcher is interested in assessing the background of employee. Please tick (/) the column that best represents your background.

- 1) I work at :-

<input type="checkbox"/> Universiti Putra Malaysia <input type="checkbox"/> Universiti Utara Malaysia <input type="checkbox"/> University of Malaya Malaysia <input type="checkbox"/> Universiti Kebangsaan Malaysia Melaka <input type="checkbox"/> Universiti Tunku Abdul Rahman Malaysia <input type="checkbox"/> Others. Please specify	<input type="checkbox"/> Universiti Malaysia Sabah <input type="checkbox"/> Universiti Malaysia Pahang <input type="checkbox"/> Universiti Teknologi <input type="checkbox"/> Universiti Teknikal Malaysia <input type="checkbox"/> Islamic Science University of
---	---

- 2) I have been working for :-

<input type="checkbox"/> less than 1 year <input type="checkbox"/> 6 years to 10 years <input type="checkbox"/> More than 15 years	<input type="checkbox"/> 1 year to 5 years <input type="checkbox"/> 11 years to 15 years
--	---

- 3) Gender :-
















<input type="checkbox"/> Male	<input type="checkbox"/> Female
-------------------------------	---------------------------------

- 4) Age :-

- Below 25 26 – 30
 31 – 40 41 – 50
 Above 50
- 5) Monthly income :-
 Below RM2000 RM2000 – RM4000
 RM4000 – RM6000 RM6000 Above
- 6) Highest education level :-
 Below Diploma / Certificate Level Diploma / Certificate Level
 Degree Level Master Level
 PhD Level Others. Please specify ...
- 7) Religion :-
 Islam Christianity
 Hinduism Buddhism
 Others. Please specify.....

APPENDIX – D

UI Green Matrix List for Malaysia Universities

Ranking	University	Country	Total Score	Setting and Infrastructure	Energy and Climate Change	Waste	Water	Transportation	Education
1	Universiti Putra Malaysia		6420	1092	1157	1602	723	962	884
2	University of Malaya		6280	936	1185	1428	945	1112	674
3	Universiti Malaysia Sabah		6274	1087	1266	1251	750	1062	858
4	Universiti Teknologi Malaysia		5952	1120	1180	1428	625	813	786
5	Universiti Utara Malaysia		5787	1013	1046	1353	785	1012	578
6	Universiti Malaysia Pahang		5626	959	1345	849	430	1013	1030
7	Universiti Tunku Abdul Rahman		5562	688	1135	1401	644	913	781
8	Universiti Teknikal Malaysia Melaka		5167	935	1216	1251	465	1012	288
9	Universiti Kebangsaan Malaysia		4981	1053	688	1128	425	763	924
10	Universiti Sains Malaysia		4676	910	709	801	650	761	845
11	Universiti Malaysia Terengganu		3822	651	604	849	202	1012	504
12	Universiti Tun Hussein Onn Malaysia		3460	738	514	849	300	561	498
13	Islamic Science University of Malaysia		3104	824	492	624	170	611	383
14	International Islamic University of Malaysia		2884	730	367	525	295	713	254
15	Universiti Malaysia Perlis		2817	863	481	0	150	713	610

APPENDIX – E

Environmental Performance Index 2018

RANK	COUNTRY	SCORE	REG	RANK	COUNTRY	SCORE	REG	RANK	COUNTRY	SCORE	REG
1	Switzerland	87.42	1	61	Kuwait	62.28	5	121	Thailand	49.88	12
2	France	83.95	2	62	Jordan	62.20	6	122	Micronesia	49.80	13
3	Denmark	81.60	3	63	Armenia	62.07	17	123	Libya	49.79	16
4	Malta	80.90	4	64	Peru	61.92	6	124	Ghana	49.66	11
5	Sweden	80.51	5	65	Montenegro	61.33	18	125	Timor-Leste	49.54	14
6	United Kingdom	79.89	6	66	Egypt	61.21	7	126	Senegal	49.52	12
7	Luxembourg	79.12	7	67	Lebanon	61.08	8	127	Malawi	49.21	13
8	Austria	78.97	8	68	Macedonia	61.06	19	128	Guyana	47.93	20
9	Ireland	78.77	9	69	Brazil	60.70	7	129	Tajikistan	47.85	27
10	Finland	78.64	10	70	Sri Lanka	60.61	6	130	Kenya	47.25	14
11	Iceland	78.57	11	71	Equatorial Guinea	60.40	2	131	Bhutan	47.22	15
12	Spain	78.39	12	72	Mexico	59.69	8	132	Viet Nam	46.96	16
13	Germany	78.37	13	73	Dominica	59.38	5	133	Indonesia	46.92	17
14	Norway	77.49	14	74	Argentina	59.30	9	134	Guinea	46.62	15
15	Belgium	77.38	15	75	Malaysia	59.22	7	135	Mozambique	46.37	16
16	Italy	76.96	16	76	Antigua and Barbuda	59.18	6	136	Uzbekistan	45.88	28
17	New Zealand	75.96	1	77	United Arab Emirates	58.90	9	137	Chad	45.34	17
18	Netherlands	75.46	17	78	Jamaica	58.58	7	138	Myanmar	45.32	18
19	Israel	75.01	1	79	Namibia	58.46	3	139	Côte d'Ivoire	45.25	18
20	Japan	74.69	1	80	Iran	58.16	10	140	Gabon	45.05	19
21	Australia	74.12	2	81	Belize	57.79	10	141	Ethiopia	44.78	20
22	Greece	73.60	18	82	Philippines	57.65	8	142	South Africa	44.73	21
23	Taiwan	72.84	2	83	Mongolia	57.51	9	143	Guinea-Bissau	44.67	22
24	Cyprus	72.60	19	84	Serbia	57.49	20	144	Vanuatu	44.55	7
25	Canada	72.18	20	84	Chile	57.49	11	145	Uganda	44.28	23
26	Portugal	71.91	21	86	Saudi Arabia	57.47	11	146	Comoros	44.24	24
27	United States of America	71.19	22	87	Ecuador	57.42	12	147	Mali	43.71	25
28	Slovakia	70.60	1	88	Algeria	57.18	12	148	Rwanda	43.68	26
29	Lithuania	69.33	2	89	Cabo Verde	56.94	4	149	Zimbabwe	43.41	27
30	Bulgaria	67.85	3	90	Mauritius	56.63	5	150	Cambodia	43.23	19
30	Costa Rica	67.85	1	91	Saint Lucia	56.18	8	151	Solomon Islands	43.22	8
32	Qatar	67.80	2	92	Bolivia	55.98	13	152	Iraq	43.20	17
33	Czech Republic	67.68	4	93	Barbados	55.76	9	153	Laos	42.94	20
34	Slovenia	67.57	5	94	Georgia	55.69	21	154	Burkina Faso	42.83	28
35	Trinidad and Tobago	67.36	1	95	Kiribati	55.26	4	155	Sierra Leone	42.54	29
36	St. Vincent & Grenadines	66.48	2	96	Bahrain	55.15	13	156	Gambia	42.42	30
37	Latvia	66.12	6	97	Nicaragua	55.04	14	157	Republic of Congo	42.39	31
38	Turkmenistan	66.10	7	98	Bahamas	54.99	10	158	Bosnia and Herzegovina	41.84	29
39	Seychelles	66.02	1	99	Kyrgyzstan	54.86	22	159	Togo	41.78	32
40	Albania	65.46	8	100	Nigeria	54.76	6	160	Liberia	41.62	33
41	Croatia	65.45	9	101	Kazakhstan	54.56	23	161	Cameroon	40.81	34
42	Colombia	65.22	2	102	Samoa	54.50	5	162	Swaziland	40.32	35
43	Hungary	65.01	10	103	Suriname	54.20	15	163	Djibouti	40.04	36
44	Belarus	64.98	11	104	São Tomé and Príncipe	54.01	7	164	Papua New Guinea	39.35	21
45	Romania	64.78	12	105	Paraguay	53.93	16	165	Eritrea	39.34	37
46	Dominican Republic	64.71	3	106	El Salvador	53.91	17	166	Mauritania	39.24	38
47	Uruguay	64.65	3	107	Fiji	53.09	6	167	Benin	38.17	39
48	Estonia	64.31	13	108	Turkey	52.96	24	168	Afghanistan	37.74	22
49	Singapore	64.23	3	109	Ukraine	52.87	25	169	Pakistan	37.50	23
50	Poland	64.11	14	110	Guatemala	52.33	18	170	Angola	37.44	40
51	Venezuela	63.89	4	111	Maldives	52.14	10	171	Central African Republic	36.42	41
52	Russia	63.79	15	112	Moldova	51.97	26	172	Niger	35.74	42
53	Brunei Darussalam	63.57	4	113	Botswana	51.70	8	173	Lesotho	33.78	43
54	Morocco	63.47	3	114	Honduras	51.51	19	174	Haiti	33.74	12
55	Cuba	63.42	4	115	Sudan	51.49	14	175	Madagascar	33.73	44
56	Panama	62.71	5	116	Oman	51.32	15	176	Nepal	31.44	24
57	Tonga	62.49	3	117	Zambia	50.97	9	177	India	30.57	25
58	Tunisia	62.35	4	118	Grenada	50.93	11	178	Dem. Rep. Congo	30.41	45
59	Azerbaijan	62.33	16	119	Tanzania	50.83	10	179	Bangladesh	29.56	26
60	South Korea	62.30	5	120	China	50.74	11	180	Burundi	27.43	46

■ Asia ■ Caribbean ■ E Europe & Eurasia ■ Europe & N America
■ Latin America ■ Mid East & N.Africa ■ Pacific ■ Sub-Saharan Africa

APPENDIX – F
Official Letter to Conduct Survey



UTM International Business School
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UTM Kuala Lumpur
UNIVERSITI TEKNOLOGI MALAYSIA

International Business School (UTM IBS)
Level 10, Menara Razak
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Jalan Semarak
54100 Kuala Lumpur, Malaysia

Tel: +(6)03-21805023/5021/5022/5080 Fax: +(6)03-21805608 <http://www.ibs.utm.my>

OUR REF:

UTM.K.63.02/13.11/1/4 Jld. 14 (47)

26 October 2017

UNIVERSITI TEKNOLOGI MALAYSIA

Dear Sir/Madam,

REQUEST TO CONDUCT AN ACADEMIC RESEARCH

Name	: MOHD FAIQ BIN ABD AZIZ
I/c Num.	: 880729035469
Matric No.	: PBS153001
Admission Status	: Full Time
Registration Date	: 5 September 2015
Medium of Instruction	: English
Programme	: Doctor of Philosophy (PhD)

With regard to the above, this is to certify that Mohd Faiq Bin Abd Aziz (PBS153001) is pursuing Doctor of Philosophy (PhD) at Azman Hashim International Business School (UTM AHIBS), Universiti Teknologi Malaysia.

The student is currently conducting a research on a title of **"The Role Of Islamic Work Ethics And Emotional Intelligence In Fostering Employee Pro-Environmental Behaviour"**. In order to fulfill his research requirement, it would be greatly appreciated if you could allow him to distribute questionnaires and collect data on related topic. For your information this data collection is for academic research purpose only and no attempt will be made to identify any individuals or organizations in any publication or media.

Kindly, please call the undersigned if you need further clarification to the above student.

Thank you for your cooperation.

"BERKHIDMAT UNTUK NEGARA"

Yours sincerely,

DATIN HUZAIMAH BINTI YAHYA

Deputy Registrar

Azman Hashim International Business School (UTM-AHIBS)

☎ : 03-21805018

✉ : huzaimah@ibs.utm.my





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OUR REF.:

UTM.K.63.02/13.11/1/4 Jld. 14 (46)

26 October 2017

UNIVERSITY OF MALAYA

Dear Sir/Madam,

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Name : MOHD FAIQ BIN ABD AZIZ
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OUR REF.:

UTM.K.63.02/13.11/1/4 Jld. 14 (42)

26 October 2017

UNIVERSITI PUTRA MALAYSIA

Dear Sir/Madam,

REQUEST TO CONDUCT AN ACADEMIC RESEARCH

Name : MOHD FAIQ BIN ABD AZIZ
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OUR REF:

UTM.K.63.02/13.11/1/4 Jld. 14 (44)

26 October 2017

UNIVERSITI UTARA MALAYSIA

Dear Sir/Madam,

REQUEST TO CONDUCT AN ACADEMIC RESEARCH

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OUR REF:

UTM.K.63.02/13.11/1/4 Jld. 14 (50)

26 October 2017

UNIVERSITI TUNKU ABDUL RAHMAN

Dear Sir/Madam,

REQUEST TO CONDUCT AN ACADEMIC RESEARCH

Name	: MOHD FAIQ BIN ABD AZIZ
I/c Num.	: 880729035469
Matric No.	: PBS153001
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OUR REF:

UTM.K.63.02/13.11/1/4 Jld. 14 (48)

24 October 2017

UNIVERSITI KEBANGSAAN MALAYSIA

Dear Sir/Madam,

REQUEST TO CONDUCT AN ACADEMIC RESEARCH

Name	: MOHD FAIQ BIN ABD AZIZ
I/c Num.	: 880729035469
Matric No.	: PBS153001
Admission Status	: Full Time
Registration Date	: 5 September 2015
Medium of Instruction	: English
Programme	: Doctor of Philosophy (PhD)

With regard to the above, this is to certify that Mohd Faiq Bin Abd Aziz (PBS153001) is pursuing Doctor of Philosophy (PhD) at Azman Hashim International Business School (UTM AHIBS), Universiti Teknologi Malaysia.

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