

THE IMPACT OF RELIGIOSITY, AND SUSTAINABILITY AWARENESS ON CAMPUS IMPACT SUSTAINABILITY

Datu Razali Datu Eranza and Andy Lee Chen Hiung

Faculty of Business, Economics and Accountancy, Universiti Malaysia Sabah

Email: drde@ums.edu.my

ABSTRACT

This paper provides an insight on the impact of religiosity and sustainability awareness on the campus impact sustainability. The nature of this study was to explore the relationships, and using the survey questionnaire for primary data collection. The research question for this research was "Do religiosity and sustainability awareness affecting the campus impact sustainability?" Convenience sampling technique was applied to sample more than 150 students at the Faculty of Business, Economics, and Accountancy, in Universiti Malaysia Sabah (UMS). Adaptation of three different questionnaires were used to construct the questionnaire of this research. General measures of religiosity refer to its intensity, salience, and importance in the individuals, and mostly are self-report on single item on the subjective importance of religion or the salience of religious identity. For better measurement in religiosity, the authors have adopted the Centrality of Religiosity Scale (CRS) questionnaire developed by Stefan Huber and Odilo W. Huber. The Scale is a set of 15 items measurement on centrality, importance or salience of religious meanings in personality. Four questions were developed to measure the awareness and concern of students about the environmental sustainability. Third part of the questionnaire is a 26-items questionnaire by McNulty. Apart from it, the authors have also included several demographic factors to investigate whether the gender and parent's education level would influence the variables.

Keywords: Religiosity; Sustainability Awareness and Concern; and Campus Impact Sustainability

1. INTRODUCTION

Since the launching of Universiti Malaysia Sabah (UMS) EcoCampus agenda, it is rare to have internal research on the relationship between religiosity and its impact on sustainability. The authors attempted to explore the scenario in UMS, examining how religiosity would affect sustainability behavior of the university community.

Religiosity can be referred as the quality of being religious, piety, and devoutness. It is affected or excessive devotion to religion. To explain the quality of religiosity, concepts of religious, piety, and devoutness are hereby to be explained. Religious is relating to or believing in a religion; forming part of someone's faith in a divine being, belonging or relating to a monastic order or other group of people who are united by their practice of religion. While piety is a belief which is accepted with unthinking conventional reverence. Devoutness is about having or showing deep religious feeling or commitment, or a totally committed to a cause or belief.

2. LITERATURE REVIEW

The Centrality of Religiosity Scale (CRS) is a measure of the centrality importance or salience of religious meanings in personality that has been applied yet in more than 100 studies in sociology of religion, psychology of religion and religious studies intensities of five theoretical defined core-dimensions of religiosity (Huber and Huber, 2012).

The general measures of religiosity refer to its intensity, salience, importance or centrality in the individual. Most common are single item scales asking for a self-assessment on the subjective importance of religion or the salience of religious identity.

The centrality scale takes an inverse approach: It asks for the general intensities of theoretical defined core dimensions of religiosity which can be considered as representative for the total of religious live and derives from them a combined measure of the centrality of religiosity. The measurement strategy is based on two prerequisites. First is the problem of representativeness, and the second one is the generalizability of the religious contents targeted by the indicators.

The identification of representativeness dimensions of religiosity was referred by Huber and Huber, based on the multidimensional model of religion by Charles Glock. Glock's approach was originated in sociology of religion.

For generalizability of the religious contents used for the operationalization of the five core dimensions, two principles were considered: (1) Items should be strongly related to typical expressions of the respective dimensions. Explained further by Hurber and Hurber (2012), the intellectual dimension should only refer to processes or results of intellectual activities, but not to the belief in these results. The experiential dimension should refer to situations in which direct contact with an ultimate reality is perceived but not to attitude towards such experiences; (2) In providing generalizability, the religious contents measured should be as general as possible and relevant and meaningful in the context of different religious traditions.

3. RESEARCH DESIGN

3.1 Questionnaire Design

The Centrality of Religiosity Scale (CRS) – Part of the questionnaire was mainly adopted from Huber and Huber (2012). For the easiness of understanding, the questionnaire for CRS was rearranged based on the dimensions. CRS has five main dimensions that is suitable for Abrahamic religions (Judaism, Christianity, and Islam) with additional dimensions if required. For this study, the authors adopted items from CRS-15 (15 refers to the total numbers of questions as Huber and Huber arranged it for CRS-5, CRS-10, and CRS-15), CRS-15 is the most comprehensive set of items, and CRS-5 is the most economical version.

With CRS-15, the authors have adopted 15 items from the original CRS questionnaire, all the 15 items grouped into 5 main dimensions: Intellectual, Ideology, Public Practice, Private Practice, and Experience.

Dimensions	No.	Items
Intellect	1	How often do you think about religious issues?
	2	How interested are you in learning more about religious topics?
	3	How often do you keep yourself informed about religious questions through radio, television, internet, newspapers, or books?
Ideology	4	To what extent do you believe that God or something divine exists?
	5	To what extent do you believe in an afterlife—e.g. immortality of the soul, resurrection of the dead or reincarnation?
	6	In your opinion, how probable is it that a higher power really exists
Public Practice	7	How often do you take part in religious services?
	8	How important is to take part in religious services?
	9	How important is it for you to be connected to a religious community?
Private Practice	10	How often do you pray?
	11	How important is personal prayer for you?
	12	How often do you pray spontaneously when inspired by daily situations?
Experience	13	How often do you experience situations in which you have the feeling that God or something divine intervenes in your life?
	14	How often do you experience situations in which you have the feeling that God or something divine wants to reveal something to you?
	15	How often do you experience situations in which you have the feeling that God or something divine is present?

For sustainability awareness and concern, following is the set of questions that was adopted from Ismaila R. Abubakar, Faez S. Al-Shihri, and Syed M. Ahmed (2016).

Sustainability Awareness & Concern	No.	Self-Awareness about Environmental Sustainability
	1	Knowledge about environmental sustainability
	2	Concern about environmental sustainability
	3	Interest about environmental sustainability
	4	Willingness to participate in sustainability initiatives

For Campus Impact Sustainability consists of 26 questions, categorized in three main dimensions: Experience with Sustainability, Workplace Experience, and Personal Perspectives. The questionnaire items were adopted from Peggy McNulty (2015), a doctoral dissertation titled *Campus Sustainability Efforts: A Study of the Long-Term Impact of College and University Sustainability Program*.

Experience with Sustainability	No.	Campus Impact Sustainability
	1	My college experience had a significant impact on my attitude towards further protection of the environment.
	2	My time in college made me more aware of the need to take action to protect the environment.
	3	My college experience positively impacted environmental actions in the workplace today.
	4	My college experience positively impacted environmental actions at home today.
	5	Other factors besides my college experience significantly influence my environmental actions.
	6	My college experience exposed me to sustainability projects.
	7	I am concerned with maintaining a good place to live
	8	I have a strong interest in the health of the community in which I live.
	9	I believe that my environmental behavior will reduce waste
10	I feel good about myself when I act in ways that benefit the environment.	

Workplace Experience	No.	Campus Impact Sustainability
	11	When there is a choice, I choose products that are better for the environment in the workplace.
	12	I suggest ways for other employees to act in a more environmentally friendly manner
	13	I have proposed new environmentally friendly programs for my company.
	14	I take extra time or energy to perform an environmentally friendly behavior over an environmentally harmful behavior.
	15	I decrease energy consumption by turning off equipment when not in use.
	16	I have a high level of knowledge about sustainability.
	17	I tend to throw recyclable materials into trashcans.
	18	My colleagues expect me to act in ways that benefit the environment.
	19	Not recycling goes against my principles.
	20	My workplace supports pro-environmental behavior.
	21	Acting in environmental ways is cost effective for my workplace.
	22	It is important to the leaders in my company/organization to make pro- environmental decisions.
23	It is convenient for me to recycle supplies at work.	

Personal Perspectives	No.	Personal Perspectives on Environmental Sustainability
	24	I consider myself as very knowledgeable about the environment.
	25	Acting in ways that benefit the environment is rewarding.
26	My friends expect me to act in ways that benefit the environment.	

4. RESULTS

A total of more than 150 samples collected. For this conference purpose, 50 samples were taken and analyzed. 50 samples are all checked through and reported no missing data.

For age group, 47 of the respondents are from the age of 21—25, and 3 of them are below 20 years old. 21 of the respondents are male, and remaining 29 are female.

4.1 Centrality of Religiosity Scale (CRS)

For Centrality of Religiosity Scale (CRS) Dimension 1, Intellectual, 80% of the respondents described that they often thought about religious issue, and interested in learning more of religious topics. About 74% of them listened and watched (to know) religious issue / keep informed, through radio and television.

For ideology, the score for the belief of existence of God or existence of something divine is about 90%, about 5 (10%) of them rarely/not very much believe in it. For after life, 39 of them strongly believe in it, 10 less on it, and 1 refused in answering it. 86% of the 50 respondents believe in the probability of higher power.

In the perspective of public practice, the score for often-ness in taking part in religious service and its importance is about 70-78%. 82% score for their agreeableness for being important to be connected to religious community.

For private practices, 44 of the respondents stated they often pray which is about 88%, with 82% agreed for importance of prayers, that leads to 40 (80%) of them would pray spontaneously when inspired.

Last dimension of CRS is the experience in religiosity. 43 (86%) of them believe God or the divine power intervened in their life, with 82% of them believing that it is for the goodness and feeling that God or divine being wants to reveal something. 86% of them felt the presence of God or divine.

4.2 Self-Awareness about Environmental Sustainability

92% of the 50 respondents perceived that they have knowledge about environmental sustainability, and more than 80% have concern about environment, having interest about environmental sustainability, and willing to participate in any initiatives pertaining to sustainability.

4.3 Campus Impact Sustainability

There are three dimensions of Campus Impact Sustainability: (1) experience with sustainability, (2) workplace experience, and (3) personal perspectives.

For the first dimension – experience with sustainability that was constructed based on 10 items, 80% of the respondents agreed that the college experience had significant impact on environmental protection, concerned with maintaining a good place to live, strong

interests in the health of community, and believing that the environmental behaviors will reduce waste, with good feelings about doing it.

For the second dimension - workplace experience, 92% of the respondents stated that if there is a choice, they would choose environmentally friendly products. More than 80% would suggest ways to others to be more environmental friendly, willing to take extra time to be more environmental friendly. 86-88% of the respondents perceived that they have high knowledge about sustainability, and understanding the cost effectiveness of being environmentally friendly.

For the third dimension – personal perspective, 80% of the respondents considered by own perception that they are knowledgeable in sustainability, and stated that it is important for the leaders in the company would make pro-environmental decisions.

5. CONCLUSION

Based on the findings, curriculum activities in the campus should promote more sustainability as it will be a decisive transformational period for the students in campus before employment.

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