Sustainable Development through Students' Daily Practices

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Abstract
Sustainability is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." The sustainable development goals (SDGs) are a collection of 17 goals endorsed by the United Nations (United Nations, 2015). The present study observes the practices on sustainable development goals among higher education students. A group of 135 students from under graduate and post graduate and arts & science discipline higher education students were chosen for the study by Stratified random sampling technique. A set of survey questionnaire with 14 items comprised of Students' Practice level on sustainable development goals with a 5 point Likert scale with each statement rated always (5), often (4), sometimes (3), rarely (2), never (1). For statistical analysis, Mean, Standard Deviation, 't' test were employed . The study revealed that daily practices towards sustainable development goals among higher education students is high. Gender, age and type of programme do not influence practicing daily activities towards SDGs. Students belonging to science disciplines practice commendable activities towards SDGs than students of art disciplines. Practical contributions take positive action for a better future by wisely using the recycling bins by reduce, reuse and recycle, avoiding wasting food, GO digital, Go Green and be responsible for consumption.
Keywords: *Higher Education, Sustainable Development Goals*

Introduction

"Universities and other higher education institutions have a prominent role in facilitating society to achieve the Sustainable Development Goals (SDGs) through teaching and learning process, research and extension activities". Sustainable development can be facilitated through five guiding principles, namely living within environmental limits, ensuring a strong, healthy, and just society, achieving a sustainable economy, and promoting good governance and information as a social responsibility.

Need and Significance of the Study

To increase the likelihood of success for these 17 SDGs, higher education institutions worldwide must teach and train today's students who will be the tomorrow's decision-makers to think both critically and ethically, to learn to cope with ethical problems and apply systems-thinking approaches to serious and complex societal problems." It is the responsibility of the younger generation to contribute to the achievement of the sustainable development goals within the time-frame until 2030. To achieve the sustainable development goals, an individual has to become engaged in promoting the transformation needed. Hence, the topic was selected to investigate and entitled "**Students Daily Practices towards Sustainable Development Goals".**

Review of Related Literature

The investigations show that how understudies might interpret the feasible advancement objectives (SDGs) contrasts. Eduardo (2023) found that the SDGs are ineffectively perceived by understudies and that there is a far and wide shortage of data about them in writing. Raul (2023) claims that students are somewhat familiar with the Sustainable Development Goals (SDGs), but they are unclear about the specifics of social volunteerism, such as who is in charge of it and what role they might play personally. As per Roberto (2023), to ensure understudies' dynamic contribution in achieving the SDGs, it is basic to encourage their attention to and social acknowledgment of these targets. Alexandra (2022) asserts that teaching geo ethics in higher education is essential for instilling moral behavior and sustainable growth in students. As per research by Selvam (2021), understudies in advanced education have varying levels of mindfulness and information with respect to the Feasible Improvement Objectives (SDGs). Luciana (2018) found that understudies' information, mentalities, and ways of behaving connected with supportable improvement can be affected by different elements, including the educational plan, grounds climate, and local area. Airi (2016) uncovered that a few understudies are completely mindful of and informed about the SDGs, others are not as mindful of or learned about them.

Objectives of the Study

To discover the student's daily practices towards sustainable development goals across gender, age, type of programme and discipline.

Hypotheses of the Study

The hypotheses of the study are enlisted below

1. Daily Practices towards sustainable development goals among higher education students is high.
2. Gender does not influence significantly the daily practices towards sustainable development goals.
3. Age does not influence significantly the daily practices towards sustainable development goals.
4. Daily practices towards sustainable development goals of under graduate and post graduate students do not differ significantly.
5. Arts & Science Discipline students do not significantly differ in their daily practices towards sustainable development goals.

Methodology of the Study

Type of the Study: Survey Technique

Sampling Method of the Study: Stratified Random Sampling Technique**.** Stratification was done by Under Graduate and Post Graduate and Arts & Science Discipline Higher Education Students.

Sample Size: 135 Higher Education Students.

Research instrument used in the present study:

The following research instrument was used in the present study to collect the data:

i. General information schedule
ii. A set of survey questionnaire with 14 items comprised with Students Practice level on sustainable development goals with 5 point Likert scale with each statement rated always (5), often (4), sometimes (3), rarely (2), never (1).

Data Analysis and Interpretation

Table 1: Descriptive analysis of scores on Students daily practices towards sustainable development goals

S. No.	Variables	Sub Variables	N	Mean	SD
1.	Total		135	46.87	13.42
2.	Gender	Male	65	46.29	14.18
		Female	70	47.40	12.76
3.	Age	20 -23	80	45.81	13.09
		24 and above	55	48.40	13.87
4.	Type of Programme	UG	69	46.20	13.62
		PG	66	47.56	13.28
5.	Discipline	Arts	62	42.97	13.35
		Science	73	50.18	12.65

As Table 1 shows, the mean value of Students daily practices towards sustainable development goals score was 46.87 with the standard deviation of 13.42. The maximum score of Students Daily practices towards sustainable development goals among Higher Education students is 70. Hence, of Students Daily practices towards sustainable development goals is high. Therefore, the hypothesis is accepted.

Table 2: Significant difference between the mean scores on Students daily practices towards sustainable development goals with respect to their gender

Variable	Gender	N	Mean	SD	't' value	P Value	Description
Students Daily practices towards SDGsScore	Male	65	46.29	14.18	0.47	0.63	Not Significant *
	Female	70	47.40	12.76			

* Not Significant at 0.05 level

It is inferred from the above table 2, that the calculated value of 't' 0.47 is less than the table value at 0.05 level of significance. Therefore, there is no significant difference between the mean scores on Students Daily practices towards sustainable development goals with respect to their gender. Male and female students have similar level of practice towards SDGs. Hence, the null hypothesis is accepted.

Table 3: Significant difference between the mean scores on Students daily practices towards sustainable development goals with respect to their age

Variable	Age	N	Mean	SD	't' value	P Value	Description
Students Daily practices towards SDGsScore	20 - 23	80	45.81	13.09	1.08	0.27	Not Significant *
	24 and above	55	48.40	13.87			

* Not Significant at 0.05 level

It is inferred from the above table 3, that the calculated value of 't' 1.08 is less than the table value of 0.05 level of significance. Therefore, there is no significant difference between the mean scores on students' daily practices towards sustainable development goals with respect to their age. The age groups of 20-23 and 24 and above practice the activities related to SDGs at a similar level. Hence, the null hypothesis is accepted.

Table 4: Significant difference between the mean scores on Students daily practices towards sustainable development goals with respect to their type of Programme

Variable	Type of Programme	N	Mean	SD	't' value	P Value	Description
Students Daily practices towards SDGs Score	UG	69	46.20	13.62	0.58	0.55	Not Significant *
	PG	66	47.56	13.28			

* Not Significant at 0.05 level

It is inferred from the above table 4, that the calculated value of 't' 0.58 is less than the table value of 0.05 level of significance. Therefore, there is no significant difference between the mean scores on Students Daily practices towards sustainable development goals with respect to their type of programme. Students studying in under graduate and post-graduate programme are practicing one and at the same level towards SDGs. Hence, the null hypothesis is accepted.

Table 5: Significant difference between the mean scores on Students daily practices towards sustainable development goals with respect to their discipline

Variable	Discipline	N	Mean	SD	't' value	P Value	Description
Students Daily practices towards SDGs Score	Arts	62	42.97	13.35	3.20	0.00	Significant **
	Science	73	50.18	12.65			

* * Significant at 0.05 level

It is inferred from the above table 5, that the calculated value of 't' 3.20 is higher than the table value of 0.05 level of significance. Therefore, there is a significant difference between the mean scores on Students Daily practices towards sustainable development goals with respect to their discipline. Students belonging to Science disciplines practice commendable activities towards SDGs than students of art disciplines. Hence, the null hypothesis is rejected.

Table 6: Percentage of Students Practice levels on Sustainable Development Goals

S. No	Practice Statements	Never	Rarely	Sometimes	Often	Always
1	I avoid using plastic straws at restaurants/cafes	30%	20%	44%	5%	36%
2	I bring my own reusable bag for grocery shopping	22%	23%	41%	10%	39%
3	I discard recyclable material (ex: [as] plastic bottle, newspaper, glass) separately at home	15%	29%	33%	18%	40%
4	I conserve the use of water supply at my place	14%	16%	34%	12%	59%
5	I treat people from all caste, creed and religion equally	20%	12%	14%	9%	80%
6	I prefer public transport rather than a private one	16%	24%	44%	18%	33%
7	I switch off electrical appliances of my home that I don't need	17%	20%	24%	14%	60%
8	I turn off the fan and lights of the classroom after the class	15%	12%	25%	7%	76%
9	I am willing to utilize renewable energy.	16%	21%	32%	16%	50%
10	I avoid using the animal skinned [animal skin] product.	19%	16%	37%	21%	42%
11	I am interested to pay more on environmentally friendly products.	14%	21%	39%	24%	37%
12	I have taken courses related to environmental sustainability	28%	20%	39%	12%	36%
13	I participate in events (ex: [as] seminar, talk, workshop[s]) that relates environmental sustainability	24%	20%	52%	13%	26%
14	I talk about environment sustainability with my friends and family	19%	22%	58%	8%	28%

Table 6 shows that the Sustainable Development Goals practicing level of students were observed from various perspectives. The majority of the students fell under always in practicing towards Sustainable Development Goals. A large portion, 80 % of the respondents treat people equally from all caste, creeds and religion.76% of respondents always turn off the fans and lights in the classroom after class.60 % of the respondents answered that they conserve the use of electrical appliances at their home. Water conservation is adapted by 59 % of the respondents regularly. 58% of the respondents discuss about the environment sustainability with their friends and family members. 52 % of respondents participated in events (ex: [as] seminar, talk, workshop[s]) that related to environmental sustainability. 50 % of the respondents are willing to use renewable energy.44 % of respondents prefer public transport rather than private. Using plastic straws at restaurants was avoided by 44% of the respondents.42% of respondents avoid animal skinned products. For grocery shopping, 41 % of the respondents brought reusable bags.40% of the respondents took the initiative to separate recyclable

materials at home. Interest in paying more on environmentally friendly products by 39 % of the respondents. Out of 135 respondents, 39 % of them undergo courses related to environmental sustainability.

Findings of The Study

The findings of the study are as follows

1. Daily practices towards sustainable development goals among students is high.
2. Male and female students have similar level of practice towards SDGs.
3. The age groups of 20-23 and 24 and above practice the activities related to SDGs at similar level.
4. Students studying in under graduate and post-graduate programme are practicing one and at the same level towards SDGs.
5. Students belonging to science disciplines practice commendable activities towards SDGs than students of art disciplines.

Conclusion

The Sustainable Development Goals are universal and intrinsically global goals for all people. The key objective of the study is to observe the practices towards SDGs among higher education students. A survey questionnaire consists of two sections, such as the demographic profile of the respondent and a set of survey questionnaires with 14 items comprised of Students' Practice level on sustainable development goals with a 5 point Likert scale with each statement rated always (5), often (4), sometimes (3), rarely (2), never (1). The study revealed that daily practices towards sustainable development goals among higher education students is high. Gender, age and type of programme do not influence practicing daily activities towards SDGs. Students from to Science disciplines practice commendable activities towards SDGs than students of arts disciplines.

Practical Contributions of Students towards SDGs

Practical Contributions take positive action for a better future.

- Wisely using the recycling bins by reducing, reuse and recycling with waste heroes.
- Avoid wasting food.
- GO digital.
- Go Green.
- Be responsible for consumption.
- To stay fit and healthy, use cycles.

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