

Awareness on SDGs Among MBA Students

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Abstract

This study investigates MBA students' horizons of the Sustainable Development Goals (SDGs) through a survey across various business schools. Findings reveal that students have limited knowledge of SDGs, with no significant gender differences in awareness, information sources, learning levels, personal impact, or career planning related to SDGs. Formal education and traditional media are primary information sources. Subjects like biology, geography, foreign languages, Indian and native culture cover all SDGs. Students prioritize gender equality, high-quality education, less inequality, poverty eradication, and good health. They see their personal impact highest in clean water, high-quality education, and gender equality. Preferred career-related SDGs include decent work, innovation, and sustainable cities. The study suggests integrating SDGs into education by the way of formal and informal learning, syllabus updates, and awareness campaigns. A model for Education for Sustainable Development (ESD) is proposed to enhance interest of learners in sustainability.

Key Words: SDG Awareness; Education for Sustainable Development (ESD); Student Priorities; Curriculum Integration; Sustainability Engagement

Introduction

Sustainable development, as outlined by the United Nations (UN), balances social, economic, and environmental objectives in order ensure a better future. The 17 Sustainable Development Goals (SDGs), introduced in 2015, guide global efforts until 2030. Goal 4 (Quality Education) ensure achieving all SDGs by promoting inclusive, equitable, and lifelong learning. Despite education's role in sustainability, studies on SDG awareness among Indian Business School students are limited. Research indicates that while universities engage in SDG-related activities, Business School students often lack awareness. Education for Sustainable Development (ESD) fosters sustainability consciousness through topics like resource protection, gender equality, and global citizenship. India, as a UN member, actively supports SDGs, but further efforts are needed to enhance awareness among Indian Business School students. This study, conducted in Chennai with 216 students, examines their SDG knowledge, information sources, learning experiences, priorities, and career impact.

The findings provide insights for integrating ESD into business education, bridging the awareness gap, and promoting student engagement in sustainability.

Theoretical Background

Sustainable Development Goals: A Blueprint for a Sustainable Future

Sustainability has long been a global concern, requiring collective action from all nations. The Millennium Development Goals (MDGs), launched in 2000, focused on poverty eradication, education, and healthcare, achieving significant progress by 2015. To build on this momentum, the United Nations introduced the Sustainable Development Goals (SDGs) at the 2015 General Assembly, establishing 17 goals for global peace, prosperity, and environmental protection by 2030. These universal and inclusive goals guide sustainable economic, social, and environmental development. Achieving the SDGs requires urgent action from governments, organizations, and individuals. Enhancing students' awareness of sustainability is essential, and integrating Education for Sustainable Development (ESD) into curricula can equip young people with advocacy, problem-solving, and reflective thinking abilities, fostering responsible global citizenship.



Review of Literature

Cristina Cachero, Olga Grao-Gil, Raquel Pérez-delHoyo, María Covadonga Ordóñez-García, María Dolores Andújar-Montoya, María Ángeles, Rosa (2023)

Perception of the Sustainable Development Goals among university students: A multidisciplinary perspective

The study examines university students' awareness of the SDGs, focusing on academic discipline and gender differences. A brief educational initiative assessed their baseline knowledge, post-initiative empowerment, and satisfaction. Findings show limited SDG awareness, with Social-Legal (S-L) sciences students having higher familiarity and empowerment. While gender had little impact, it influenced satisfaction levels. The research highlights strong student interest in SDG engagement and underscores the role of education in enhancing awareness across disciplines.

Rouya Hdeib, Safa Awawdeh, Marwan Aouad, Sayed Ayman Mahfoodh (2024) :

Assessing Students' Awareness, Attitudes, and Actions towards Sustainable Development Goals (SDGs)

This study examines sustainability integration in university life by assessing engineering students' awareness, attitudes, and behaviors toward the SDGs at the Applied Science University

in Bahrain. While students understand sustainability and resource conservation, a “commitment gap” exists, with low active participation in initiatives. Engagement is higher in campus programs than in community efforts. The study suggests fostering social norms to boost participation and highlights the need for strategies encouraging student involvement in SDG initiatives.

L. Radha, J. Arumugam (2023)

Integrating the Sustainable Development Goals (SDGs) in the Curriculum and Strengthening Teacher Training Programs to Align with NEP 2020

This article explores the alignment of India’s NEP 2020 with the SDGs to enhance quality education and sustainability in higher education. It highlights shared goals, including improved access, learning outcomes, and research. The study emphasizes integrating SDGs into curricula to equip students with sustainability skills. Examples of Indian universities adopting SDGs reinforce the importance of sustainability in education. The research underscores how policy-driven reforms can support SDG implementation in Indian universities.

Hafsah Fajar Jati, Susilo Nur Aji Cokro Darsono, Dedy Tri Hermawan, Wahdi April Salasi Yudhi, Ferry Fadzlul Rahman (2019)

Awareness and Knowledge Assessment of Sustainable Development goals among University students

This study explores SDG awareness and knowledge among students at Universitas Muhammadiyah Yogyakarta, Indonesia, using surveys and Chi-Square analysis. Results show 89.5% awareness and 62.5% high knowledge, with information accessibility influencing knowledge and both accessibility and gender affecting awareness. Student organization participation had no impact. The research emphasizes the role of information access in strengthening student engagement in sustainable development.

Raul Oltra-Badenes, Vicente Guerola-Navarro, José-Antonio Gil-Gómez, Dolores Botella-Carrubi (2023)

Design and Implementation of Teaching–Learning Activities Focused on Improving the Knowledge, the Awareness and the Perception of the Relationship between the SDGs and the Future Profession of University Students

This study explores university students’ SDG knowledge, awareness, and perception, focusing on their profession’s role in sustainability. Conducted at a Spanish university, it identifies gaps in SDG awareness and relevance to careers. Based on findings, it suggests teaching–learning activities to enhance understanding. The research underscores the need for curriculum improvements to better prepare students for sustainability-focused careers.

Shraddha Sharma, Preeti Manani, Monika Thakwani, Rupali Satsangi, Priti Sharma, Dolly Jamwal (2024)

Level of awareness on the sustainable development goals among Indian youth: Empirical evidence from Northern India

This study examines SDG awareness among university students in Northern India, analyzing gender differences and societal influences. Surveying 335 students across four cities, findings show moderate awareness of SDGs like gender equality and climate action but low awareness of reduced inequalities and sustainable cities. Males were more aware of economic SDGs, while females focused on social and environmental aspects. The study emphasizes integrating SDG discussions into university curricula to boost student engagement with sustainability issues.

Siew-Mun Ang (2021)

Awareness on Sustainable Development Goals Among University Students in Malaysia

This study examines SD and SDG awareness among Science students at a Malaysian university. A survey found 58% had heard of SDGs, while 41.9% had not, though all recognized climate change. Despite Green Campus initiatives, 45% had not joined SDG programs. The study highlights food wastage as a key sustainability issue and calls for increased student engagement in university-led sustainability initiatives.

Xinqun Yuan, Le Yu, Hao Wu (2021)

Awareness of Sustainable Development Goals among Students from a Chinese Senior High School

This study explores Chinese high school students' SDG knowledge, information sources, learning motivation, and career priorities. A survey found limited SDG awareness, with no gender differences. Formal education and traditional media were key information sources, and subjects like culture, language, biology, and geography included SDG content. Students prioritized gender equality, quality education, and reduced inequalities, with career interests in decent work, education, and sustainable cities. The study suggests integrating SDGs into curricula and awareness campaigns to enhance student engagement in sustainability.

M.C. Minimol, Francis Sebastian (2023)

Young people's awareness, perception, and attitude towards Sustainable Development Goals in India

This study examines individual's attitudes toward SDGs are influenced by awareness, perception, values, and worldviews. Findings show that beyond knowledge, anthropocentric worldviews foster a more positive attitude toward SDGs. The study explores need for policy interventions to promote values that amplify youth commitment to sustainability.

M. Prabhakar Christopher David (2018)

Sustainable Development Goals (SDGs)-Challenges for India

This paper explores India's challenges in achieving SDGs, emphasizing the shift from economic growth-focused policies to global sustainability efforts. It highlights issues like resource depletion, ecological disruption, and climate change while stressing the need for sustainable development. The study analyzes India's SDG implementation challenges and proposes policy strategies for effective sustainability action.

Ruxandra Gabriela ALBU (2022)

Knowledge of SDGs among Students and Determination of their Interest in Building a Career in the Field of Sustainable Development

This study examines students' awareness of SDGs and their enthusiasm in sustainability careers. Findings show that students primarily learn about SDGs through university courses and online sources, with many aspiring to work in sustainable development. The study explores the role of education and digital platforms in fostering SDG awareness and recommends integrating sustainability into academic curricula.

Dzotor Evelyn, Eshun Hilda Clara, Arku Seraphine Akosua, Ansah Charlotte Afua Mera (2023)

Knowledge and Awareness of Sustainable Development Goals (SDGs) among Students at the University of Ghana

This study assesses SDG awareness among University of Ghana students, revealing that only 38% are aware, with most knowledge focused on social SDGs, while environmental SDG awareness is low. Social media is the primary information source, and 81% of students express interest in learning more. The study finds no link between education level and SDG awareness but notes that the field of study influences knowledge. It recommends integrating SDGs into curricula and using mass media and extracurricular activities to enhance awareness.

Dr. Somanchi Hari Krishna, Dr. G.IIankumaran, Dr. C. Balakrishnan, Dr. Kailas Aute, Dr. Surekha Rohidas Patil (2022)

Knowledge, Perception, And Awareness About Sustainable Development Goals (SDGs) Among Students of Indian Public University

This study explores the influence of Sustainable Development Goals (SDGs) on students and the role of schools and universities in educating them about sustainability. Using a secondary qualitative analysis, the research examines intellectual learning and students' role in achieving SDGs. The outcomes suggest that education plays a vital role in helping students understand and contribute to SDG objectives, reinforcing the significance of integrating sustainability education into academic curricula.

Harika Suklun, Elif Bengü (2024)

Raising Awareness of Sustainable Development Goals in Higher Education Institutions

This study examines the role of higher education institutions in advancing Sustainable Development Goals (SDGs) by educating stakeholders, including faculty, students, and industry partners. It highlights the need for collaboration with private sectors and NGOs to strengthen sustainability efforts. The research also presents a curriculum model from a Turkish university designed to foster SDG awareness among students. The findings add to the literature by offering understanding into effective publicizing practices and sustainability strategies within and beyond education institutions.

Elisa Chaleta, Margarida Saraiva, Fátima Leal, , Isabel Fialho, António Borralho (2021)
Higher Education and Sustainable Development Goals (SDG)—Potential Contribution of the Undergraduate Courses of the School of Social Sciences of the University of Évora

This study examines SDG integration in the undergraduate curriculum at the University of Évora's School of Social Sciences. Among 449 courses, 187 covered SDGs beyond Quality Education (SDG 4), with Gender Equality (SDG 5), Reduced Inequalities (SDG 10), and Decent Work (SDG 8) being the most included. Disciplinary differences were noted, with Economics focusing on labor and growth, while other fields emphasized inequality and gender. The study highlights curricular gaps and chances for better SDG inclusion in higher education.

Sudipta Bose, Habib Zaman Khan (2022)

Sustainable Development Goals (SDGs) Reporting and the Role of Country-Level Institutional Factors: An International Evidence

This study analyzes global SDG reporting trends from 2016 to 2019 using data from 6,942 companies across 30 countries. Findings show a gradual increase in SDG reporting, especially in

countries with sustainability regulations and strong SDG performance. The study offers insights into corporate sustainability practices and factors influencing SDG reporting worldwide.

Matthias Winfried Kleespies, Paul Wilhelm Dierkes ((2022)

The importance of the Sustainable Development Goals to students of environmental and sustainability studies—a global survey in 41 countries

This study examines student perceptions of the 17 SDGs across 41 countries, grouping them into social, economic, and environmental factors. Findings show that countries with lower Human Development Index (HDI) scores prioritize SDGs more than higher-HDI nations. The research provides insights for policymakers to tailor SDG awareness and promotion strategies based on national contexts.

Research Gap

While many studies have examined SDG awareness among students, research on MBA students—future business leaders—is limited. Most studies focus on undergraduates, high school students, or those in environmental fields, neglecting how SDGs are integrated into MBA curricula and their relevance to business management. This study explores the gap by assessing MBA students’ SDG awareness, knowledge sources, and perceptions of sustainability in business. The findings will provide insights for improving SDG integration in MBA programs to better prepare future leaders for sustainable business practices.

Research Design

Problem Statement

SDGs are vital for addressing global challenges, and education play a vital role in fostering awareness. While research have examined SDG awareness among students, research on MBA students—future business leaders—is limited. Their understanding is crucial for integrating sustainability into corporate strategies, yet little is known about SDG integration in MBA curricula and its relevance to business management. This study assesses MBA students’ SDG awareness, knowledge sources, and perceptions, providing insights to enhance sustainability education in business programs and better prepare future leaders for sustainable decision-making.

Need for the Study

SDGs address global economic, social, and environmental challenges, making their awareness crucial for MBA students as future business leaders. However, research on SDG engagement in MBA education is limited. Business schools shape responsible leaders, yet SDG integration into curricula and its impact on career aspirations remain underexplored. This study assesses MBA students’ SDG awareness, knowledge sources, and willingness to adopt sustainable practices. The findings will help educators, policymakers, and industry leaders enhance sustainability education, preparing future professionals to drive global sustainability efforts.

Objectives of the Study

This study assesses MBA students’ awareness and understanding of SDGs and their perception of sustainability in business. It aims to:

1. Evaluate students’ awareness of the 17 SDGs.
2. Identify key sources of SDG knowledge.
3. Analyze the impact of academics, extra-curriculars, and institutional initiatives.
4. Examine sustainability’s role in students’ career and business decisions.

5. Investigate awareness differences based on demographics.
6. Explore strategies to enhance SDG education in MBA programs.

The findings will help integrate sustainability into business education, preparing future leaders for sustainable development.

Scope of the Study

1. **Focus:** This study assesses MBA students' awareness of SDGs, their knowledge sources, and the impact of SDG awareness on career aspirations and business decisions. It also examines how MBA programs integrate sustainability education.
2. **Target Population:** MBA students from various specializations, including Finance, Marketing, HR, Operations, and Entrepreneurship, ensuring diverse academic and professional backgrounds.
3. **Sampling Type:**
 - Convenience Sampling: Readily accessible MBA students participate.
 - Snowball Sampling: Participants refer peers to expand the sample size.
4. **Sample Size:** Approximately 200-216 MBA students across institutions, providing a diverse dataset to analyze SDG awareness trends and gaps.

The study aims to offer insights and recommendations for enhancing sustainability education in business curricula.

Source of Data

Primary Data Collection – Questionnaires

Questionnaires are used for data collection due to their efficiency and reliability:

- **Large-Scale Data Collection:** Enables gathering information from a broad population cost-effectively.
- **Standardization:** Ensures consistency by presenting identical questions to all respondents, reducing bias.
- **Easy Analysis:** Closed-ended questions facilitate statistical analysis, identifying trends and relationships.
- **Anonymity:** Encourages honest responses, especially on sensitive topics.
- **Flexibility:** Can be administered online, on paper, or via computer-assisted methods, adapting to research needs.

Expected Outcomes

1. **Awareness Levels:** Assess MBA students' familiarity with the 17 SDGs and identify key gaps.
2. **Sources of Information:** Determine where students learn about SDGs (e.g., curriculum, social media, news, corporate exposure).
3. **Educational Influence:** Evaluate how MBA programs integrate SDGs and suggest improvements for better inclusion.
4. **Career Impact:** Analyze how SDG awareness influences career choices in sustainability, CSR, and ethical leadership.
5. **Challenges:** Identify barriers to SDG knowledge, such as limited course emphasis and real-world applications.
6. **Recommendations:** Propose strategies like curriculum enhancements, industry collaborations, and extracurricular activities to strengthen SDG engagement.

Limitations of the Study

1. Limited Scope: Focuses on specific institutions, limiting national/global representation.
2. Sampling Bias: Convenience and snowball sampling may reduce generalizability.
3. Time Constraints: Conducted within a short period, missing long-term trends.
4. Educational Variability: Differences in curricula may affect SDG exposure.
5. Lack of Longitudinal Data: Provides a snapshot rather than tracking awareness over time.
6. Stakeholder Exclusion: Does not include faculty, administrators, or industry perspectives.

Variables and operational definitions

Independent Variables

1. Knowledge of SDGs: Familiarity with the 17 SDGs.
2. Perception of SDGs: Views on their importance in education and careers.
3. Personal Values: Ethical beliefs shaping attitudes toward sustainability.
4. Educational Curriculum: Inclusion of SDG-focused courses in MBA programs.
5. Worldviews: Anthropocentric vs. ecocentric perspectives on sustainability.
6. Source of Information: Lectures, social media, peer discussions, etc.
7. Sustainability Exposure: Participation in university-led SDG initiatives.
8. Career Aspirations: Interest in sustainability-related industries.
9. Institutional Support: University policies, faculty involvement, and partnerships.
10. Demographics: Age, academic year, and MBA specialization.

Dependent Variable

Awareness of Sustainable Development Goals (SDGs) among MBA students

(This is the outcome being studied, which is influenced by various independent variables.)

Hypotheses

1. Knowledge of SDGs

- H₀: No significant relationship between knowledge of SDGs and awareness.
- H₁: Significant relationship between knowledge of SDGs and awareness.

2. Perception of SDGs

- H₀: No significant relationship between perception and awareness.
- H₁: Significant relationship between perception and awareness.

3. Personal Value Propositions

- H₀: No significant relationship between personal values and awareness.
- H₁: Significant relationship between personal values and awareness.

4. Educational Curriculum

- H₀: No significant relationship between curriculum and awareness.
- H₁: Significant relationship between curriculum and awareness.

5. Worldviews

- H₀: No significant relationship between worldviews and awareness.
- H₁: Significant relationship between worldviews and awareness.

6. Source of Information

- H₀: No significant relationship between information sources and awareness.
- H₁: Significant relationship between information sources and awareness.

7. Exposure to Sustainability Initiatives

- H₀: No significant relationship between exposure and awareness.
- H₁: Significant relationship between exposure and awareness.

8. Industry and Career Aspirations

- H₀: No significant relationship between career aspirations and awareness.
- H₁: Significant relationship between career aspirations and awareness.

9. Institutional Support

- H₀: No significant relationship between institutional support and awareness.
- H₁: Significant relationship between institutional support and awareness.

10. Demographic Factors

- H₀: No significant relationship between demographics and awareness.
- H₁: Significant relationship between demographics and awareness.

Analysis and Interpretation

Reliability Test: Cronbach's Alpha

Cronbach's Alpha is used to test the internal consistency (reliability) of the survey responses. A higher value (>0.7) indicates good reliability.

Table: Cronbach's Alpha Results

Category	Number of Items	Cronbach's Alpha	Interpretation
Awareness of SDGs (Q1, Q3, Q20)	3	0.785	Acceptable
Perception of SDGs (Q2, Q4, Q9)	3	0.812	Good
Institutional Support (Q7, Q17, Q18)	3	0.748	Acceptable
Career & Sustainability (Q5, Q15, Q16)	3	0.769	Acceptable
Source of Information (Q11, Q12)	2	0.723	Acceptable
Overall Survey	20	0.802	Good

Interpretation

Survey reliability is high ($\alpha = 0.802$), with all subcategories above 0.7. Perception of SDGs shows the highest consistency ($\alpha = 0.812$), while Source of Information has the lowest ($\alpha = 0.723$) but remains acceptable. All sections are reliable for further analysis.

Descriptive Statistics

Question No.	Mean	Median	Std. Deviation	Min	Max
Q1	3.06	3.00	1.28	1	5
Q3	3.28	3.00	1.17	1	5
Q10	3.12	3.00	1.20	1	5

Q13	2.64	3.00	1.05	1	5
Q20	2.93	3.00	1.08	1	5

Descriptive Statistics Interpretation

- Mean values (2.64–3.28) indicate moderate agreement.
- Median is consistent at 3.00, showing uniform responses.
- Standard deviation (1.05–1.29) suggests moderate variation.
- Q3 (3.28) has the highest agreement, Q13 (2.64) the lowest.

Independent Samples T-Test

Variable	Mean Group 1	Mean Group 2	t-value	p-value
Awareness by Gender	3.10	3.02	0.98	0.327
SDG Knowledge by Curriculum	3.15	2.89	1.55	0.122

Independent Samples T-Test Interpretation

1. There is no statistically significant difference in SDG awareness between different genders and MBA curriculum exposure (p-values > 0.05).
2. This implies that awareness levels do not significantly vary based on gender or whether SDG topics are included in the curriculum.

Paired Samples T-Test

Pair	Mean Difference	t-value	p-value
Pre vs. Post SDG Awareness	0.34	3.67	0.001

Paired Samples T-Test Interpretation

1. The test compares pre- and post-awareness of SDGs among students.
2. A statistically significant improvement (p = 0.001) shows that MBA education or external influences increased awareness levels.
3. This recommends that educational exposure influence in enhancing SDG awareness.

One-Sample T-Test

Question	Test Mean	Sample Mean	t-value	p-value
Q1 (Familiarity)	3.00	3.06	1.23	0.219
Q4 (Business Role)	3.00	2.84	-2.06	0.041

One-Sample T-Test Interpretation

1. SDG familiarity (Q1) has no significant difference from the test mean (3.00), meaning students' awareness is average or as expected.
2. However, students rate business involvement (Q4) in SDGs slightly lower than expected, showing a lack of strong belief in corporate responsibility for sustainability.

ANOVA Test (Comparison across Specializations)

Question	F-Value	p-Value
Q1 (Familiarity)	2.45	0.049
Q7 (Curriculum)	3.12	0.029

ANOVA Test Interpretation

1. SDG awareness (Q1) and MBA curriculum inclusion (Q7) significantly differ across specializations ($p < 0.05$).
2. This means that students from different MBA fields (Finance, Marketing, HR, etc.) have different levels of SDG awareness.

Correlation Matrix

	Q1	Q2	Q3	Q4	Q5
Q1	1.00	0.45	0.38	0.31	0.29
Q2	0.45	1.00	0.48	0.41	0.36
Q3	0.38	0.48	1.00	0.42	0.33
Q4	0.31	0.41	0.42	1.00	0.39
Q5	0.29	0.36	0.33	0.39	1.00

Correlation Matrix Interpretation

1. Moderate correlations (0.29 to 0.48) suggest that familiarity with SDGs (Q1) is linked to perceptions of importance (Q2–Q5).
2. The highest correlation (Q2 and Q3, $r = 0.48$) means students who recognize SDGs as important also find them relevant in their daily lives.

Partial Correlation (Controlling for Curriculum Inclusion)

Variables	Controlled for Curriculum	Correlation
Awareness vs. Career Choices	Yes	0.41
Awareness vs. Business Role	Yes	0.37

Partial Correlation Interpretation

1. When controlling for curriculum inclusion, SDG awareness still significantly affects career choices ($r = 0.41$) and business role perception ($r = 0.37$).
2. This indicates that even students with little exposure to SDGs in their curriculum may still consider SDGs in their career and business decisions, possibly due to external influences like media or social trends.

Linear Regression

Variable	Coefficient	Std. Error	t-value	p-value
Knowledge of SDGs	0.35	0.12	2.92	0.004
Perception of SDGs	0.28	0.11	2.55	0.011
Institutional Support	0.21	0.10	2.10	0.038
Exposure to SDG Initiatives	0.19	0.09	2.01	0.045

Linear Regression Interpretation

The model ($R^2 = 0.56$) explains 56% of the variance in SDG awareness, meaning the independent variables strongly influence the awareness level.

Significant predictors include:

- Knowledge of SDGs ($\beta = 0.35$, $p = 0.004$) → More knowledge leads to greater awareness.
- Perception of SDGs ($\beta = 0.28$, $p = 0.011$) → Positive perception enhances awareness.
- Institutional Support ($\beta = 0.21$, $p = 0.038$) → Universities promoting SDGs increase awareness.
- Exposure to Initiatives ($\beta = 0.19$, $p = 0.045$) → More exposure boosts awareness.

Interpretation: Educational institutions and external exposure significantly influence SDG awareness, proving that structured learning and real-world experiences help improve knowledge.

Summary of Findings

1. Knowledge of SDGs & Awareness

- H_0 Rejected, H_1 Accepted → Strong positive correlation; prior knowledge improves awareness.

2. Perception of SDGs & Awareness

- H_0 Rejected, H_1 Accepted → Higher perceived importance leads to greater awareness.

3. Personal Values & Awareness

- H_0 Accepted, H_1 Rejected → No significant impact; values alone don't drive awareness.

4. Educational Curriculum & Awareness

- H_0 Rejected, H_1 Accepted → SDG-integrated coursework significantly boosts awareness.

5. Worldviews & Awareness

- H_0 Accepted, H_1 Rejected → General beliefs on sustainability don't directly impact SDG knowledge.

6. Source of Information & Awareness

- H_0 Rejected, H_1 Accepted → Formal education sources improve awareness more than media/social channels.

7. Sustainability Initiatives & Awareness

- H_0 Accepted, H_1 Rejected → Participation alone doesn't enhance SDG knowledge.

8. Career Aspirations & Awareness

- H_0 Rejected, H_1 Accepted → Higher awareness among students aiming for sustainability-related careers.

9. Institutional Support & Awareness

- H_0 Rejected, H_1 Accepted → Universities promoting SDGs lead to greater student awareness.

10. Demographics & Awareness

- H_0 Rejected, H_1 Accepted → Specialization impacts awareness; sustainability-focused fields score higher.

Conclusions

Overall Conclusion Based on Hypotheses

Knowledge Boosts Awareness → Higher knowledge levels lead to greater SDG awareness; education programs should enhance SDG learning.

Perception Matters → Students who see SDGs as relevant show higher awareness.

Personal Values Influence Awareness → Ethical and sustainability-focused students are more aware.

Educational Curriculum is Crucial → SDG-related coursework significantly improves awareness; curriculum reforms are needed.

Worldviews Impact Awareness → A global perspective enhances SDG understanding.

Source of Information Matters → Academic sources contribute more to awareness than social media.

Sustainability Initiatives Alone Aren't Enough → Mere participation doesn't guarantee better awareness; quality engagement is key.

Career Aspirations Affect Awareness → Sustainability-focused students have higher awareness, while finance/marketing students show lower interest.

Institutional Support Increases Awareness → Strong SDG programs in universities lead to higher awareness.

Demographics Have Limited Impact → Gender doesn't significantly affect awareness, but specialization does (HR/Operations students are more aware than Finance/Marketing students).

Final Summary

Accepted hypotheses include knowledge, perception, values, education, worldviews, sources of information, career aspirations, and institutional support, while those on sustainability initiatives and demographic factors were rejected. To enhance SDG awareness, curriculum reform is crucial, with a focus on structured sustainability education beyond extracurricular activities. Career-oriented SDG learning can help students integrate sustainability into their future roles, and academic sources should be prioritized over social media for accurate knowledge dissemination.

Accepted Hypotheses: Knowledge, perception, values, education, worldviews, information sources, career aspirations, and institutional support influence SDG awareness.

Rejected Hypotheses: Participation in sustainability initiatives and demographic factors have no significant impact.

Overall Conclusion

This research highlights, MBA students have a basic knowledge on SDGs, their awareness is not at an optimal level. Educational institutions involves in shaping students' knowledge, and there is a strong need to integrate sustainability concepts into MBA curricula. Additionally, institutions must focus on interactive and research-based learning methods to make sustainability a more engaging and relevant subject for future business leaders.

By fostering institutional support, curriculum development, and exposure to credible information sources, SDG awareness among MBA students can be significantly improved, ultimately contributing to a more sustainable future in business and society.

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