STUDENTS' ATTITUDES TOWARDS GREEN MARKETING AND THE

EFFECTS ON THEIR STUDY DESTINATION CHOICE

The case of HAMK University of Applied Sciences

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ABSTRACT

Green marketing has risen its importance recently in response to the concerns towards environmental issues among consumers. In understanding these concerns, the value theory of Schwartz has been used in previous research. In the education sector, it has been proven that students have environmental concerns. As one of the most important stakeholder group, it is important for universities to understand their students.

This thesis has been written in collaboration with Häme University of Applied Sciences (HAMK) and analyses the correlation between personal values and green marketing attitudes utilizing the Schwartz value theory, as well as the correlation between green marketing attitudes and study destination choices.

The study included a survey, with answers collected from 112 students. After regression analysis, it was concluded that personal values do not have influence on green marketing attitudes. Interestingly, these attitudes were proven to have a direct impact on students' study destination choice.

It has been recommended that HAMK take actions and start implementing green marketing activities because this is a potential factor when students choose their institutions. The limitations of this study include a small sample size and the inability to measure the importance of green marketing as a determiner of institution choice among other determiners.

Keywords	Green marketing, Personal values, Study destination choices.
Pages	36 pages including appendices 46 pages

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1 INTRODUCTION

1.1 Background of the study

The concept of sustainability is not new to the operation of businesses. The last two decades have experienced environmental pressures paving their way into how businesses develop value propositions for their customers (Lubin & Esty, 2010). The growth of globalization and new world powers results in negative effects for the environment, including emissions stemmed from transportation of goods and people between countries, and natural resources exploitation (McAusland, 2008, p. 17). Corporations no longer can neglect the footprints they leave in the environment. As Martin & Schouten (2012) stated, "corporations are major instruments of economic production and the world's biggest users of nature resources". When these resources are used freely without strict control, business operation is likely to be disrupted, which is all because of unsustainable practices (Martin & Schouten, 2012). Some popular examples of this alarming environmental resources exploitation by human activities can be named pollution and climate change. For instance, the scarcity for clean water has become a global issue that negatively influences "more than 40 percent of the global population", leaving them with poor living quality, food shortages and decreasing educational opportunities (United Nations, n.d.). Climate change can lead to severe consequences on environmental, economic and social levels, where natural resources shortages can cause inadequate food supply, which result in national economic losses.

With its own ecosystem, everything in nature is able to reproduce and renew itself. This, in fact, is also a general definition of sustainability. The evolution of humankind and innovation have enabled new inventions, which helps change our life for much better than it used to be. However, as the competence to innovate is developed, humans have learnt to utilize natural resources as a source of input materials. These materials cannot be renewed or recycled, leaving the Earth, our living space, in a condition much worse than it used to be. (Martin & Schouten, 2012)

These environmental issues as well as the resource exploitation are not the situation where consumers are not aware of. It has been proven in previous studies and worldwide surveys that the number of consumers with environmental concerns is growing, and this consciousness has led to increasing demand for green products and services (Trandafilovic, Manić & Blagojević, 2017, p. 261). Since the 1970s, citizen groups already figured out themselves the importance in saving the environment. This was demonstrated when the first Earth Day, founded by Senator Gaylord Nelson of Wisconsin, involved 20 million participants (Martin & Schouten, 2012). The realization of these severe environmental outputs has drawn

corporations to consider more seriously the environmental sustainability in their value creation, which reinforces their competitive advantages (Martin & Schouten, 2012). Therefore, green marketing has become more popular in response to this trend.

Simply defined, "green marketing" can be understood as the marketing practices that are favourable for the environment (McDaniel & Rylander, 1993, p. 4). The aim of green marketing is to respond to environmentally conscious customers by modifying strategies and related production and promotion processes to be more environmentally friendly (Trandafilovic et al., 2017, p. 261).

In order to better meet the needs of customers in the process of developing green marketing agenda, understanding their attitudes towards environmental issues is highly important. In this context, consumers' personal values play a strong role. Previous researches (Stern, Dietz, Abel, Guagnano & Kalof, 1999; Schultz & Zelezny, 1999) have studied two sets of theory where one's values result in different concerns towards environmental issues. Developed based on the Schwartz theory of basic human values (Schwartz, 2012), researchers discovered that self-transcendent and self-enhancement values can have positive and negative influences on one's environmental concerns respectively. Stern and his colleagues developed a three-factor structure, concluding that egoistic, social-altruistic and biospheric values result in different level of interests towards the environment (Schultz, Gouveia, Cameron, Tankha, Schmuck & Franek, 2005, p. 458-459). Therefore, it is highly important to understand the values that consumers hold, so businesses can predict the consequential perceptions that could influence their strategic marketing practices.

Previous studies (Chen & Chai, 2010; Manaktola & Jauhari, 2007) have explored the attitudes and behaviours towards environmental issues and green practices of consumers from both the manufacturing and service sectors. Only a few have conducted research specifically in the university sector, to understand the environmental perceptions of students. In Finnish economy, education sector makes up an important part. Findings have shown that the education industry accounted for 6% of economic output and 5% of labour force in Finland in 2016 (BiGGAR Economics, 2017, p. 1). Therefore, it is significant to research the context of green marketing in the Finnish education sector.

Mainardes, Alves & Raposo (2010) proved through their research that students are the leading stakeholder group of a university. Consequently, understanding factors that determine students' study destination choice helps universities to develop more suitable strategies to attract potential students to come and study. However, the relationship between the student's environmental attitudes and the study destination choice has not been explored. The growth in environmental concern among students

(Şahin & Erkal, 2017) can have a profound influence on students' decision making. In cooperation with Häme University of Applied Sciences (HAMK), this research study aims to find out the answers in this area.

1.2 Company background

Founded in 1840, Häme University of Applied Sciences (HAMK) is one of the top universities of applied sciences in Finland. The university has seven campuses in total, based in Evo, Forssa, Hämeenlinna, Lepaa, Mustiala, Riihimäki and Valkeakoski, with its main campus in Hämeenlinna. In figures, HAMK has approximately 7200 students, 625 teachers and other staff and 31 degree programmes offered, of which five are delivered entirely in English. With almost 700 international degree and exchange students, HAMK is well-known for its internationalization and friendly atmosphere that opens its door for prospective students.

The university holds its vision for 2020 to "offer the most inspiring higher education and the most customer-oriented applied research activities" (HAMK, n.d.). HAMK sets clear missions to focus on students' wellbeing and beneficiary workplace. Highly qualified teachers guarantee excellently sufficient knowledge and preparation for students' professional careers.

Taking into account the three pillars of sustainability, which are economic, environmental and social (Martin & Schouten, 2012), the university has been working towards the development in economic and social aspects. As stated in their general brochure, they "work for the benefit of the region" and "are a solid part of the national and international higher education community" (HAMK, n.d.). They contribute to the community by solving the challenges on both a global and local scale through research, development and innovation activities with their partners.

Though the university has set a clear vision for its future, sustainable development is not clearly stated in their vision or mission statements. Even though it is obvious to see the economic and social commitment, the university has not had an environmental strategy or action that are publicly known. The rising important in sustainability has led to the need to solve and reduce environmental footprints through the university's operations. This is the aspect that HAMK needs to explore and develop further, given the trend where schools and universities are increasingly involved in practices to protect the environment.

1.3 Research objectives and research questions

1.3.1 Research objectives

Putting students' well-being at the core, HAMK needs to understand the attitudes of its students towards green marketing practices in order to

implement an effective strategy. The research is undertaken to understand how the values held by individual HAMK current and potential students can influence their attitudes towards environmental issues. These findings will be utilized further to research on whether they lead to final study destination choice. The intent is to help the university develop better green marketing strategies that could attract new students and reinforce the image of a green university.

This study has the following objectives:
- To investigate personal values' influence on students' attitudes towards green marketing
- To measure the significance of these attitudes in students' decision making, especially when they choose their study destinations
- To evaluate and propose practical recommendations for HAMK university to further develop their green marketing

The objectives are developed in order to contribute to the future success in sustainable development for HAMK and on the university's own concerns. The outcomes of this research will be thoroughly summarized in the conclusion and recommendation part for the university on how to build a green agenda that is both beneficial for the students and the university.

1.3.2   Research questions

Taking into consideration the sustainability megatrend, the growing popularity in green marketing, and the importance in understanding the customers' environmental concerns, the research question that this study aims to answer is: "How do students' attitudes towards green marketing influence their study destination choice?"

This research question was developed in order to help HAMK become aware of the attitudes from their current and potential students, and to build a greener image as a university. Based on the discussion with the university's Communication Department, HAMK's objectives and matters of interest for this research are as follows:
- How important are the sustainable issues in students' decision making?
- How can HAMK improve the image as a "green" university and a sustainable study destination?
- How can HAMK incorporate and further develop their current marketing?
- How does HAMK measure up with other universities?

Responding to these concerns, the author has decided to divide the main research question into two sub-questions, as followed:

- Q1. How do personal values shape the attitudes towards green marketing?
- Q2. How important are these attitudes in determining students' study destination choice?

The study explores and analyses the relationships among students' values, environmental attitudes and choices. In this case, the author focuses only on the choice regarding study destination. Based on the results, green marketing strategies for HAMK will be recommended in order to become a more attractive and greener university for their current and potential students.

1.4 Research methodology

The main method used for primary research, which is also the main one to analyse the research question, is quantitative method with the use of survey questionnaire to collect data from respondents. A quantitative method is used in order to understand the viewpoints of as many students as possible, with the aim to meet the objectives outlined above.

In addition, the theoretical framework is used throughout this study to build a feasible and reliable literature sources that help support the process of the study. Providing previous literature helps to realize what is already found out about the field and to find the gap that the author wishes to fill.

According to Saunders, Lewis & Thornhill (2012, p.419), questionnaires are used specifically for descriptive or explanatory research. In descriptive research, the survey conductor is able to gather and analyse the variability in different contexts, while explanatory research helps to examine cause-and-effect relationships. In response to the research question of this study, the author decided that survey questionnaire is suitable in terms of the reliability on exploring students' attitudes in green marketing and the relationship between these attitudes and study destination choice.

Among different types of questionnaire, the author decided to focus on internet-mediated questionnaire (being sent through e-mails) (Saunders, Lewis & Thornhill, 2012). With this method, the author expected to reach and collect answers from a wide range of respondents within a shorter period of time.

The survey consists of 11 questions in total, ranging from Likert-scale to multiple choice and open-ended questions, with the targeted respondents being current and potential HAMK students. There is no separation between international and Finnish students, however, the main participants are foreign students. The reason for this is that HAMK wishes to attract more foreign students in the future. Then, responses will be

thoroughly analysed and concluded with recommendations at the end of this study.

1.5   Structure of the study

In the first chapter, the theoretical framework is introduced to connect with the topic of this paper. From the theories and the discussed concerns of the case university, research questions and objectives were identified and established.

The following second chapter outlines necessary and relevant theoretical backgrounds that provide supporting theories for the study.

Chapter three and chapter four consist of all data findings and analysis respectively. These sections of the study provide the answer to the research questions after studying the responses about students' personal values, attitudes towards green marketing and potential study destination choices based on these attitudes.

Chapter five describes some limitations of the study and suggestion for future researches so that the topic can be further analysed and potentially applied to other universities.

The final chapter draws conclusions from the findings of the previous chapters.

2   THEORETICAL FRAMEWORK

Given the rising importance of sustainability in today's world, not only in consumers' practices but also for businesses, this concept is worth understanding as a background context of this study. The author decided to research in sustainability, with the aim to have a better image of how sustainability shapes the way businesses choose to operate. After that, it would be helpful looking into green marketing concept, which is the guiding theory for the study. Besides, the relationship between personal values, environmental concerns and behaviours were chosen by the author as key concepts for theory review. Building any marketing practices requires an understanding of target audience. Therefore, insights of this theory can provide a guidance in developing a green marketing agenda.

This section includes the literature review of the study's related terms, including but not limited to:
- Sustainability,
- Green marketing,

- The relationship between personal values, environmental concerns and environmental behaviours in the era of green marketing.

2.1 Sustainability

2.1.1 Sustainability as a megatrend

When it comes to businesses, megatrends are important factors that companies need to be aware of and respond to. This concept was created and popularized by John Naisbitt in 1982, demonstrating the transformations that significantly affect our lives, including social, economic, political, technological. Mittelstaedt, Schultz II, Kilbourne & Peterson (2014, p. 3) considered "megatrends" in the aspect of "social science construct", stating that "megatrends are complex in nature, extensive in their impact, and reflective of their historic context". With its effect on humankind, megatrends have changed the game in business competition, where companies can build strategic competitive advantages by adapting and innovating, or else, they will be defeated (Lubin & Esty, 2010).

Sustainability in the corporate social responsibility context, as defined by Werther and Chandler in 2011, is "business operations that can be continued over the long term without degrading the ecological environment" (Haski-Leventhal, 2018). This concept is one of the megatrends that has strong influences on businesses nowadays. Taking into account the elements of megatrend described above, sustainability is qualified as a megatrend (Mittelstaedt at al., 2014, p. 3).

Firstly, sustainability is "complex in its nature" because it impacts on all factors of the society, including economic, political, cultural, philosophic, and technological sides. The need for sustainability arises in the context where many issues are happening in surrounding environments, such as increasing environmental footprints, excessive environmental exploitation leading to resources shortages, governments taking actions through proposing new rules and regulations, and growing demands for green products. (Mittelstaedt at al., 2014, p. 3)

Secondly, with its large scale, sustainability is significant in its impacts, by which Mittelstaedt at al. (2014, p. 3) documented that this global movement can reconstruct culture and politics.

Finally, sustainability is feasible in historic context where the concept was developed. There were factors that brought up the need for sustainability, and they could be traced back in the history. An important factor included the increasing use of natural resources after the Industrial Revolution (Pisani, 2006, p. 87).

Considering sustainability as a megatrend, it is no longer the case in which businesses can neglect the huge impact sustainability has on the society. This raises the importance for a more ethical business operation and social responsibility (Martin & Schouten, 2012).

2.1.2   Three pillars of sustainability

The concept of sustainability consists of three pillars: environmental, social and economic. These three dimensions cover all aspects surrounding humankind. When considering strategies for sustainable development, it is crucial for businesses to take into account these three factors. (Giddings, Hopwood & O'Brien, 2002, p. 188)

In the light of environmental problems, many social issues arise as a result of lacking clean and usable natural resources. Oil spills cause the death of marine species, affecting the source of life for many people. The lack of clean water limits the healthy source of food. The crucial part of the environment in human's well-being has led to the emergence of environmental sustainability, defined as "the ongoing preservation of essential ecosystems and their functions". (Martin & Schouten, 2012)

According to Martin & Schouten (2012), economic sustainability is "the ongoing ability of an economic system to provide for all human needs". Economy has a profound impact on the society, and vice versa. An economy cannot flourish without human's contribution, while human's demands can be responded by the growth of the economy.

The third pillar, social sustainability is defined as "the ongoing ability of communities to provide for the well-being of their members" (Martin & Schouten, 2012). This can be explained by the way communities create opportunities and fundamental access to their people to live a fulfilling life.

2.1.3   Sustainable development

Sustainable development emerges based on the need for sustainability. The observable issues happening to the environment raised the fear for lacking the fundamental resources for future generation's survival. United Nations (1987) defines sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". This is not limited to any certain businesses or countries, because global issues such as poverty, climate change affect people around the world. The mission of businesses is to act upon strategies where they could contribute to solve 17 Sustainable Development Goals (United Nations, 2015) developed by United Nations (Haski-Leventhal, 2018).

Looking back in the history, during the 1950s and 1960s, there were expectations for unlimited growth due to the booming economic growth. There were beliefs that even though sustainability concerns were real because of natural resources consumption, mainstream economists still believed that "once a product or a factor input would become scarce, new technologies would be introduced to economize on the scarce input" (Pisani, 2006, p. 87).

In the late 1960s and early 1970s, awareness about the natural resource's shortages started to raise the realization that there were limits to growth. Many events had happened around the timeframe which strongly emphasized this limit. Some of them can be named oil crisis in 1973, the publication of the report "The limits to growth" by the Club of Rome, "small is beautiful" notion, the upsurge in population and insufficiency of food supply. (Pisani, 2006, p. 90)

The previously perceived unlimited growth was no longer feasible. The term "sustainable development" was developed to respond to the growth problems. According to Pisani (2006, p. 91), the notions of development and conservation were incompatible, "because conservation was understood as the protection of resources, and development as the exploitation of resources". Sustainable development could compromise these two aspects, promoting a development in a sustainable manner. As environment is an important aspect in sustainable development, there needs to be a way for businesses to perform their pro-environmental practices effectively.

2.1.4   Corporate Social Responsibility

In the context of arising need for sustainability, the concept of Corporate Social Responsibility (CSR) emerged. Since 1950s, the question was raised about how companies could contribute to the surrounding society as they operated. It was perceived by Bowen in 1953 that the largest businesses' operations had certain impacts on citizens' lives as they were "vital centres of power and decision making" (Carroll, 1999, p.269). The establishment of many governmental bodies in the early 70s also emphasized the needs for corporates to balance and fulfil not only their financial gains to the shareholders, but also their commitments to broader stakeholders outside of their own enterprise (Carroll, 1991, p.39).

Through the past years since 1950s, the definition of CSR has been developed by many theorists of the decades. In 2001, Commission of the European Communities proposed a definition for Corporate Social Responsibility, as stated: "A concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis." (Dahlsrud, 2006, p.7)

In understanding what CSR covers, Carroll (1991) developed the pyramid of CSR, in which four elements were included to help constitute the concept: economic, legal, ethical, and philanthropic. As the core motive of entrepreneurship, economic responsibility, or in other words, the earnings of profits, is important for any corporates to fulfil. This is the baseline determining other business responsibilities, because without a consistent profitability, other strategies become hard to reach. In maximizing its profits, a firm is expected to perform its operations within the established ground rules. Legal responsibilities represent the ethics that corporates should have as a sense of fair operations. This is the next layer in the pyramid. Moving on to the higher level, ethical responsibilities include the performances that align with expectation of societal members, even though they do not disobey the law. It is important to recognize and respond to new ethical norms without interfering in business goals. On top of the pyramid stays the philanthropic responsibilities. Within this aspect, a company is expected to be a "good corporate citizen", including actions or strategies that contribute to the society and develop human wellbeing. (Carroll, 2016, p.3-4)

The good relationship with stakeholders that businesses need to build on is what keeps them successful. It will be hard for corporations to thrive where they do not have clear solutions for social or environmental challenges (Tanggamani, Bakar & Othman, p.2). When a business operates, they do not create influences and values for only themselves or shareholders, but they also leave impacts on the societies where they work, such as the society and the environment. Filled with different interests, stakeholder relationships tend to affect the success of businesses. As defined by Freeman in 1984, stakeholder is "any group or individual who can affect or is affected by the achievement of the organisation's objectives" (Tanggamani et al., p.3). Therefore, corporations need to consider integrating their surroundings into their operations and taking into account the stakeholders' expectations as well as desires. According to the research from Raza, Ilyas, Rauf and Qamar in 2012, "most investors invest in firms that have involve greatly in CSR activities". Therefore, businesses broaden their value creation activities in order to concern stakeholders in their CSR strategies, who are considered as "one of the most important focus". The CSR strategy is used to build and maintain relationships with stakeholders. It is important to maximize profit while meeting the expectations from stakeholders. (Tanggamani et al., p.3-4)

It has been proven through researches that corporate social responsibility and sustainability have many points in common (Montiel, 2008, p.260). CSR includes four elements in its pyramid – economic, legal, ethical, and philanthropic, while sustainability focuses on three dimensions – social, economic and environmental. The terms can be different but they both integrate stakeholders in their visions and purposes. In the aspect of environmental contribution, companies have started to build green

marketing agenda, not only as part of their CSR and sustainable development, but also to meet the rising expectations and concerns of consumers towards environmental issues.

2.2 Green marketing

2.2.1 Definition and development

Green marketing concept emerged to respond to the growing awareness of environmental issues and sustainable development, specifically environmental sustainability. Defining this term is not easy because it is composed of different activities rather than only about promoting environmental components of goods and services as perceived by most people. In 1975, American Marketing Association (AMA) organized the first workshop on "Ecological Marketing", a synonym to "Green Marketing", during which the term was defined as: "the study of the positive and negative aspects of marketing activities on pollution, energy depletion and nonenergy resource depletion". (Polonsky, 1994)

Polonsky (1994) proposed a broader definition, computing that: "Green or Environmental Marketing consists of all activities designed to generate and facilitate any exchanges intended to satisfy human needs or wants, such that the satisfaction of these needs and wants occurs, with minimal detrimental impact on the natural environment."

These definitions clearly referred to a large number of practices that could be considered, should a company develop a green marketing agenda (Grove, Fisk, Pickett & Kangun, 1996, p. 56).

Since the 1960s, the concept of "green marketing" has gone through three phases in its development alongside with multiple events related to environmental issues at the times. From 1960 to 1980, the aim of green marketing, also known as ecological green marketing during that period, was to raise awareness about environmental issues. The second phase from 1980 to 1990 was when the term was referred as environmental green marketing. This period witnessed the introduction and implementation of new products, new innovations, and new policies to solve the environmental problems. Businesses started to reposition themselves and gain competitive advantage as socially responsible with green practices. The last phase from 1990 until now "is expected to contribute to closing the gap that appeared between the theory and reality of sustainability" because of the continuity in environmental damages. (Trandafilovic et al., 2017, p. 263-269)

In the theory of marketing, marketing mix was proposed by McCarthy in 1964 as a conceptual framework utilized to turn a marketing plan into practice by identifying decisions to meet customers' expectations (Goi,

2009, p.2). The marketing mix consists of 4Ps, including product, price, place and promotion. In order to satisfy the needs of target customers, businesses need to have their offerings, which are the *products*. For these products, it is necessary for businesses to decide the *price*, for which amount of money customers are charged. *Place* decisions help the businesses to make their offerings available and within reach for customers. Finally, *promotion* activities communicate and convince target customers to purchase the offers. (Armstrong, Kotler & Opresnik, 2017, p.41 & p.81)

Green marketing has resulted in the development of green marketing mix, with green product, green price, green place and green promotion. Green products have the features that support sustainability, including products with recyclable materials, recyclable and reusable products, efficient products that save energy and products with environmentally friendly packaging. Green price includes the environmental benefits that could create values for customers in comparison with other competing products. Green place can be successfully achieved if the green products are positioned with environmental-friendly surrounding displays or materials that can promote the strategy and image of the company. Green promotion consists of different advertising practices that are favourable for the environment. For example, digital marketing is gradually replacing traditional marketing methods, alternative printing materials are introduced to reduce the amount of paper used. (Chaudhary, Tripathi & Monga, 2011)

There are two main approaches to green marketing: defensive and assertive. The idea of a defensive strategy is to avoid negative consequences. These consequences include penalties, consumer boycott and to keep up with competitors' environmental actions. On the other hand, assertive strategy is the one that could bring sustainable competitive advantage for businesses. Companies take this approach by actively involving in green practices more that they are required to. Being assertive can have many benefits, some of them can be the first-mover image, avoiding government scrutiny and increased profitability. In the meantime, making a true and sincere commitment in green marketing agenda is all-time crucial even for a company with assertive approach to maintain sustainable competitive advantage. (McDaniel & Rylander, 1993, p. 6-7)

2.2.2   Green consumers

The green marketing popularity introduced a new segment of customers, called "green consumers". This term describes the consumers who have environmental concerns in their consumption behaviours, as well as other related activities with the marketplace (Shabani, Ashoori, Taghinejad, Beyrami & Fekri, 2013), such as returning recycled bottles or choosing organic food. In the attempt to segmenting this group, researchers have

found that there were no specific criteria that could isolating green consumers because the results were contradictory (Peattie & Charter, 2003, p. 737).

Peattie & Charter (2003, p. 737) suggested that "the solution to understanding green purchasing behaviour is to try and understand the purchase rather than the purchaser". They listed the compromises involved in green purchases by consumers, including paying a green premium and choosing eco-performance over technical features. According to Nair and Maram (2015), there are many determining factors for green behaviours. There are many reasons listed for one's environmentally friendly behaviours, including "a positive value/beliefs, attitude towards environmentally friendly products, awareness on the importance of sustainable environment practices, and motivational perceived behaviour control" (Nair & Maram, 2015, p.5). In the meantime, there are also factors that can discourage consumers to actually have green behaviours. They might not know where to find green products, or the green programmes are not authentic enough for motivating green behaviours, or consumers simply hold certain environmental concerns (Nair & Maram, 2015, p.5). In the research by Young, Hwang, McDonald & Oates (2009), they found out that certain green purchases could depend on context and situations, for example, moving out or close distance to green products' retailers. Both encouraging and inhibiting factors can affect green consumers' behaviours and purchasing choices. It is important that customers need to be confident and well-informed about the real environmental issues as well as the real improvements in any company's green effort. Consumers play a powerful part in the profitability aspect of businesses, and with the growing group of green consumers segments, the challenges for green marketing are inevitable.

2.2.3   Challenges in green marketing

Developing and adopting green marketing hold many challenges. Peattie & Charter (2003) listed three critical challenges faced by businesses that attempt to go green, including philosophical, management and practical challenges. Since this thesis aims at exploring the green marketing from the perspectives of consumers, the author decided to focus on theories related to philosophical and practical green challenges.

Differences between green marketing and conventional marketing lie in the related values and philosophies that demand in green marketing to re-evaluate some elements and concepts. These modifications are connected to philosophical challenges. One of these can be named different approaches to consumers. No longer should businesses consider consumers as those who make consumption, but as human beings who are increasingly concerned about conservation for environmental benefits. These concerns do not limit to the products themselves, but to all aspects

of the companies throughout the value chain. (Peattie & Charter, 2003, p. 739)

In the 4Ps of marketing mix – product, price, promotion, place – promotion is the dimension closest to marketing, and it is considered as one of the challenges for businesses going green. Some companies chose to invest in green practices solving environmental issues only if it would lead to increasing profitability (Trandafilovic et al., 2017, p. 269). This can lead to many misleading claims, which results in the companies being labelled as "green washing" – the act of deceiving customers with false claims about the companies' sustainable commitment. This happens when businesses take advantage of sustainability issues in their marketing campaigns without real intentions and actions. (Haski-Leventhal, 2018)

External environment factors can address other challenges for the companies to go green. The pressure from competitors is inevitable, when the green strategy can be copied easily. Legal risks can be associated with the green communication a company makes in public. These pressures, along with the growing environmental concerns from the consumers, emphasize the importance for businesses' true commitment towards green marketing. (Peattie & Charter, 2003)

2.2.4   Green marketing in the service sector

With its characteristics of being intangible, perishable, heterogenous and consumed as it is produced, service industry might be considered as green commitment (Grove et al., 1996, p. 58). However, the reality does not seem as in theories. Even though services are processes, they cannot be performed without the involvement of physical elements and energy consumption (Grove et al., 1996, p. 58). For example, hospitality service involves the use of energy in lightings and power needs; transportation service produces emissions from the vehicles. This physical involvement gives an opportunity for the service industry to become more innovative in its design in order to be more environmentally friendly.

The opportunities are available for the service industry to go green. Given the significance of service economy, and the growing concern of consumers about environmental issues, the green factor is what brings competitive advantage for the companies. This advantage can be demonstrated through the innovations in service design, satisfying customers' green concerns, and also providing a green workplace that employees be proud of (Aithal & Jeevan, 2016, p. 4).

However, the act of going green for service industries can have some implications in its practices. According to Grove et al. (1996, p. 64), there are three concerns that need to be considered. First, because of different natures in different services, not all of them can equally adopt green agenda and preserve environmental resources. For example, it might take

more tangible elements for education service to be performed, compared to an accounting firm, leading to more consumption and environmental impacts. Secondly, environmental trade-offs often happen in green decision making, that sometimes, adopting green agenda may not lead to eco-friendly benefits. Furthermore, in service industries, meeting customer satisfaction is highly important because the service is consumed and experienced at the same time as it is produced. Therefore, service quality must be maintained when a business decides to make green marketing changes. (Grove et al., 1996, p. 64)

2.2.5 Green marketing and universities

In general, universities that are willing to be committed to sustainability might face many challenges. According to UNEP (2013), "universities are complex, multi-faceted entities with diverse organizational subcultures, traditions and concerns". This means that the policies and initiatives proposed sometimes cannot be one-fit-all. It can happen in some cases that one individual degree unit raises issues and solutions to reach certain impacts but ends up uncoordinated. The characteristics of universities make it difficult to engage staff and students into projects, and to promote individual changes.

The road to adopting green marketing involves the universities' willingness and commitments to solve environmental issues. One characteristic and mission of a university is the purpose of teaching, research and contribution to surrounding community. The challenge that a university might face to pursue environmental sustainability is to maintain its purpose while operating more sustainably with less environmental impacts. The daily operation of a university might involve consumption of power, water, and fuel, and waste production. Therefore, this fact poses reputational, financial and legal risks towards universities. (UNEP, 2013)

In order to respond to this challenge, the university needs to understand its activities and environmental impacts. With these knowledges, it is easier and more effective for the university to do the planning and execution of green marketing activities without disturbing and intervening daily operation. (UNEP, 2013)

2.3 The relationship between personal values and environmental concerns and behaviours

According to Collins, Steg & Koning, (2007, p. 559), personal beliefs and behaviours are influenced by one's values. In the studies about the relationship among individual values, environmental attitudes and behaviours, the value theory of Schwartz was used. This value typology describes different aspects of values, including 57 values. 46 of these values are classified into 10 clusters (Collins et al., 2007, p. 558), from

which can be reduced to four categories, including "openness to change, conservatism, self-transcendences and self-enhancement" (Schultz et al., 2005, p. 458). Of these four value types, self-transcendence and self-enhancement have been used to understand one's attitudes towards environmental issues because of their conflicts between "promoting the welfare of others (universalism and benevolence) and enhancing their own personal interests (power, achievement, and hedonism)" (Kim, 2011, p. 70).

This theory is followed by Stern and his colleagues (Stern & Dietz, 1994) in identifying the relationship between values and environmental attitudes through their value-basis theory. It was proposed that environmental concerns and behaviours originate from the interest in three value bases: self (egoistic concerns), other people (altruistic concerns) and all living things (biospheric concerns) (Schultz et al., 2005, p. 458; Kim, 2011, p. 70). Those with egoistic attitudes tend to care about environmental issues at personal level, meaning if it affects themselves only. People with altruistic concerns for the environment tend to be aware of the effects on other people. For those with biospheric attitudes, they care about all living things. (Schultz et al., 2005, p. 458-459)

In understanding how personal values influence environmental concerns and behaviours, Schwartz's value theory and the three-factor theory of Stern and his colleagues are concluded to have correlation. Self-transcendence is associated with altruistic and biospheric concerns, while self-enhancement values represent egoistic attitudes (Schultz et al., 2005, p. 459). Kim (2011, p. 71) also indicated that self-transcendence, together with altruistic and biospheric concerns, positively illustrates pro-environmental attitudes and behaviours. In contrast, negative correlation is found between self-enhancement, representing egoistic motives, and environmentally friendly concerns and actions.

Even though the relationship between values and environmental concerns is clearly supported, the link between values and behaviours is rather weak. (Collins et al., 2007, p. 559; Schultz et al., 2005, p. 459). According to Collins et al. (2007, p. 571), this link exists indirectly, "operating via beliefs and other intermediary factors". One example of these factors is individual beliefs, because beliefs are considered to be more specific than values, leading to a stronger link with behaviours (Collins et al., 2007, p. 559). Schultz et al. (2005, p. 471) reached the same conclusion, stating that "self-transcendence was positively predictive of environmental behaviour when activated". The moderator in this case was predicted to be the "awareness of harmful consequences and ascription of responsibility" (Schultz et al. 2005, p. 460). Those with self-transcendent values and altruistic concerns tend to have pro-environmental behaviours if they realize the possibility of harmful consequences to others and if they feel responsible for these outcomes. This moderator is not found in the case of self-enhancement.

2.4 Students' attitudes towards green marketing and the impacts on study destination choice

2.4.1 Students' attitudes towards environmental issues and green marketing

For a university to develop a green marketing strategy, it is important to understand students' attitudes in environmental issues and green marketing. Şahin and Erkal (2017) emphasized the importance of university students' social contribution in society after their graduation, because students can bring their knowledge and skills to their future and surrounding communities.

In understanding students' attitudes towards environmental problems, it was found that this group significantly has environmental concerns. The awareness about environmental issues is influenced by how much the students know about these matters. With this positivity in the results, universities are strongly recommended to provide activities related to environmental sustainability. This could help encourage students to raise awareness among themselves and to increase positive environmental actions and ideas. (Şahin & Erkal, 2017, p.153)

Though students have concerns towards environmental issues, Heyl, Díaz and Cifuentes (2013) concluded that pro-environmental behaviours related to consumption and participation are not represented in accordance with the concerns. Some moderators in their research included demographics, environmental knowledge, attitudes and perceived effort and consequences. None of these factors describes personal values of students in understanding their environmental concerns and behaviours.

In terms of students' attitudes towards green marketing practices of a university, rarely has there been a study in this area.

2.4.2 Students' study destination choice

With the objective to find out the correlations between students' attitudes towards green marketing and their study destination choices, it is useful to understand what factors motivate students to study at a certain institution. Because HAMK expects to know the perspectives of foreign students, the author has decided to find relevant factors in the case of international students. Previous studies (Shanka, Quintal & Taylor, 2005; Mazzarol & Soutar, 2002) have explored the factors that influence international students' study destination choice. It has been concluded with a number of factors that strongly affect the choice of institution. The reputation for education and staff quality tends to be ranked high for students' institution choice and satisfaction (Shanka et al., 2005, p. 34). Besides, referral, such as alumni base, recommendations from relatives, is also important in students' decision making. An institution is more

attractive if their graduation qualifications are recognized by students' future employers. Other factors can be named cost of living, distance to home country and the number of students enrolled (Shanka, Quintal & Taylor, 2005; Mazzarol & Soutar, 2002).

These earlier studies did not include "green" factor in their research. Therefore, it is difficult to understand if the environmental sustainability of a university is one driver for students to come and study at a certain institution.

2.5   Summary of the theoretical framework

Based on the literature reviews and related theories of the key concepts, the theoretical model below describes the correlation of these theories.
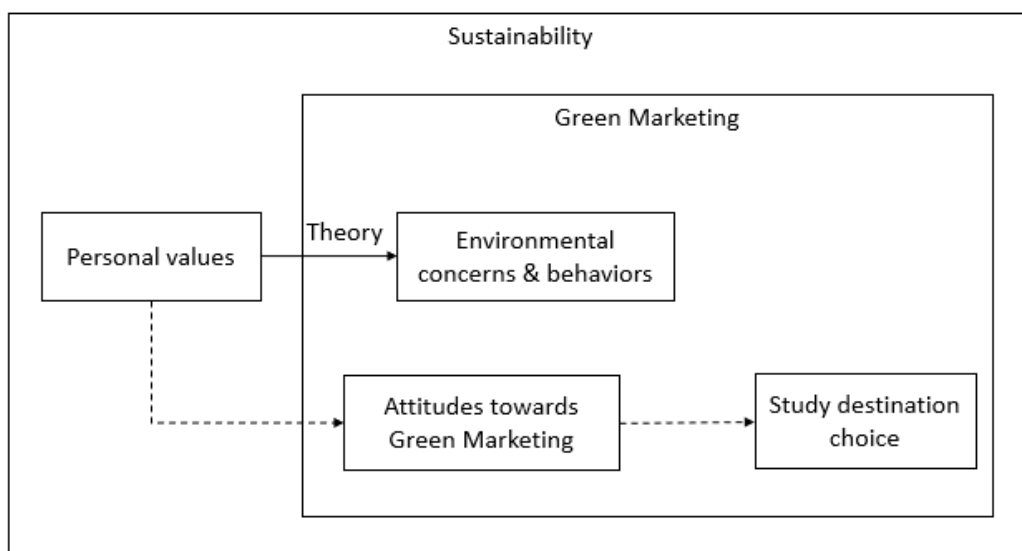

Figure 1. Theoretical model.

Rising as a megatrend driving businesses, sustainability and sustainable development have been the purpose and vision of businesses to create value for their customers (Lubin & Esty, 2010). In this sustainable context, reducing environmental impacts arises as resource consumption becomes excessive. Businesses have been involved in solving these issues. With the growth in the term green marketing, businesses have been able to respond to environmental challenges through the development of green marketing agenda and practices. Being the background context of this study, sustainability and green marketing are the two drivers for other concepts and concerns to be raised and developed, as demonstrated in figure 1.

For any marketing strategy to be successfully planned and implemented, there is a need to understand the customers' insights. In terms of green marketing, it is important that businesses understand and respond to customers' changing needs, as more and more of them have environmental concerns and demand sustainable products. To understand

these concerns, it is interesting to know how different personal values can shape the considerations toward environmental issues. It has been proven that there is correlation between different types of values and the favourability in environmental concerns and behaviours.

These findings include, but not limit to, university sector. As students are considered to be one of the main stakeholder group, it is crucial that green marketing strategy responds to the concerns and needs of students. It was concluded that this group holds environmental interests, so it would be crucial to understand the values that drive these concerns. How personal values can influence green marketing attitudes will be analysed in the empirical research through regression analysis.

Based on the previous research, it has only been proven with other factors that influence students' study destination choice. With the rising importance of solving environmental issues, there is a need to study the correlations between students' attitudes towards green marketing and their study destination choices, which is also the aim of this study. This objective will be achieved through the regression analysis performed later in this study, as demonstrated in figure above.

3 EMPIRICAL RESEARCH

3.1 Research Design and Methodology

In order to perform empirical research for the objectives of this study, the author has chosen to conduct research through survey. In this chapter, data collected from survey respondents will be presented.

The survey was designed with three sections, with the aim to understand respondents' values and how these affect study destination choices. In total, 11 questions were included in the survey.

The first section composed of five questions about demographical information. This part aims to understand the background of survey respondents.

The second section, with the purpose of finding out the impacts of personal values on attitudes towards green marketing, four questions were included in the survey. Of these questions, there was one question with three Likert-scale sub-questions to understand the personal values of participants using the value-environmental attitudes theories of Schwartz (Schwartz, 2012) and Stern (Stern & Dietz, 1994), and to see the participants' environmental commitment. Besides, there was one Likert-scale question for ratings of nine green marketing practices. The other two

questions were about understanding how the respondents perceive the level of green of an institution.

The last section consisted of two questions. One multiple choice question was provided for the respondents to choose the criteria they used to choose a study destination, and the other one asked if the respondents would choose a university based on how green it is. This last section, together with the second one, will aim to answer the main research question of this study.

In the process of collecting data, the survey was shared through email and intranet Yammer to HAMK students and on social media Facebook to reach potential students. The survey was sent to 500 HAMK students of different campuses through emails. On social media including Facebook and Yammer, it could be reached by another 200 students. In total, there were 112 students participated in the survey, accounting for more than one-seventh of total reached. In this chapter, descriptive statistics will be outlined, and the author decided to focus on main questions that will affect the data analysis of this study.

3.2 Results

3.2.1 Demographics

In order to understand the survey participants, demographical information will be the first to analysed.

The Figure 2 below describes the gender distribution among participants. As can be seen, the majority of respondents were female, making up of 58%. This leaves the remaining 42% as male participants.
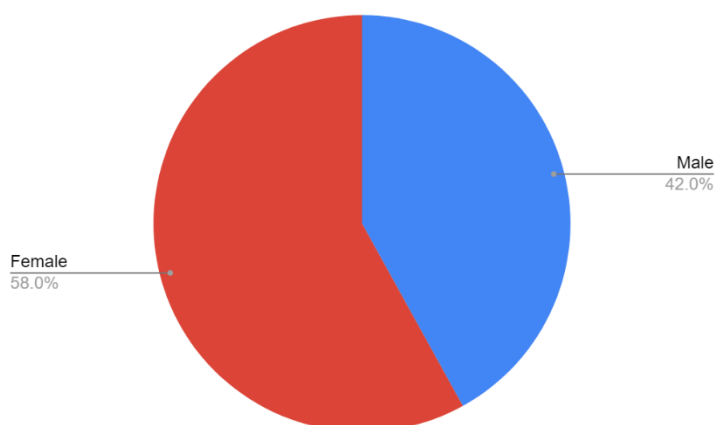

Figure 2. Gender distribution.

Figure 3 shows the percentages of different age groups of the participants. More than half (53.6%) of the survey respondents were in 21-25-year-old

group, followed by people who are 16-20-year-olds with almost 30%. Another number of participants, which made up of 9.0% of total, were aged between 26 to 30. Other respondents were 31 or older.
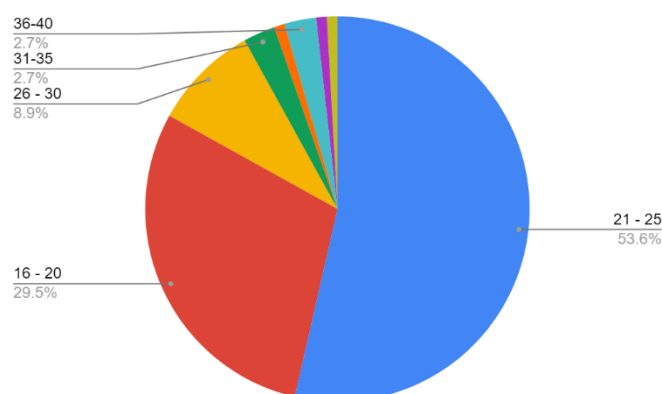

Figure 3. Age distribution.

Of all 112 respondents, there were 17 nationalities in total, as shown in Figure 4. The majority, 57.1% are from Vietnam. Some other significant percentages are made up of participants from Russia and Finland. This information helps to see a diversity in the number of respondents, especially when the case company expected to collect data from international students.
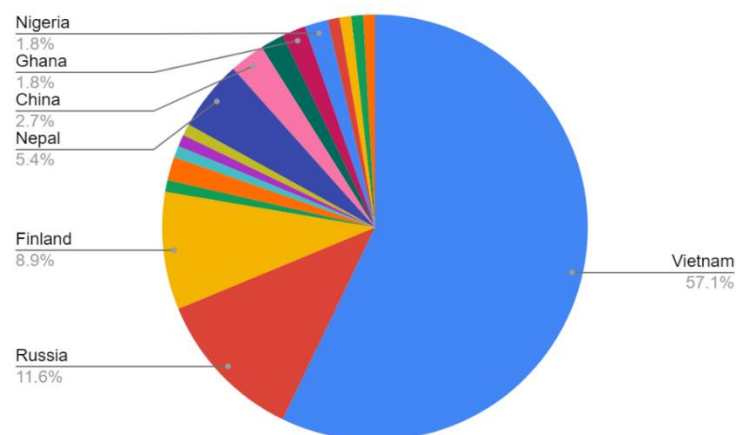

Figure 4. Countries of origin.

In terms of their education, 58.9% are HAMK students. Students from other research universities and universities of applied sciences in Finland also participated, accounting for around 26% of all respondents. 8.9% are students from High School for Gifted Students in Hanoi, Vietnam as illustrated in Figure 5.
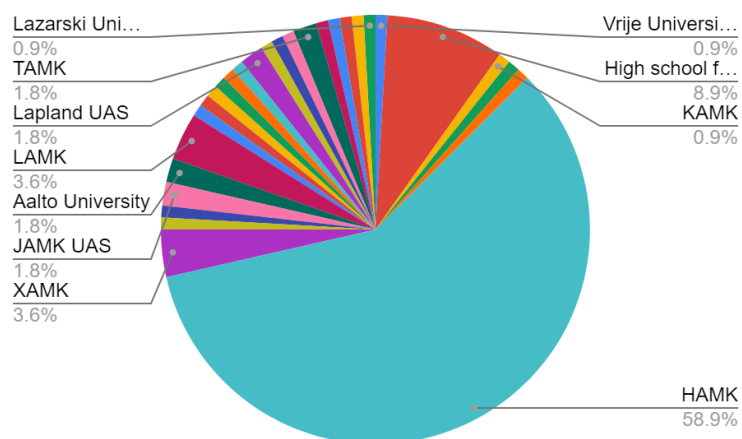
Figure 5. School/Universities.

Another important background information to be taken into account is to find out whether the respondents are international students from their schools or universities, which is presented in Figure 6. Since the aim of HAMK is to focus on international students, this information provides an insight to understand the perspectives of foreigners towards their universities. 79.5% of respondents are internationals at their schools/universities.
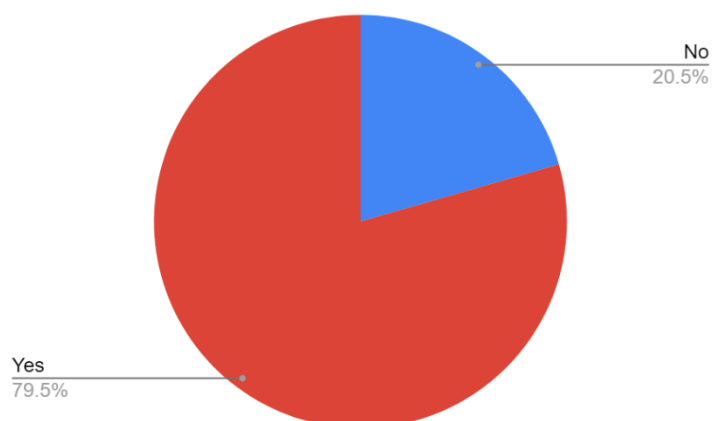
Figure 6. Internationals from schools/universities.

3.2.2 Personal values

In the survey, respondents were asked to rate two questions related to their personal values. Utilizing the value theory of Schwartz, self-enhancement and self-transcendence values were found to be correlated with environmental concerns, negatively and positively, respectively (Kim, 2011, p.71). Based on this literature review, the author included self-enhancement and self-transcendence value items in the questionnaire. Self-enhancement is composed of power, achievement and hedonism values, while self-transcendence includes benevolence and universalism

(Kim, 2011, p.70). These five values are described by different value items and the respondents were asked to rate these items on the scale from -1 (This is against my values) to 5 (Extremely important). The question and value items used in the survey are listed in Appendix 1, question number 6a.

The score for each value type is calculated by the average score of the value items from that specific type. Figure 7, Figure 8, Figure 9, Figure 10 and Figure 11 all represent the average score of 112 respondents. As shown, majority of them rated on average from 3 (Important) to 5 (Extremely important) for hedonism and achievement, while the ratings for power were somehow equally distributed on the scale from 1 to 5. This reflects the fact that most of the respondents tend to have self-enhancement values. The same trends are seen in self-transcendence value types, in which around 98 respondents rated from 3 to 5 for benevolence and universalism value items.
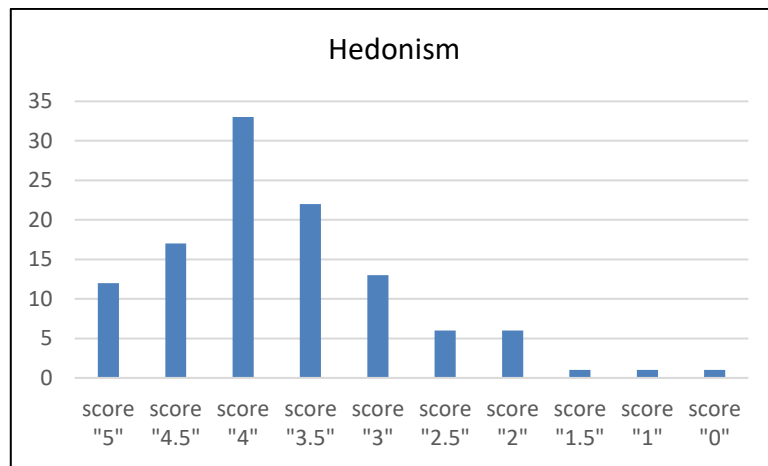

Figure 7. Personal values - Hedonism.
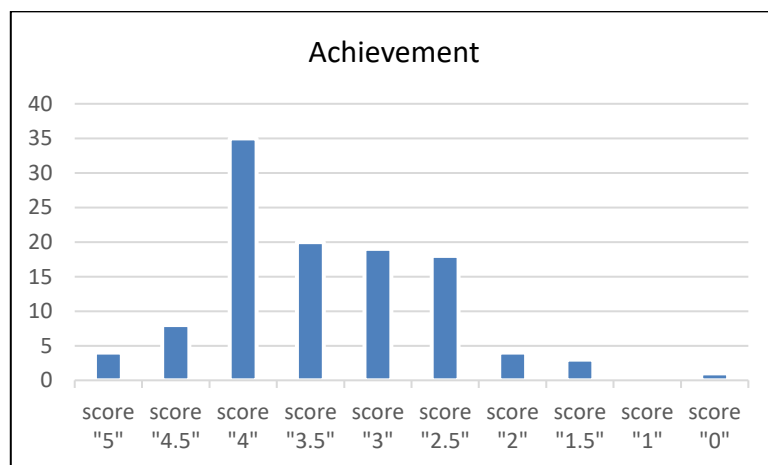
Figure 8. Personal values - Achievement.
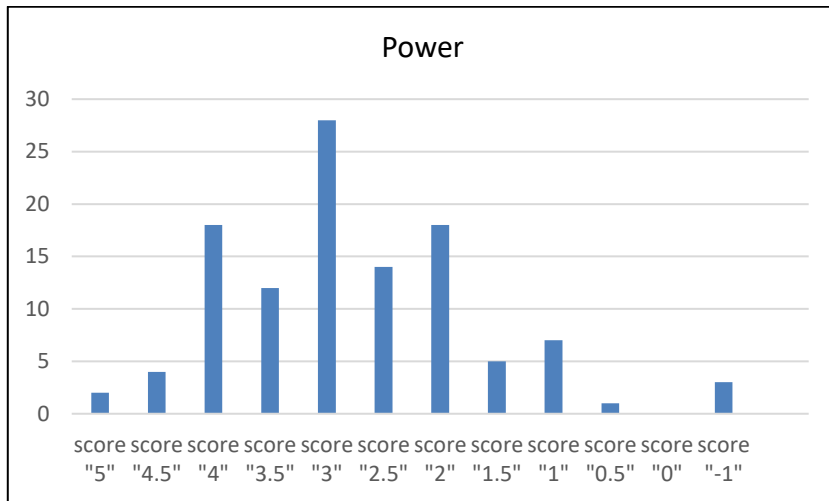
Figure 9. Personal values - Power.
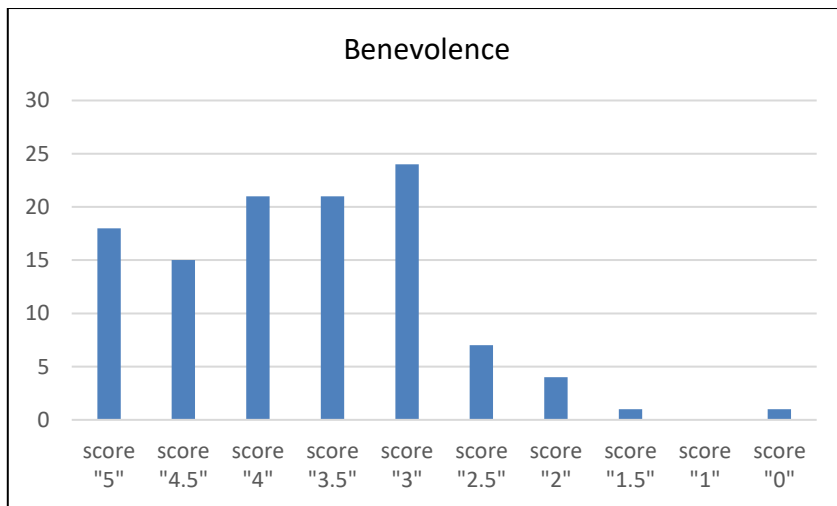
Figure 10.   Personal values - Benevolence.
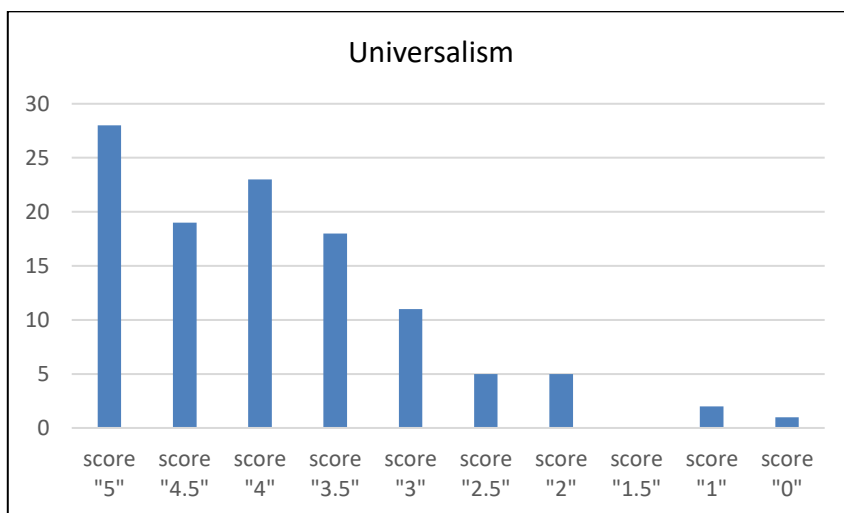
Figure 11.   Personal values - Universalism.

The value theory of Stern and its correlation with environmental concerns and behaviours suggested that people possessing three value bases would have different level of environmental interests. The three values are self (egoistic), other people (altruistic) and all living things (biospheric) (Schultz et al., 2005, p. 458). Based on this theory, the question and rating statements were provided, as described in Appendix 1, question number 6c.

Respondents were asked to rate nine items on the scale from 1 (Not important) to 5 (Extremely important), and the scores for each of the three value types are calculated by average score of the related items. Figure 12, Figure 13 and Figure 14 showed that most of survey participants rated from 3 to higher on average for all of the three values.
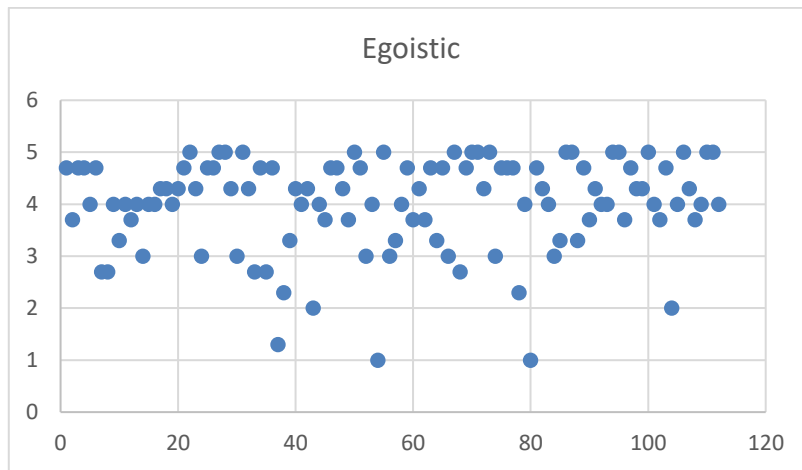
Figure 12.   Personal values - Egoistic.
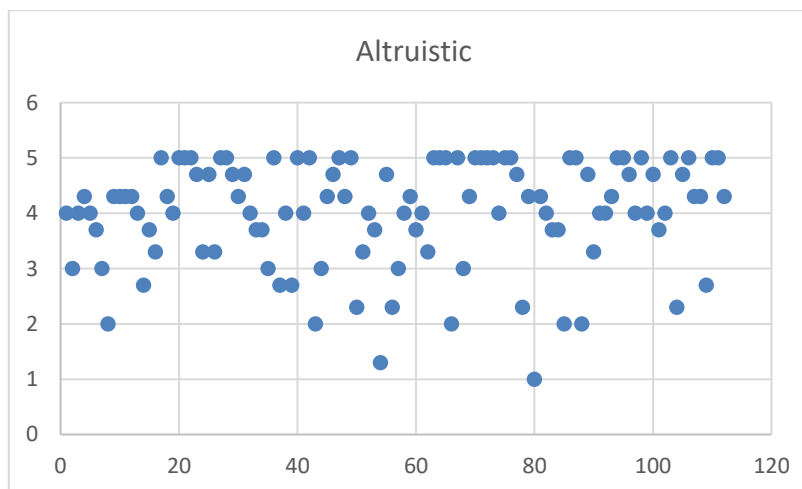
Figure 13.   Personal values - Altruistic.
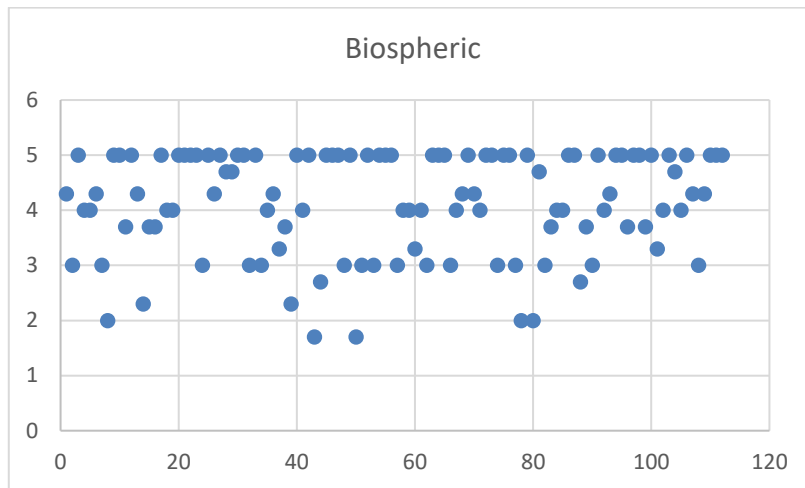
Figure 14.   Personal values - Biospheric.

3.2.3   Attitudes towards green marketing

Respondents were required to rate nine green marketing practices of a university on the scale from 1 (Unfavourable) to 5 (Favourable). This question aims to find insights on how the participants feel about green marketing. The chosen ideas were taken from suggestion by Faghihimani, 2010. The question and practices were outlined in Appendix 1, question number 9.

Taking into account the average score for these practices, it is observable that in general, the green marketing ideas suggested were rated higher than 3 (Neutral).
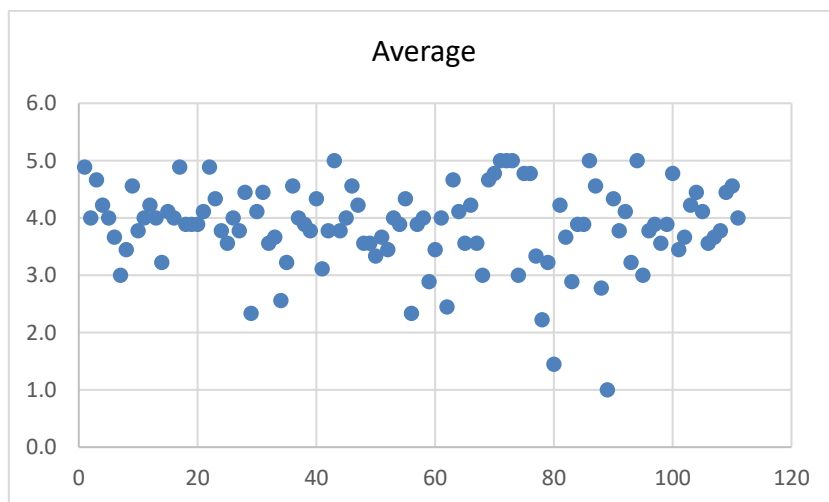
Figure 15.   Attitudes towards green marketing practice, average.

4   DATA ANALYSIS

This chapter will be focused on regression analysis of the variables for this study, utilizing IBM's Statistical Package for the Social Sciences (SPSS), SPSS Statistics Grad Pack version 26.0. In order for the data analysis to be concentrated, it is crucial to take into consideration the defined research questions. This part aims to respond to two sub-research questions, as followed:

- Q1. How do personal values shape the attitudes towards green marketing?
- Q2. How important are these attitudes in determining students' study destination choice?

The chapter is divided into two sub-parts, with each one focusing on answering these questions. In Q1., the dependent variable is the attitudes towards green marketing, taken from the average rating points for green marketing practices of survey respondents. The independent variables include five value types of Schwartz's theory, which are hedonism, power, achievement, benevolence and universalism.

Q2. helps to answer the main question for this study. The dependent variable is the study destination choice, while the independent variable is the respondents' green marketing attitudes.

4.1 Personal values and green marketing attitudes

Following the value theory of Schwartz, self-enhancement (hedonism, achievement and power) and self-transcendence (benevolence, universalism) value types were used to find the relationships with green marketing attitudes. As known from literature review, self-enhancement leads to negative environmental concerns, while self-transcendence is related to positive environmental concerns. The author expected to see the same pattern in correlations between these two value sets and green marketing attitudes: self-enhancement (hedonism, achievement and power) is not related to favourable attitudes, self-transcendence (benevolence and universalism) is positively related to favourable attitudes. The regression analysis will be focused on the R values (Pearson Correlation) and p-values (probability values).

4.1.1 Hedonism and green marketing attitudes

Figure 16 reveals that the R value equals to 0.175, indicating a positive linear regression between the two variables, which are hedonism and attitudes. In order for this data to be statistically significant, p-value needs to be lower than 0.05. As shown in the figure, the one-tailed p-value is 0.032, proving that this correlation is significant. Thus, it is likely that there is a relationship between hedonism value and green marketing attitudes.

Correlations

		Attitudes Green Marketing	Hedonism
Pearson Correlation	Attitudes Green Marketing	1.000	.175
	Hedonism	.175	1.000
Sig. (1-tailed)	Attitudes Green Marketing	.	.032
	Hedonism	.032	.
N	Attitudes Green Marketing	112	112
	Hedonism	112	112

Figure 16.　　　　Correlations between hedonism and green marketing attitudes.

4.1.2　Achievement and green marketing attitudes

The R value when considering achievement and attitudes is much lower compared to the previous analysis, with R being equal to only -0.069. This proves only a slightly negative correlation. With the p value = 0.235, it rejects the hypothesis that achievement value can lead to green marketing attitudes. In fact, the model proves there is no correlation, as illustrated in Figure 17.

Correlations

		Attitudes Green Marketing	Achievement
Pearson Correlation	Attitudes Green Marketing	1.000	-.069
	Achievement	-.069	1.000
Sig. (1-tailed)	Attitudes Green Marketing	.	.235
	Achievement	.235	.
N	Attitudes Green Marketing	112	112
	Achievement	112	112

Figure 17.　　　　Correlations between achievement and green marketing attitudes.

4.1.3　Power and green marketing attitudes

With power as independent variable, the R value in Figure 18 shows a linear correlation between two variables with negative influence. This means that the more one is leaning towards power values, the less favourable their green marketing attitudes are. Its p-value is 0.029, meaning it is statistically significant enough for power value and green marketing attitudes to correlate.

Correlations

		Attitudes Green Marketing	Power
Pearson Correlation	Attitudes Green Marketing	1.000	-.179
	Power	-.179	1.000
Sig. (1-tailed)	Attitudes Green Marketing	.	.029
	Power	.029	.
N	Attitudes Green Marketing	112	112
	Power	112	112

Figure 18.   Correlations between power and green marketing attitudes.

4.1.4   Benevolence and green marketing attitudes

As shown in Figure 19, the R value proves a very slight positive correlation between benevolence value and attitudes towards green marketing, with R = 0.050. Spotted with the same trend as the achievement value, this data is not statistically significant as the p-value is high (0.301). Therefore, the relationship is not verified.

Correlations

		Attitudes Green Marketing	Benevolence
Pearson Correlation	Attitudes Green Marketing	1.000	.050
	Benevolence	.050	1.000
Sig. (1-tailed)	Attitudes Green Marketing	.	.301
	Benevolence	.301	.
N	Attitudes Green Marketing	112	112
	Benevolence	112	112

Figure 19.   Correlations between benevolence and green marketing attitudes.

4.1.5   Universalism and green marketing attitudes

With the R value being 0.156, universalism value is seen to have a positive linear correlation with green marketing attitudes. P-value equalling to 0.05 has supported this finding. This leaves a conclusion that there is a likelihood in correlation between these two variables (Figure 20).

Correlations

		Attitudes Green Marketing	Universalism
Pearson Correlation	Attitudes Green Marketing	1.000	.156
	Universalism	.156	1.000
Sig. (1-tailed)	Attitudes Green Marketing	.	.050
	Universalism	.050	.
N	Attitudes Green Marketing	112	112
	Universalism	112	112

Figure 20.　　　　　Correlations between universalism and green marketing attitudes.

4.2 Green marketing attitudes and study destination choice

In answering Q2, which is to understand if green marketing attitudes can lead to study destination choice, green marketing attitudes were inputted as independent variable and the choice was dependent variable. As discussed in Chapter 3, the average attitudes towards green marketing are above the midpoint of 3. This is shown in Figure 21 below. The mean of statistics for attitudes is around 3.9 on the scale of 5, indicating an overall positive perspective of survey respondents towards green marketing practices. As of the choice, the author coded the answers as 1 (no), 2 (maybe) and 3 (yes). A mean score of 1.71 over 3 proves a quite low possibility to choose a study destination choice based on how green it is.

Descriptive Statistics

	Mean	Std. Deviation	N
Choice	1.71	.866	112
Attitudes Green Marketing	3.855158730	.7234476838	112

Figure 21.　　　　　Descriptive Statistics – Green marketing attitudes and Study destination choice.

In Figure 22, the value of R is 0.23, which represents a positive trend and correlation between respondents' attitudes and study destination choice. Taking into account the one-tailed p-value shown, this analysis is statistically significant, where p-value is equal to 0.007. It is concluded that the attitudes towards green marketing can influence the study destination choice. Subsequently, a student who holds favourable attitudes towards green marketing practices are more likely to opt for "green" study destination.

Correlations

		Choice	Attitudes Green Marketing
Pearson Correlation	Choice	1.000	.230
	Attitudes Green Marketing	.230	1.000
Sig. (1-tailed)	Choice	.	.007
	Attitudes Green Marketing	.007	.
N	Choice	112	112
	Attitudes Green Marketing	112	112

Figure 22.　　　　Correlations between green marketing attitudes and study destination choice.

4.3 Discussion

This study is aimed to find out 1) the relationships among personal values and green marketing attitudes, 2) the significance of these attitudes in students' choice of study destination and 3) potential recommendations for HAMK university to further develop their green marketing practices.

First, the influences that five types of personal values have on green marketing attitudes were explored. This was done by analysing the values that respondents hold based on Schwartz value models and their ratings on a set of green marketing practices. The regression analysis showed that the values hedonism, benevolence and universalism have positive linear correlation with green marketing attitudes, while achievement and power values have negative correlation. However, not all of the correlations are statistically significant enough to draw a conclusion. Hedonism and universalism values revealed a positive relationship, meaning that the stronger one holds these values, the more possible he or she has positive green marketing attitudes. Based on previous research (Schultz et al., 2005; Kim, 2011), only the findings in universalism value supports the theory. Power value was proven to have negative correlation, and it was statistically significant to draw a conclusion that this value type can lead to negative green marketing attitudes. This also aligns with previous research (Schultz et al., 2005), claiming that this self-enhancement value leads to negative environmental concerns. The other two value types, achievement and benevolence, do not have influences on students' attitudes. Even though it was proved that the two sets of values, including self-enhancement and self-transcendence, can have direct influence on environmental concerns (Schultz et al., 2005), this relationship is not fully reflected with green marketing attitudes. This might be because that survey respondents have different preferences towards different environmentally friendly practices. Their values do not impact what activities they favour. In sum, value sets are proven in this study that they have no direct influences on students' green marketing attitudes.

The second objective was achieved through regression analysis where the relationship between green marketing attitudes and study destination choice was researched. Interestingly, the findings indicate a strong correlation that the two variables have on each other. It can be observed and concluded that favourable green marketing attitudes are likely to result in study destination choice. This gives an important insight for the university in planning and implementing their marketing strategies. According to Grönroos (2006), the definition of marketing in the changing world was quoted as: "Marketing is an organizational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders". This definition discussed three important points that surround the concept of marketing, including "marketing as an organizational function", value for customers, and managing customer relationships. Long in the past, customer value has always been an inevitable element in marketing practice, which is shown in the mentioned definition. The planning and activities of marketing strategy should bring values for the customers (Grönroos, 2006, p. 398). As in the case of university, the main group of customers has been defined as students in many previous studies stated by Pereira & Silva (2003). Therefore, the understanding of students' preferences will benefit the university in the process of marketing activities. From the regression analysis in this study, it shows that students tend to hold very positive attitudes towards environmentally friendly practices. This result supports the findings in previous researches (Şahin & Erkal, 2017; Heyl et al., 2013), claiming that students have significantly positive environmental attitudes. This study concludes these attitudes can be a factor influencing students' study destination choice.

HAMK university can utilize this trend to deliver values for its current and potential students through implementation of green marketing. Aligning with the strategy of the university, this insight helps them both internally and externally from the strategic management point of view. As HAMK is moving towards a sustainable future with their vision, this study's findings propose a potential growth plan. The trend of an increasing interests in preserving the environment of students is well presented through the survey. Putting students' wellbeing development in its core strategic development, HAMK can ensure that green marketing activities can well suit the expectations of their students. Because it is likely for a student to choose a green university, going green can help attract potential international students to the university, fulfilling another strategy of HAMK.

In the survey, the author provided nine green marketing practices, collected from suggestions for going green at a university (Faghihimani, 2010). HAMK is now at the early stage in its green implementation, adopting these practices could help the university prepare itself in the first

phase, before committing to more long-term strategy in the future. These practices are provided in the next chapter.

By combining the findings from the empirical research and theoretical model, a new model of relationships between variables (personal values and green marketing attitudes, green marketing attitudes and study destination choice) is developed. In Figure 1, the author expected to see the correlations between personal values and green marketing attitudes, and between these attitudes and study destination choice. Figure 23 provides the understanding of the relationships between two sets of variables, including personal values and green marketing attitudes, and green marketing attitudes and study destination choice after the regression analysis executed in the empirical research. In terms of relationship between personal values and green marketing attitudes, the correlation was rejected by the practical regression analysis. Meanwhile, attitudes towards green marketing was proven to influence students' study destination choice, supported by regression analysis in this study.
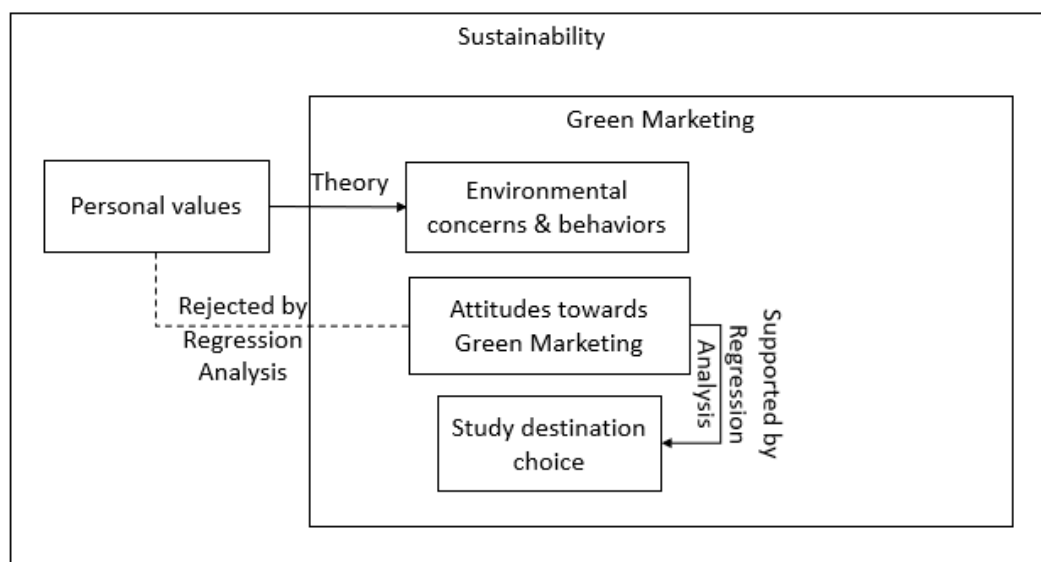
Figure 23.   A new model based on empirical research.

5   RECOMMENDATIONS AND LIMITATIONS

5.1   Recommendation for HAMK

The results of this study indicate that it is critical for HAMK to take actions on environmentally friendly programs, or green marketing activities. Environmental issues, or sustainability topics in general, are drawing more attention of consumers in all sectors. As of the case in university sector, students' favourable interests can be shown by the institution selection.

Below are nine recommended practices. The chosen ideas were taken from suggestion by Faghihimani (2010). These practices got an overall high rating from 112 survey respondents. Therefore, HAMK can easily count on these recommendations in preparing and implementing its green marketing strategies. The nine recommended practices include, but not limited to:

1. Compulsory university courses on Environmental Sustainability
2. Collaborations with corporations for environmental research
3. Implementing competitions for the greenest campus and building
4. Placing categorizing trash bins around campuses
5. Using eco-friendly materials at events
6. Charging printing fees to encourage e-documents whenever possible
7. Participating in World Environmental Days
8. Promoting about university's environmental-friendly commitment and activities on its website
9. Providing intensive module periods to reduce the time spent at campuses

Besides, from the survey, the participants were asked to write about the factors that make them think if one specific institution is committed to preserving the environment. There were some ideas drawn from the responses that were suggested and mentioned by the majority of survey participants. These ideas can be duplicated with some from the list above; however, the author decided to include the suggestions because of their practicality:

1. Greenness and lots of trees being planted
2. Induction lightning and solar energy panels used
3. Less paper and increasing charge for printing
4. Waste sorting trash bins around the campus and disposable paper cups
5. Reduction to minimum use of plastic

5.2 Recommendation for future studies

Green marketing practices have rarely been discussed as one of the factors influencing students' choice. In this study, it concludes that universities adopting green marketing strategy have a high tendency of being chosen by students. According to previous researches (Shanka et al., 2005; Mazzarol & Soutar, 2002), some of the major factors that students consider when choosing a study destination is the rankings and teaching qualities. Therefore, in addition to the findings in this thesis, the next possible debate for further research is proposed: Is green marketing a substitute to other main study choice determiners (such as university rankings), or are they complementing one another?

Besides, due to some limitations of this study, especially the small sample size, it is highly recommended for future study to conduct another test on this theoretical model to prove its reliability and feasibility.

Together with the suggested research question, another quantitative method with the use of survey questionnaire is recommended. Through this methodology, it is expected to reach more people and to better measure the impact of study destination determiners and green marketing factors on students.

5.3   Limitations

Even though this study concludes a strong relationship between green marketing attitudes and the choice of institution, there are still some certain limitations in the research.

First, this sample size does not represent a wide range of both current and potential students at HAMK. Even though the aim is to gain responses from international students, the majority was Vietnamese students, resulting in an unequal distribution among respondents' nationalities. Therefore, the study could not fully meet the university's expectations in understanding points of view from more students of different countries. Also, the sample size is not large enough to prove better significance in the analysis. Further studies with more reliable data set are highly recommended to prove this theory.

Second, the study was not able to measure the importance of green marketing activities as a determiner of institution choice among other determiners, such as university rankings. If green marketing is put alone to figuring out the relationship with study destination selection, it was proved in this study to be correlated. However, if green marketing is considered alongside with other factors, the results might need further analysis to understand the significance of this aspect. Consequently, it is recommended for future studies to look into this matter.

6   CONCLUSION

In this research, the author aimed to find out if students' attitudes towards green marketing can affect their study choice, in the case study of Häme University of Applied Sciences (HAMK). In collaboration with the university, this research was conducted as a way to help HAMK build a green marketing agenda. The study was an answer to the research question, stated as ""How do students' attitudes towards green marketing influence their study destination choice?" Two aspects were looked into, (1) the correlation between personal values and green marketing

attitudes, and (2) the correlation between green marketing attitudes and study destination choice. The regression analysis using SPSS provided the results for these two research objectives, involving in total 112 students in the survey. The findings indicated that only three out of five value sets lead to green marketing attitudes. These are hedonism, power and universalism. However, only the findings from power and universalism value sets support previous research. In previous study (Schultz et al., 2005), Schwartz's value theory was used in finding the relationships between values and environmental concern, in which self-transcendence (universalism and benevolence) and self-enhancement (power, achievement, and hedonism) have positive and negative correlations with environmental concerns, respectively. In this thesis, there is inconsistency in the findings regarding the correlation between personal values and green marketing attitudes when compared to Schwartz's theories. It is concluded that personal values do not have a direct impact on green marketing attitudes. In terms of the second objectives, the correlation between green marketing attitudes and study destination choice was supported by the analysis. Those who hold favourable attitudes towards green marketing practices tend to choose an institution that exhibits these qualities. Based on these findings, understanding of students' personal value does not actually assist the university in realizing students' attitudes towards green marketing. In the meantime, as these attitudes are proven to influence study destination choices, HAMK is recommended to start developing green marketing agenda, not only as one aspect of corporate social responsibility, but also as a method of matching the preferences of students – their core drivers in daily operation.

Even though the results look very promising, there are still certain limitations in this study. These include the small sample size and the inability to measure green marketing practices as main choice determiners among other factors. Future studies are suggested to delve deeper into this aspect by filling the gap in these limitations.

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SURVEY QUESTIONNAIR

1. What is your gender?

   ☐ Female

   ☐ Male

   ☐ Prefer not to say

2. How old are you?

   ☐ 16 – 20

   ☐ 21 – 25

   ☐ 26 – 30

   ☐ Other: ……………………

3. Where are you from?

   …….

4. In which school/university are you studying?

   …………………………………………………………………………………..

5. Are you a foreign student at your school/university?

   ☐ Yes

   ☐ No

6. Please rate the following statements, using ticking.

   ### a. *These values are my life-guiding principles.*

	-1 / This is against my value	1 / Not important	2 / A little important	3 / Important	4 / Very important	5 / Extremely important
Enjoyment in life						
Self-indulgence						
Intelligence						
Social recognition						
Authority						
Social status						
Sense of belonging						

Meaning in life					
Social justice and equality					
Protecting the environment					

b. *When it comes to protecting the environment*

	1 / Totally not like me	2/ Somewhat not like me	3/ I'm Trying to be like this	4/ Somewhat like me	5 / This is me.
I am always aware of the environmental consequences of my behavior.					
I know that natural resources are not limitless.					
I always read news about environmental-related issues, campaigns and policies.					
I always bring my own cup and straw to coffee shops.					
I always turn off the lights when not used.					
I always purchase green products (products with environmental-friendly features) even though the prices are higher.					

I always look for and follow sustainable brands but never purchase.					
I want to save the environment, but I always feel I am too small to make a change.					
I put my priority in other matters before the environmental issues.					

c. *I am concerned about environmental issues because of the impacts on ....*

	1 / Not important	2 / A little important	3 / Important	4 / Very important	5 / Extremely important
My lifestyle					
My health					
My future					
My family					
My society					
Future generations					
Plants					
Animals					
Mother Nature					

7. Do you think your school/university implements enough environmental-friendly actions?

☐ Yes

☐ No

☐ Maybe

8. If you walk around a campus, what will make you think that this institution is committed to preserving the environment?

……

……

……

……………………………………………………

9. How do you rate these university practices?

	1 / Unfavorable	2 / Somewhat unfavorable	3 / Neutral	4 / Somewhat favorable	5 / Favorable
Compulsory university courses on Environmental Sustainability					
Collaborations with corporations for environmental research					
Implementing competitions for the greenest campus and building.					
Placing categorizing trash bins around campuses					
Using eco-friendly materials at events.					
Charging printing fees to encourage e-documents whenever possible.					
Participating in World Environmental Days.					
Promoting about university's					

environmental-friendly commitment and activities on its website					
Providing intensive module periods to reduce the time spent at campuses.					

–

10. What criteria that influence you to choose your study destination institution?

☐ Reputation for education quality

☐ Large number of international students

☐ Offering of qualifications that will be recognized by future employers

☐ Reasonable tuition fees

☐ Opportunity for scholarships

☐ Large campuses, modern facilities

☐ Favorable location

☐ Recommendations

☐ Other:

………

………………

11. Will you choose your study destination institution based on how green it is? Why?

………

………

………

………………………………………………