

Awareness of Sustainable Development Goals among Students at Pangasinan State University

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INTRODUCTION

In 2015, the United Nations launched the Sustainable Development Goals (SDGs) as a part of the 2030 Agenda for Sustainable Development. These 17 goals form a comprehensive global strategy to tackle critical issues such as poverty, inequality, environmental degradation, and climate change, while promoting peace, justice, and strong institutions (Osborn, Cutter, & Ullah, 2015). As an evolution of the Millennium Development Goals (MDGs), the SDGs aim for a balanced approach that integrates economic, social, and environmental sustainability (Bue & Klasen, 2013; Wiedmann et al., 2015). Given the universal nature of the SDGs, they apply to all countries, urging global cooperation to create a sustainable future (Costanza, Fioramonti, & Kubiszewski, 2016).

Efforts to promote the SDGs globally have involved a diverse range of sectors, including education. Educational institutions, particularly universities, play a key role in raising awareness and embedding SDG values into curricula. Studies have shown that integrating the SDGs within educational frameworks can significantly improve students' understanding of sustainable development concepts (SDSN Australia Pacific, 2017). In addition, educational institutions are seen as incubators for fostering the next generation of socially responsible leaders who are equipped to address sustainability challenges (Kanuri, Revi, Espey, & Kuhle, 2016).

Research has identified varying levels of SDG awareness across academic communities worldwide. For instance, a study by Kapu Arachchilage and Keerthipala (2024) investigated SDG awareness among faculty members in Australian universities, revealing general awareness but diverse levels of commitment across disciplines. Their research found that exposure to SDG content through specific courses or university programs contributed to higher levels of awareness, underscoring the importance of targeted educational interventions. Similarly, in Pakistan, Malik et al. (2019) explored SDG awareness within technology education, suggesting that integrating sustainability topics into curricula helps bridge gaps in students' knowledge and motivates them to engage actively with the SDGs.

In the context of pre-service teacher education, Sunthonkankopang and Murphy (2019) conducted a survey assessing sustainability awareness among prospective teachers. Their study highlighted that, while many pre-service teachers recognized the importance of sustainable development, there were discrepancies in their understanding and ability to translate this knowledge into actionable practices. This aligns with findings from Penzenstadler (2013), who observed that sustainability concepts are not always fully integrated into academic disciplines, often due to a lack of clear guidelines or institutional focus. These studies collectively suggest that deliberate efforts are needed to embed

SDG-related content into higher education to ensure students gain a comprehensive understanding of sustainable development.

In the Philippines, research on SDG awareness among university students remains limited but shows a positive trajectory. Studies conducted in other developing nations highlight the importance of including SDG-related education in university curricula to foster sustainable development values among students. Given the Philippines' vulnerability to climate change, environmental degradation, and socio-economic challenges, raising SDG awareness is crucial to empowering students to actively participate in addressing these issues (Malekpour et al., 2017; Yoon, 2012). Universities in the Philippines have the potential to play a pivotal role in bridging this gap by ensuring that their curricula and institutional programs reflect the principles of sustainable development and community engagement.

Pangasinan State University (PSU) is committed to nurturing graduates who are not only competent professionals but also socially and environmentally aware citizens. Recognizing the importance of sustainable development, PSU has taken steps to incorporate SDG-related topics within its curriculum and institutional activities. However, the extent to which these initiatives have translated into student awareness and understanding of the SDGs has not been thoroughly explored. This highlights a gap in assessing PSU students' familiarity with and dedication to sustainable development goals.

This study seeks to examine the level of SDG awareness among PSU students. The findings will contribute to the growing body of research on SDG awareness in higher education, providing insights for educators, administrators, and policymakers working to promote SDG-focused education in university settings.

RESEARCH METHODOLOGY

Research Design

This study employed a descriptive research design, which was deemed appropriate for assessing the awareness of undergraduate students at Pangasinan State University (PSU) regarding the Sustainable Development Goals (SDGs). Descriptive research is a research design used to describe characteristics of a population or phenomenon being studied (Leedy, P. D., & Ormrod, J. E., 2013). In this case, the study aimed to describe the level of awareness among PSU students regarding the SDGs across different campuses and programs. Descriptive research was suitable because it allowed for the collection of detailed information about the students' knowledge and perceptions of the SDGs without manipulating the study environment or variables.

Respondents

The respondents of the study consisted of undergraduate students enrolled at Pangasinan State University (PSU). The sample was drawn from all nine component campuses of PSU, and the students ranged from first-year to fourth-year levels across various academic programs. A total of 891 students were used in the study.

Sampling

The study used random sampling to select students. Random sampling was chosen because it provided every student with an equal chance of being selected, thus ensuring fairness in the selection process and reducing the potential for bias. The sample represent the diverse academic programs and year levels within the PSU student body.

Data Collection Methods

The primary data collection method used in this study was a structured survey questionnaire designed to assess the students' awareness of the Sustainable Development Goals (SDGs). The survey was adopted from the study by Nirosha Dilhani Kapu Arachchilage et al. (2013) and was modified to suit the specific needs of this study. The survey included Likert-scale questions that covered various aspects of the SDGs. These aspects were organized into six sections: Section A focused on the general awareness of the SDGs; Section B examined the university's commitment and communication regarding the SDGs; Section C explored the integration and importance of the SDGs in university objectives; Section D assessed SDG initiatives and incentives within the university; Section E addressed SDG leadership and collaboration.

Statistical Treatment of Data

In this study, frequency counts, percentages, and weighted means were used to determine the level of awareness of students regarding the Sustainable Development Goals (SDGs). To interpret the computed weighted mean, the following scale was used:

Response	Mean Scale	Interpretation
5	4.51 – 5.00	Extremely Aware (EA)
4	3.51 – 4.51	Moderately Aware (MA)
3	2.51 – 3.51	Somewhat Aware (SWA)
2	1.51 – 2.50	Slightly Aware (SA)
1	1:00 – 1.50	Not at All Aware (NAA)

RESULTS AND DISCUSSIONS

Awareness of Students on Sustainable Development Goals

A. General Awareness on SDGs

Table 1 presents the general awareness of students on SDGs

Table 1
General Awareness on SDGs
n=891

INDICATORS	EA		MA		SWA		SA		NAA	
	f	%	f	%	f	%	f	%	f	%
1. I am aware of the Sustainable Development Goals (SDGs) introduced by the United Nations.	318	35.69	238	26.71	194	21.77	101	11.34	40	4.49

2. I am aware of all 17 SDGs and their specific objectives	227	25.48	235	26.37	247	27.72	134	15.04	48	5.39
3. I am aware that the SDGs aim to address global challenges and are essential for sustainable development.	334	37.49	248	27.83	180	20.20	86	9.65	43	4.83
4. I am aware that the SDGs are to be achieved by the year 2030	311	34.90	245	27.50	194	21.77	86	9.65	55	6.17
AWM	3.72 (Moderately Aware)									

Legend: 4.51 – 5.00 Extremely Aware (EA) 1.51 – 2.50 Slightly Aware (SA)
3.51 – 4.50 Moderately Aware (MA) 1.00 – 1.50 Not Aware At All (NAA)
2.51 – 3.50 Somewhat Aware (SWA)

The results reveal a moderate level along general awareness of the Sustainable Development Goals (SDGs), as indicated by a weighted mean score of 3.72. Among the four indicators assessed, students were extremely aware of three key items. Specifically, 35.69% of respondents reported being extremely aware that the United Nations introduced the SDGs; 37.49% were extremely aware that the SDGs address critical global challenges and are essential for sustainable development; and 34.90% were extremely aware that the SDGs are intended to be achieved by 2030. However, students were only somewhat aware of the item, 'I am aware of all 17 SDGs and their specific objectives,' with 27.72% indicating familiarity with each goal and its purpose.

This is consistent with the findings of Kapu Arachchilage and Keerthipala (2024), who noted that while academia in Australian universities generally recognizes the importance of the SDGs, there remains a need for more comprehensive engagement with the specific objectives of the SDGs. Similarly, Sunthonkankopang and Murphy (2019) found that while pre-service teachers exhibit awareness of sustainability concepts, there is a gap in understanding the detailed actions required to achieve these goals. The results also support the conclusions of the United Nations Global Compact (2015), which emphasized that while there is broad awareness of the SDGs, further educational efforts are necessary to fully integrate knowledge about each of the goals into curricula and public awareness programs.

These findings underscore the importance of targeted educational initiatives aimed at increasing students' detailed knowledge of the SDGs, especially regarding the specific goals and objectives. Educational strategies, as suggested by SDSN Australia Pacific (2017), could focus on making the SDGs more relevant and understandable for students, thereby promoting a deeper, more actionable understanding of sustainability. This can help bridge the gap identified in the current study, fostering a more holistic awareness of the SDGs among students.

B. University’s Commitment and Communication on SDGs

Table 2 presents the awareness of students along University’s Commitment and Communication on SDGs.

Table 2
University’s Commitment and Communication on SDGs.
n=891

INDICATORS	EA		MA		SWA		SA		NAA	
	f	%	f	%	f	%	f	%	f	%
1. I am aware of the specific plans my university/school/faculty has to contribute to achieving the SDGs.	228	25.59	270	30.30	225	25.25	105	11.78	63	7.07
2. I am aware that SDGs are discussed in meetings or official communications within my university/school/faculty.	253	28.40	271	30.42	188	21.10	122	13.69	57	6.40
3. I am aware of any deadlines set by my university/school/faculty for achieving specific SDG targets.	215	24.13	264	29.63	219	24.58	131	14.70	62	6.96
AWM	3.55 (Moderately Aware)									

Legend: 4.51 – 5.00 Extremely Aware (EA) 1.51 – 2.50 Slightly Aware (SA)
3.51 – 4.50 Moderately Aware (MA) 1.00 – 1.50 Not Aware At All (NAA)
2.51 – 3.50 Somewhat Aware (SWA)

The findings indicate a moderate level of awareness regarding the university's commitment to and communication about the Sustainable Development Goals (SDGs), with a weighted mean score of 3.55. Among the three indicators assessed, students were moderately aware of all key items. Specifically, 30.30% of respondents were moderately aware of specific plans their university, school, or faculty has to contribute to the SDGs; 30.42% were moderately aware that SDGs are discussed in meetings or official communications within their institution; and 29.63% were moderately aware of any deadlines set by their institution for achieving specific SDG targets.

These results suggest that while there is a foundational level of awareness, there remains an opportunity to enhance the visibility and communication of the university's SDG-related efforts. By making these efforts more visible and transparent, students may gain a deeper understanding of how the institution is contributing to the global sustainability agenda. Such efforts could include regular updates on SDG progress, more detailed discussions during meetings, and clear setting of targets for SDG achievements in institutional policies.

This aligns with the findings of Kapu Arachchilage and Keerthipala (2024), who observed that universities play a critical role in fostering awareness and action toward the SDGs, but there is often a gap in how effectively the SDGs are communicated within institutional settings. Similarly, the study by SDSN Australia Pacific (2017) emphasized the need for universities to increase visibility and communication efforts regarding SDG-related programs, suggesting that proactive measures are essential in integrating SDGs into institutional operations. Moreover, Saunila et al. (2018) found that universities often struggle with the effective communication of sustainability goals and their institutional alignment, which is reflected in the moderate awareness levels observed in the current study.

Additionally, Chetty et al. (2014) observed that the integration of SDGs into university activities, such as research, curricula, and communications, can significantly impact how students perceive the institution's commitment to sustainable development. However, the current study's findings suggest that further steps must be taken to improve how SDGs are integrated into university communications and policies. The low awareness of specific deadlines or plans also indicates a need for more transparency and clear communication on institutional SDG targets, as recommended by Costanza et al. (2016), who emphasized the importance of clear, actionable sustainability goals within academic institutions.

C. Integration and Importance of SDGs in University Objectives

Table 3 presents the awareness of students along Integration and Importance of SDGs in University Objectives

Table 3
Integration and Importance of SDGs in University Objectives
n=891

INDICATORS	EA		MA		SWA		SA		NAA	
	f	%	f	%	f	%	f	%	f	%
1. I am aware of the importance my university places on achieving SDGs as part of its official objectives.	280	31.43	291	32.66	201	22.56	74	8.31	45	5.05
2. I am aware that SDG-related research themes are prioritized by my university.	244	27.38	292	32.77	219	24.58	97	10.89	39	4.38
3. I am aware that my university considers research on SDG-related issues as highly important	270	30.30	293	32.88	196	22.00	82	9.20	50	5.61
AWM	3.73 Moderately Aware)									

Legend: 4.51 – 5.00 Extremely Aware (EA) 1.51 – 2.50 Slightly Aware (SA)
 3.51 – 4.50 Moderately Aware (MA) 1.00 – 1.50 Not Aware At All (NAA)
 2.51 – 3.50 Somewhat Aware (SWA)

The results indicate a moderate level of awareness among students regarding the integration and importance of the Sustainable Development Goals (SDGs) in the university's objectives, as shown by a weighted mean score of 3.73. In all three indicators assessed, students were moderately aware. Specifically, respondents were moderately aware of the importance the university places on achieving SDGs as part of its core mission (32.66%), its prioritization of SDG-related research themes (32.77%), and its emphasis on research addressing SDG issues (32.88%).

This moderate level of awareness among students is consistent with findings from previous studies that show that higher education institutions are increasingly integrating SDGs into their objectives but often struggle with fully communicating these initiatives to students. For example, the study by SDSN Australia Pacific (2017) indicated that while universities globally have incorporated SDG frameworks into their research and curriculum, students often lack full awareness of how these goals are prioritized or addressed in their institution's activities. This suggests a need for stronger communication strategies to make the integration of SDGs more visible and relevant to students.

Similarly, the work by Kapu Arachchilage and Keerthipala (2024) on SDG awareness in academia pointed out that while universities have increasingly emphasized SDGs in their research agendas, students' understanding of how SDGs are embedded in institutional priorities often remains limited. In their study, only a small proportion of students felt fully informed about how SDGs were aligned with the core goals of their institutions. This reflects a gap in awareness, which aligns with the findings of the present study regarding students' understanding of the university's focus on SDG-related research.

Moreover, Bue and Klasen (2013) found that universities that prioritize research on SDG themes and have a clear focus on sustainability issues tend to achieve greater student engagement and awareness. Their study suggests that research themes

connected to SDGs are often not clearly communicated to students, which may explain the moderate awareness found in this study.

Furthermore, a study by Malik et al. (2019) highlighted the importance of embedding sustainability and SDG-related objectives into the curriculum and institutional research agendas. However, their research also noted that many students remain unaware of the specific SDG-related research being prioritized by their universities, indicating that more work is needed to increase student engagement in sustainability issues.

These findings suggest that while there is a baseline understanding of the university's efforts related to SDGs, further efforts are needed to enhance communication strategies and provide students with more information about the SDG-related research and initiatives within their institution. Regular updates on the progress of SDG-related projects, clear communication of institutional goals, and greater integration of these topics into students' academic experiences could help increase awareness and engagement with SDG initiatives.

D. SDG Initiatives and Incentives

Table 4 presents the awareness of students along SDG Initiatives and Incentives.

Table 4
SDG Initiatives and Incentives
n=891

INDICATORS	EA		MA		SWA		SA		NAA	
	f	%	f	%	f	%	f	%	f	%
1. I am aware that my university rewards initiatives related to SDG-focused research and teaching.	198	22.22	286	32.10	222	24.92	140	15.71	45	5.05
2. I am aware of efforts by my university to promote innovations that address SDG challenges.	266	29.85	289	32.44	186	20.88	100	11.22	50	5.61
3. I am aware that SDG concepts are included in the courses offered by my university/school/faculty.	253	28.40	290	32.55	181	20.31	119	13.36	48	5.39
4. I am aware that sustainability awareness is a specified learning outcome in my university's/school's/faculty's curriculum.	250	28.06	295	33.11	186	20.88	109	12.23	51	5.72
AWM	3.63 (Moderately Aware)									

Legend: 4.51 – 5.00 Extremely Aware (EA) 1.51 – 2.50 Slightly Aware (SA)
 3.51 – 4.50 Moderately Aware (MA) 1.00 – 1.50 Not Aware At All (NAA)
 2.51 – 3.50 Somewhat Aware (SWA)

The results reveal a moderate level of awareness among students regarding SDG initiatives and incentives, with a weighted mean score of 3.63. Students demonstrated moderate awareness in all the indicators assessed. Specifically, respondents were moderately aware that their university rewards initiatives related to SDG-focused research and teaching (32.10%), efforts by the university to promote innovations that address SDG challenges (32.44%), SDG concepts are included in the courses offered by the university (32.55%) and that sustainability awareness is a specified learning outcome in the university's curriculum (31.11%). These findings suggest that while students have

a general understanding of the university's SDG-related initiatives, there is an opportunity to further engage and raise awareness about the specific incentives and programs that promote sustainability and SDG goals.

Previous studies provide context for these findings. For instance, the study by Saunila et al. (2018) on sustainability as a driver of green innovation found that universities that reward research initiatives linked to SDGs can foster greater student participation and engagement with sustainability goals. Their research underscores the importance of incentivizing sustainability research through university programs to increase awareness and practical engagement with SDGs.

Moreover, Malik et al. (2019) discussed how embedding sustainability into curricula and rewarding SDG-focused research could enhance students' engagement with SDG-related initiatives. Their findings highlight the need for universities to not only incorporate SDGs into their curriculum but also actively promote incentives that encourage students to engage in sustainability projects and research.

Additionally, Kapu Arachchilage and Keerthipala (2024) in their study on SDG awareness among students in Australian universities found that students were generally aware of SDG initiatives but noted that many institutions fail to effectively communicate the incentives and rewards associated with SDG-related research and teaching. This finding aligns with the present study, suggesting a gap in students' awareness of specific SDG-related incentives within their universities.

The work by SDSN Australia Pacific (2017) also supports the importance of promoting SDG-related innovations through academic incentives. The study highlights that while SDGs are integrated into university frameworks, the full potential of these initiatives is often underutilized due to lack of visibility and engagement among students. This indicates a need for universities to enhance communication strategies around SDG initiatives, ensuring that students are fully aware of the rewards and programs available to them.

These studies reinforce the findings of the present research, highlighting the need for universities to increase the visibility of their SDG-related incentives and initiatives. By doing so, they can further engage students and encourage greater participation in sustainability and SDG-focused programs.

E. SDG Leadership and Collaboration

Table 5 presents the awareness of students along SDG Leadership and Collaboration.

Table 5
SDG Leadership and Collaboration
n=891

INDICATORS	EA		MA		SWA		SA		NAA	
	f	%	f	%	f	%	f	%	f	%
1. I am aware that my university/school/faculty has staff members assigned to coordinate SDG-related programs and promotions.	229	25.70	279	31.31	207	23.23	117	13.13	59	6.62

2. I am aware that SDG-related innovations or solutions influence promotion and performance evaluations.	233	26.15	296	33.22	198	22.22	111	12.46	53	5.95
3. I am aware of my university's collaborations with other institutions or organizations on SDG-related initiatives.	250	28.06	279	31.31	195	21.89	116	13.02	51	5.72
4. I am aware of genuine contributions my university makes toward SDGs, beyond building its reputation	332	37.26	292	32.77	150	16.84	64	7.18	53	5.95
AWM	3.67 (Moderately Aware)									

Legend: 4.51 – 5.00 Extremely Aware (EA) 1.51 – 2.50 Slightly Aware (SA)
3.51 – 4.50 Moderately Aware (MA) 1.00 – 1.50 Not Aware At All (NAA)
2.51 – 3.50 Somewhat Aware (SWA)

The results indicate a moderate level of awareness among students regarding SDG Leadership and Collaboration, with a weighted mean score of 3.67. Students were moderately aware across the indicators assessed. Specifically, 31.31% of respondents were moderately aware that their university, school, or faculty has staff members assigned to coordinate SDG-related programs and promotions; 33.22% were moderately aware that SDG-related innovations or solutions influence promotion and performance evaluations; and 31.31% were moderately aware of the university’s collaborations with other institutions or organizations on SDG-related initiatives.

Supporting studies provide valuable insights into these findings. For example, the work of Penzenstadler (2013) on sustainability in software engineering emphasizes the importance of institutional leadership in promoting sustainability. Universities that designate staff to lead SDG-related programs help create a more organized approach to sustainability initiatives, which can enhance awareness and engagement among students. This aligns with the present study, where students showed moderate awareness of staff coordination of SDG-related programs.

Similarly, studies by Malik et al. (2019) have explored the role of academic institutions in fostering SDG leadership through innovative solutions. They found that when universities implement policies that integrate SDGs into the curriculum and reward related innovations, students are more likely to recognize and engage with those efforts. The moderate awareness of SDG-related innovations influencing promotion and performance evaluations in this study suggests a potential gap in students' awareness of how such initiatives affect their academic and professional growth.

Furthermore, the study by Osborn et al. (2015) on the role of institutions in advancing the SDGs through collaboration supports the idea that university involvement with external organizations and institutions enhances the impact of SDG-related initiatives. The findings from their research emphasize the importance of partnerships for achieving SDG goals and suggest that increased transparency and communication of such collaborations can help students better understand and appreciate the role of these partnerships in advancing sustainability.

Kapu Arachchilage and Keerthipala (2024), in their study on SDG awareness, also highlight the importance of clear communication from universities regarding their efforts to lead and collaborate on SDG initiatives. They noted that students often have limited awareness of how their universities are collaborating with external organizations on SDG projects, which reflects the findings in this study regarding the moderate level of awareness of such collaborations.

These studies indicate a common theme: while students may be generally aware of their university's involvement in SDG leadership and collaboration, greater communication and clarity about specific programs and initiatives could help deepen their understanding and engagement with these efforts. The present study suggests that universities can improve by enhancing visibility and actively promoting their SDG leadership roles and partnerships.

F. Overall Level of Awareness

Table 6 presents the overall level awareness of students on SDGs

Table 6
Overall Level of Awareness
n=891

INDICATORS	WM	Description
A. General Awareness on SDGs	3.72	Moderately Aware
B. University's Commitment and Communication on SDGs	3.55	Moderately Aware
C. Integration and Importance of SDGs in University Objectives	3.73	Moderately Aware
D. SDG Initiatives and Incentives	3.63	Moderately Aware
E. SDG Leadership and Collaboration	3.67	Moderately Aware
Overall	3.66	Moderately Aware

The overall results indicate that students possess a moderate level of awareness regarding the Sustainable Development Goals (SDGs) across the various indicators assessed, with an overall weighted mean score of 3.66, which falls into the "Moderately Aware" category. In terms of general awareness on SDGs (WM = 3.72), students indicated a moderate awareness. Regarding the University's Commitment and Communication on SDGs (WM = 3.55), students were moderately aware of the university's efforts to communicate its commitment to the SDGs, indicating the need for clearer and more effective communication about the institution's role in promoting these goals. When it comes to the Integration and Importance of SDGs in University Objectives (WM = 3.73), students demonstrated moderate awareness of how SDGs are incorporated into the university's goals. In the area of SDG Initiatives and Incentives (WM = 3.63), students showed moderate awareness of the initiatives and rewards linked to SDG-focused research and activities at their university. Similarly, in terms of SDG Leadership and Collaboration (WM = 3.67), students demonstrated moderate awareness of the leadership roles and collaborative efforts related to SDGs.

The results align with the finding that students hold a moderate understanding of SDGs, yet benefit from increased exposure and engagement. Kapu Arachchilage and Keerthipala (2024) found similar results among university students in Australia, where general awareness of SDGs existed but lacked depth in terms of understanding specific goals and objectives. Additionally, SDSN Australia Pacific (2017) emphasized that universities can play a pivotal role in integrating SDGs into educational frameworks to foster a deeper, action-oriented awareness among students.

CONCLUSIONS

The findings reveal a moderate level of awareness among students regarding the Sustainable Development Goals (SDGs) across five key categories. In terms of general awareness, students demonstrated a solid understanding of the SDGs' importance and timeline, though there is room to deepen knowledge of the specific goals. Students showed moderate awareness of the university's commitment to the SDGs and the communication of these efforts. Awareness of how SDGs are integrated into the university's objectives, including research and teaching priorities, was also moderate. Students were generally aware of SDG initiatives and incentives, though further engagement could enhance their understanding. Lastly, moderate awareness was observed in the areas of SDG leadership and collaboration, with room for increased visibility and involvement in SDG-related programs and partnerships.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. To address gaps in students' knowledge of the specific SDGs and their objectives, the university should incorporate more detailed SDG-focused content into the curriculum and offer specialized workshops or seminars to deepen students' understanding.
2. The university should strengthen its communication efforts regarding its commitment to the SDGs by providing clearer, more frequent updates about ongoing SDG-related initiatives, plans, and goals. Utilizing multiple channels, such as social media, newsletters, and campus events, can increase student engagement.
3. The university could further integrate SDGs into its strategic goals and academic framework, ensuring that students are more actively involved in SDG-related research, projects, and learning outcomes. This could include expanding research opportunities and making SDGs a more prominent part of faculty activities.
4. The university should increase awareness of the specific SDG-related initiatives, rewards, and programs available to students, particularly those focused on research and teaching. Providing clearer information and incentives for involvement in SDG initiatives can drive greater student participation.
5. To improve student awareness of leadership roles and collaborative efforts on SDG-related issues, the university should highlight partnerships with other institutions and organizations, and encourage students to take active roles in SDG leadership programs and initiatives.

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