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## An Assessment of How University Students Approach to Sustainable Development Goals: An Empirical Study from Vietnam

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### Abstract

The UN's 17 Sustainable Development Goals (2018) were created to address environmental pollution and climate change (SDGs). The goal of this study is to find out how well-informed Vietnamese students are about the SDGs. Knowledge, attitudes, and practice (KAP) questionnaires were used to survey 1,010 students across Vietnam's universities, and the data was analyzed using SPSS software version 20. The findings suggest that both knowledge and attitude have a positive impact on the practice level. However, when comparing the correlation between the variables and the level of practice, advantage belongs to the relationship between the attitude and the level of practice ( $r = 0.982^{**}$ ,  $n = 1010$ ,  $p = 0.00$ ), the correlation between knowledge and practice level is weaker ( $r = 0.616^{**}$ ,  $n = 1010$ ,  $p = 0.00$ ). Statistical data also show that many Vietnamese students do not have access to information about the SDGs. The majority of the target population who have been contacted and have a basic understanding of the SDGs have done so through their academic degree. From there, it is clear that education is the most effective strategy for Vietnamese students to modify their environmental understanding and actions.

**Keywords:** Sustainable Development Goals, University Students, Environmental Sustainability, Vietnam

**JEL Classification Code:** A20, Q01, Q56

### 1. Introduction

Sustainable development has gradually evolved into one of the most pressing needs in global economic activity, posing a new challenge in the current era of global economic

integration. On September 25, 2015, 193 world leaders adopted the United Nations 2030 Agenda for Sustainable Development, with the unifying aim of prosperity and peace for the planet and each individual, not only now but also in the future (United Nations, n.d.).

People continue to face hardships as a result of resource depletion, climate change, and pollution (Liu et al., 2015; Tan & Lau, 2009). Environmental degradation has always piqued people's interest and is a difficult topic (Choi, 2020; Oh & Park, 2020; Nguyen et al., 2021). Furthermore, as the world community has become more conscious of these developing environmental challenges, it has made recommendations for active engagement in the adoption of sustainable development principles (Wright & Horst, 2013). Its bold agenda comprises 17 Sustainable Development Goals (SDGs) (2018) with 169 goals aiming at eradicating poverty, injustice, and inequality, as well as ocean conservation, forest protection, and climate change mitigation (United Nations, n.d.).

Students are the future leaders; they are responsible for a sustainable planet (Asmuni et al., 2012; Joshi & Rahman, 2017) and especially play a vital role in the global campaign against ecological collapse (Asmuni et al., 2012; Joshi & Rahman, 2017; Moore, 2005). They are becoming more

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essential as sources of information that might encourage sustainable behavior and hence contribute to the global agenda of sustainable development goals (Tuncer, 2008). The Times Higher Education (THE) Impact Rankings 2021, the only global leaderboard for rating colleges based on criteria aligned with the United Nations Sustainable Development Goals, has evaluated the success of four universities in Vietnam (VNA, 2021).

As a result, the focus of this research will be solely on university students' knowledge, attitudes, and practices towards the SDGs. Examine the link between students' KAP (knowledge, attitudes, and practices) and approaches to raise students' understanding of concerns related to the SDGs. For example, KAP has been used to measure the public's KAP on issues such as public perception environmental awareness (GIZ, 2013; Besar et al., 2013), wastewater management (Emanuel, 2010), energy consumption (Paço & Lavrador, 2017), and treatment and recycling solid waste (Paço & Lavrador, 2017). (Ehrampoush & Moghadam, 2005). Thus, the way to measure awareness levels of certain communities by KAP studies has shown to be effective (Ahmad et al., 2015). From the above, it can be seen that KAP is a potential factor for this study. Hence, KAP studies have proven to be an excellent method of measuring community awareness levels (Ahmad et al., 2015). As can be seen from the above, KAP is a potential element in this investigation. Therefore, this research contributes to the urgent need for information on the current situation of Vietnamese university students on the KAP element of SDG adoption, and it is intended to be a beneficial source of data for students who are unfamiliar with the SDGs and the 2030 agenda.

## **2. Literature Review and Sustainable Development Goals (SDGs)**

The SDGs contain the 17 goals adopted by the United Nations in 2015 (United Nations, 2015). These goals were created to end poverty, protect the environment, and promote sustainable development in all UN member countries (Griggs et al., 2013). The Sustainable Development Goals (SDGs) are a follow-up to the Millennium Development Goals (MDGs), which were completed in 2015. All of this contributes to the Sustainable Development Agenda's basic principle of "for a world that leaves no one behind."

### **2.1. Goal 1: Eliminate Poverty in All Its Forms**

Approximately 10% of the world's population is now living in poverty. As a result, poverty alleviation has become a global priority. Due to the effects of climate change, achieving target 1 has become increasingly challenging

(Le Blanc, 2015). The goal is for the disadvantaged and vulnerable in society to have access to the essential services they require by 2030.

### **2.2. Goal 2: Eliminate Hunger and Ensure Food Security for People Around the World**

According to statistics, 1 out of 9 people in the world will be undernourished, most of them in the developing world (Fan & Polman, 2014). Therefore, the goal that the United Nations wishes to achieve by 2030 is to eliminate rickets and physical decline in children under 5 years of age and to address the nutritional needs of adolescent girls, pregnant women, and the elderly.

### **2.3. Goal 3: Ensure a Healthy and Happy Life for People of All Ages**

According to a UNAIDS report, the number of people living with HIV in the globe will be around 37.7 million by 2020, with 1.8 million children under the age of 15 and over 680,000 individuals dying from the disease (UNAIDS, 2021). As a result, the UN's 2030 aim is to put an end to HIV/AIDS, TB, malaria, and other infectious illnesses epidemics. Ensure that all sexual and reproductive health services, including family planning and education, are available to everyone.

### **2.4. Goal 4: Ensure Quality, Open and Equitable Education**

Because of programs that promote education, the number of persons escaping illiteracy has gradually increased over the last 50 years (Concern Worldwide US, 2021). However, there are still 773 million adults worldwide who cannot read or write, with illiterate women accounting for the majority. More than 260,000 children are out of school worldwide, with illiterate women accounting for 60% of the population (Griggs et al., 2014). By 2030, all young people and a considerable proportion of adults, including men and women, should be able to read, write, and count. Ensure that men and women have equal access to school since women require the same level of education as men (Hajer et al., 2015).

### **2.5. Goal 5: Achieve Gender Equality and Empower All Women and Girls**

Women now have more opportunities for high-ranking positions. According to survey data, one out of every three women and girls will encounter sexual assault or violence at some point in their lives. Oxfam International (Oxfam International, 2021). As a result, the goal is to eliminate

prejudice and violence against women and girls over the world. Ensure that women have the same access to social work as males, that they are protected and recognized, and that they have the same quality of life and education.

## **2.6. Goal 6: Ensure Availability and Sustainable Management of Water Resources and Improve Sanitation for All**

Many countries around the world are currently experiencing a shortage of safe drinking water as a result of polluted water sources. Controlling waste and dangerous chemicals is critical for achieving this goal. As a result, everyone's dedication to protecting the environment, particularly enterprises' commitment to sustainable and environmentally friendly development, is required.

## **2.7. Goal 7: Ensure Access to Sustainable, Reliable, Affordable, and Modern Energy for All**

This purpose is to assist consumers in accessing contemporary, highly reliable energy services that are affordable. It is also enhancing international cooperation and modernizing technology to deliver innovative and sustainable energy services to all citizens. The goal of this goal is to expand the global usage and utilization of renewable energy (Lu et al., 2015a, 2015b). Using clean energy preserves one's health and reduces pollution in the environment.

## **2.8. Goal 8: Decent Work and Economic Growth**

Maintain economic growth per capita in line with national circumstances, with a concentration on the least developed countries, where GDP growth should be at least 7% per year. The objective is broken down into two time periods: 2020 and 2030. (Griggs et al., 2013). By 2020, the percentage of youth without a job, education, or training will have decreased. By 2030, all women and men, including young people and those with impairments, will have full and productive employment, as well as fair remuneration for labor employees (United Nations, 2015).

## **2.9. Goal 9: Industry, Innovation, and Infrastructure**

SDG achievement, according to Walz et al. (2017), needs innovation. Although objective 9.4 encourages the use of green technologies, the emphasis is still on growing output and production. Environmental pressure develops quicker than income in the early phases of economic expansion, according to Kuznets' (1963) environmental theory

(EKC). After a certain level of affluence is attained, the environmental burden begins to decrease, despite ongoing economic progress.

## **2.10. Goal 10: Reduced Inequalities**

Goal 10 is to lower the cost of exporting goods from developing countries. 65 percent of items exported from developing countries were tax-free in 2015, compared to 55 percent in 2005. 41% (Griggs et al., 2013; Hajer et al., 2015). SDG 10 targets 10.1–4 are defined in such a way that they take into account how a wide range of economic, social, and political elements are dispersed between people, social groups, and numerous and overlapping groups (Kabeer & Santos, 2017).

## **2.11. Goal 11: Sustainable Cities and Communities**

According to the World Bank and the UN, 828 million people live in slums, with the majority of them in Eastern and South-Eastern Asia. By 2030, everyone will have access to suitable, safe, and cheap housing and basic services, as well as improved slums; certain rural migrations into cities have accelerated the process when better alternative housing becomes available (Lu et al., 2015a). Furthermore, green human resource management may raise the level of corporate environmental responsibility (Tulsi & Ji, 2020).

## **2.12. Goal 12: Responsible Consumption and Production**

This goal encourages the usage of environmentally friendly products while also lowering waste production. The goal is to increase participation in material and garbage recycling by 2030. (United Nations, 2015). According to Martinez-Conesa et al. (2016), companies who are most active in their corporate social responsibility activities may also be the most successful, suggesting that corporate social responsibility initiatives can lead to successful innovation.

## **2.13. Goal 13: Climate Change**

Climate change will have a significant negative impact on the SDG system's economic, social, and environmental components. Climate change, degradation, and poverty will be tightly related, according to (Reed et al. 2013), as negative climate change will cause losses in the quality and productivity of agriculture and fisheries. As a result, the UN intends to support programs aimed at reducing negative environmental effects (Lu et al., 2015b). Furthermore, economic sustainability is a critical component of

environmental protection. As a result, the government should encourage and assist enterprises and organizations that are committed to green growth and have sufficient financial and human resources. Organizations are more likely to engage in environmentally friendly business practices as a result of these enterprises (Balasubramanian et al., 2021).

#### **2.14. Goal 14: Life Below Water**

Ocean pollution is caused by plastic garbage being utilized and discharged directly into the sea at a pace of 15 tonnes of plastic every minute, which cannot be separated from the ecosystem (Griggs et al., 2013). Furthermore, around 30% of marine habitats are over-exploited, resulting in major contamination impacts. By 2020, the protection of marine and coastal ecosystems will be strengthened by increasing conservation policies by at least 10% for coastal and marine areas and implementing policies to eliminate illegal fishing and overfishing, according to (United Nations, 2015).

#### **2.15. Goal 15: Life on Land**

The goal of this objective is to put a strong emphasis on conserving forest, mountain, desert, and biodiversity ecosystems from exploitation and degradation. Implement activities to increase financial resources to plan the active implementation of campaigns for a world free of land degradation and resource conservation from diverse ecosystems and ecosystems study in each country, particularly those with damaged forests, floods, and drought-stricken lands (United Nations, 2015).

#### **2.16. Goal 16: Peace, Justice, and Strong Institutions**

The goal of this organization is to reduce the problems of forced labor, child abuse, sex trafficking, and other heinous crimes. According to the United Nations, the rate of women becoming victims in 2017 is higher than in previous years, and the rate of female victims has reduced to 71 percent (2014), down from 84 percent in 2014. (2004). Propose new rights-enhancing policies in countries to bring an end to death rates related to harsh forms of violence, promoting equal rights for all persons, according to (United Nations, 2015).

#### **2.17. Goal 17: Partnerships for the Goals**

The target was established as a result of the implementation of 16 prior SDGs. The aim's purpose and benefits are designed to promote collaboration and minimize rivalry for the goal among any organization or country in the world. Larger agencies, organizations, and systems for specialized

knowledge, information collection, and sharing have been established (United Nations, 2015). University students will be able to submit their own ideas and perspectives through relevant questions based on studies that provide the most precise description of knowledge about the 17 Sustainable Development Goals.

### **3. Research Methods**

#### **3.1. Research Design**

The research is based on 17 SDG hypotheses. The model chosen and exported for analysis in this study is (KAP), which is made up of three components: knowledge (*K*), attitude (*A*), and practice (*P*). Components are integrated into survey questions to collect valuable data. The questionnaire was created using data from prior studies to provide the relevant information (Al-Naqbi & Alshannag, 2018; Borges, 2019; Omisore et al., 2017). When completing the survey questions, all of the questions employ a five-level Likert scale (from 1 to 5), with 1 indicating strong disagreement and 5 indicating strong agreement. The Likert scale is a basic rationality assessment tool that is frequently used in educational and social research (Joshi et al., 2015). Therefore, the consistency and accuracy of the survey questionnaire will create certain reliability in the data used for analysis (Taherdoost, 2018).

#### **3.2. Data Collection Method**

Questionnaires and survey forms developed using Google forms on the internet service were used to collect the study's major data. After two months of collecting survey data, the total number of samples we collected from the online survey was 1010. The questionnaire for the research paper is divided into four sections. The first section includes questions regarding the respondents' demographic information. The SDGs that are influenced by variables of knowledge, attitude, and practice will be discussed in the second, third, and final sections.

#### **3.3. Data Analysis Method**

In this study, we employ qualitative and quantitative methodologies to collect information from surveyors who are university students or have attended university in Vietnam. With the help of qualitative techniques in the survey, the following factors are capable of observing, researching, explaining, and predicting the practice of SDGs by students in Vietnam after collecting enough information through factors such as age, gender, education level, place of study, and faculty. In addition, quantitative methodologies are used to assess the conclusions generated from survey respondents' data (Kidder & Fine, 1987).

We analyze the data gathered using SPSS software, which includes Cronbach’s alpha reliability coefficient, Frequency statistics analysis, and Spearman’s correlation coefficient analysis between the elements indicated in the research. Cronbach’s alpha reliability describes the confidence of the sum (or mean) of q measurements based on visible assessor cues, alternate forms, or questionnaires/test questions (Cronbach, 1951). The correlations between the variables in this study (knowledge with practice, and attitude with practice) are significant at the  $p < 0.01$  level in the Spearman’s Rho correlation coefficient analysis. Table 1

**Table 1:** Interpretation of Spearman’s rho Correlation  $r$ -value (Dancey and Reidy, 2004)

Spearman’s rho	Correlation
$\geq 0.70$	Very strong relationship
0.40–0.69	Strong relationship
0.30–0.39	Moderate relationship
0.20–0.29	Weak relationship
0.01–0.19	No or negligible relationship

explains the  $r$ -value of the Spearman’s Rho correlation to indicate the levels of the association between the variables in the study.

## 4. Results and Discussion

### 4.1. Descriptive Statistics

The majority of the responders (55.4 percent) were female, while the remainder 45.6 percent were male (Table 2). The majority of those who responded were between the ages of 18 and 34 (93.4%) and between the ages of 21 and 34 (21.4%). (6.6 percent). The respondent’s knowledge base was separated into Diploma (14%), Undergraduate (81.8%), Postgraduate (2.8%), and Ph.D. (Doctor of Philosophy) categories (0.5 percent). In terms of place of study, 55.1% said they went to a private institution and 44.9% said they went to a public institution. The data is collected from respondents with different disciplines Department of Economics & Management (27.2%), Agriculture-Forestry-Fisheries Sector (21.4%), Department of Social Sciences (15.8%), Technology Sector (9.4%), Department of Pedagogy

**Table 2:** Demographic Backgrounds

Demographic Available	Frequency	Percent	
Gender	Male	461	45.6
	Female	549	54.4
Age	18–34 year old	943	93.4
	Over 34 years old	67	6.6
Education Level	Diploma	141	14.0
	Undergraduate	836	82.8
	Postgraduate	28	2.8
	Ph.D. (Doctor of Philosophy)	5	0.5
Place of study	Private institution	557	55.1
	Public institution	453	44.9
Faculty	Department of Natural Science	39	3.9
	Department of Social Sciences	160	15.8
	Engineering Division	20	2.0
	Department of Humanities	20	2.0
	Department of Foreign Languages	30	3.0
	Department of Pedagogy	70	6.9
	Technology Sector	95	9.4
	Department of Economics & Management	275	27.2
	Agriculture-Forestry-Fisheries Sector	216	21.4
	Department of Culture–Arts	26	2.6
	Medical and Pharmaceutical Division	59	5.8

(6.9%), Medical and Pharmaceutical Division (5.8%), Department of Natural Science (3.9%), Department of Foreign Languages (3%), Department of Culture – Arts (2.6%), Department of Humanities and Department of Foreign Languages (2%).

Respondents have a high level of knowledge (Table 3). The majority of them said yes, with responses ranging from 64.3% to 96.9%. With a percentage of 96.9%, item K4 “The abuse of natural resources has an impact on future generations’ well-being” had the highest percentage of positive responses (Yes), indicating that the majority of people are aware that mismanagement of natural resources will have an impact on future generations’ happiness. This is a result of classroom learning, in which students are constantly pushed to conserve resources and not waste natural resources to ensure a better future.

Furthermore, many people responded positively to the K6 question about healthy oceans and seas. That suggests people are concerned about the environment and pay close attention to it. Surprisingly, when asked if they understood the SDGs, the majority of individuals polled stated they didn’t (35.7%), and a portion said they hadn’t yet attended SDG courses (15.9 percent). Some suggestions are made to improve people’s understanding of the SDGs, such as hosting talk shows in schools. In this context, education is critical since it is a powerful change agent and can assist raise awareness of the SDGs. Furthermore, newspapers, journals, and social media sites often update UN news, making the SDGs more accessible to the general public.

Table 4 depicts the majority of Vietnamese university students’ attitudes about SDGs. The two components are closely connected (Paço & Lavrador, 2017; Zsóka et al., 2013). Environmental knowledge is believed to be a crucial driver of environmental attitudes. According to the findings of this study, students with high levels of knowledge

awareness are more likely to accept (strongly agree and agree) than those who disagree. The A3 statement, “Raising awareness of the SDGs among university students is crucial in my opinion,” had the highest number of “Agree” responses (46%).

This indicates that students have a great interest in the SDGs, 46% of 1000+ students agree, and 22.4% of students strongly agree that raising awareness about the SDGs is necessary for them. Furthermore, the majority of respondents about SDGs being considered a national priority by universities, received 44.9% agree and 24.1% strongly agree. This indicates that students in Vietnam have a positive attitude and respond to SDGs.

As a result, universities should implement particular initiatives such as courses, seminars, discussion shows, or programs that educate students with further information about the SDGs. Providing future children with knowledge of the SDGs will immediately assist in the development of a good attitude toward the pressing challenges raised by the SD objectives, as well as an incentive to implement. According to Table 4, the majority of respondents with a high percentage of agreeing and strongly agreeing to fall on the questions favoring gender equality between men and women (A4) have a vote of agreement (45.5 percent) and (20.9%) strongly agree; cultural differences (A5) have a vote of agreement (37.6%) and (29.8%) strongly agree, and environmental issues (A7) have a vote of agreement (34 percent) and (27.4%) strongly agree. Collectively, the respondents showed that they have a positive attitude towards the SDGs.

Table 5 reveals that the survey questionnaire on Vietnamese students’ level of commitment to the SDGs, ranging from “never” to “often,” yielded positive results. In particular, a portion of students answered “some time” in response to lines such as P2 (30.7%) and P6 (36.5%);

**Table 3:** Percentages of Student Knowledge on SDGs

#	Items	Yes (%)	No (%)
K1	I’ve heard of the term “Sustainable Development Goals (SDGs).”	88.0	12.0
K2	I took a course in which sustainable development goals (SDGs) were mentioned.	84.1	15.9
K3	Education and environmental protection are essential elements for sustainable development goals (SDGs).	96.9	3.1
K4	The abuse of natural resources has an impact on future generations’ well-being.	93.4	6.6
K5	A nation’s core aspects include environmental preservation, economic progress, and social equality.	91.4	8.6
K6	Healthy oceans and seas are critical to human survival.	95.9	4.1
K7	I am aware that the Sustainable Development Goals are slated for completion by 2030.	64.3	35.7
K8	Increasing the use of renewable resources has the potential to reduce greenhouse gas emissions.	93.4	6.6

**Table 4:** Percentage of Students' Attitudes on SDGs

#	Items	SD* (%)	D* (%)	N* (%)	A* (%)	SA* (%)
A1	Reducing global poverty and hunger is more essential than boosting the economic well-being of developed countries.	2.9	5.9	52.0	20.4	18.8
A2	Universities should make sustainable development a national priority.	2.4	13.5	15.2	44.9	24.1
A3	Raising awareness of the Sustainable Development Goals among university students is essential in my opinion.	1.9	13.2	16.5	46.0	22.4
A4	Males and females should be treated equally in all parts of society.	2.6	7.9	23.1	45.5	20.9
A5	People from different cultural origins must be treated with the same dignity.	3.4	9.5	19.7	37.6	29.8
A6	Society should have access to the greatest free basic health care services available.	4.1	14.1	17.4	36.2	28.2
A7	Environmental issues are a source of worry for me.	2.0	10.7	25.9	34.0	27.4
A8	I strive to decrease the amount of garbage at home by collecting recyclable things.	2.9	13.0	24.0	34.4	25.8
A9	I think that living a sustainable lifestyle will bring about world peace and justice.	2.3	15.4	23.3	32.4	26.6
A10	Basic environmental studies, in my opinion, should be included in our university curricula.	2.5	13.2	33.3	31.8	19.3
A11	The government should consider sustainability more carefully when making policy decisions.	3.8	12.5	44.1	23.4	16.3
A12	I am willing to participate in any environmental protection projects.	3.8	12.5	44.1	23.4	16.3

\*SD: Strongly Disagree; \*D: Disagree; \*N: Neutral; \*A: Agree; \*SA: Strongly Agree.

**Table 5:** Percentage of Student Practice Levels on SDGs

#	Items	N* (%)	R* (%)	S* (%)	O* (%)	A* (%)
P1	I prefer public transportation to private transportation.	4.9	12.4	39.0	20.4	23.4
P2	When I notice rubbish in a park or natural environment, I will clean it up.	3.9	14.8	30.7	30.1	20.6
P3	I have taken classes on environmental sustainability.	10.7	20.8	23.7	24.1	20.8
P4	I am willing to pay a higher price for ecologically friendly products.	1.9	15.8	42.7	18.5	21.1
P5	I don't use animal skinned animal skin products.	5.2	13.3	22.4	28.4	30.7
P6	In restaurants and cafés, I avoid using plastic straws.	7.9	9.7	36.5	14.3	31.6
P7	When I am not present, I turn off any electrical appliances in my house that I do not use.	3.4	12.9	35.5	9.9	38.3
P8	I avoid snack items and other foods with a lot of packaging.	5.8	12.9	27.7	28.7	24.9
P9	I donate unwanted clothing and furniture to charity.	5.7	14.0	28.6	28.8	22.9
P10	I attend environmental sustainability-related events (for example, conferences, presentations, and workshops).	14.6	20.1	25.3	18.7	21.3
P11	I am fair to people of all castes, creeds, and religions.	6.9	16.9	21.2	21.7	33.3
P12	At home, I segregate recyclable materials (for example, plastic bottles, newspapers, and glass).	9.9	11.8	33.3	18.7	26.3
P13	I am open to using green energy.	7.9	11.8	46.1	6.7	27.4
P14	For supermarket shopping, I bring my reusable bag.	6.4	15.0	25.3	22.9	30.4

\*N: Never; \*R: Rarely; \*S: Sometimes; \*O: Often; \*A: Always.

38.3 percent of students indicated they always turn off all electrical devices when not in use. These statistics demonstrate that Vietnamese students are concerned about environmental issues and have a good understanding of environmental protection and climate change. Minimizing plastic waste and supporting green products are two excellent ways for Vietnamese students to safeguard the environment and combat global warming.

However, some students responded that they had never attended environmental sustainability classes P3 (10.7 percent) or that they had never participated in environmental sustainability events P10 (14.6 percent). This data suggests that universities in Vietnam should organize more environmental sustainability programs so that students have the opportunity to access environmental knowledge, thereby raising environmental awareness and responsibility. Furthermore, when asked, up to 39% of students said they prefer public transportation to private transportation on occasion. This is a required prerequisite to achieve target 6 (sustainably managing harmful emissions into the external environment) while also working to prevent climate change (goal 13). This data supports objective 7 (access to green and clean energy), and turning it off when not in use also helps conserve the environment, reduce global warming, save national resources, and ensure an adequate supply of human needs in the future in the face of population growth pressure.

Following that, up to 42.7 percent of students stated they are willing to spend more on ecologically friendly green products. These pledges help to ensure that target number 12 is met (Green consumption model and sustainable production). Green products are both environmentally and health-conscious. Increasing students' understanding of the importance of converting to environmentally friendly green products is critical in combating climate change and ensuring future sustainable development. However, if the whole goal is to be achieved, integrated actions are required, both to achieve one goal and to achieve other objectives. In conclusion, the data and analysis reveal that Vietnamese students have a strong sense of environmental conservation as seen by their behaviors. Although this percentage is still high, it is a positive sign that students in Vietnam are becoming more aware of and responsible for environmental conservation as a result of university education.

#### 4.2. Validity and Reliability Test

Cronbach's Alpha is used to examine the reliability of the equivalency scale affecting students' interest in Vietnam towards SDGs, using KAP, and the results are clearly given in Table 6. The association between important variables and total variables, such as knowledge (K), attitude (A), and practice (P), may be shown (P). Table 6 shows that the variables' Cronbach's Alpha coefficients

**Table 6:** Cronbach's Alpha

Items		Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Knowledge (K): Cronbach's Alpha = 0.886	K1	0.827	0.852
	K2	0.772	0.859
	K3	0.660	0.878
	K4	0.654	0.881
	K5	0.830	0.855
	K6	0.716	0.872
	K7	0.479	0.916
	K8	0.801	0.860
Attitude (A): Cronbach's Alpha = 0.993	A1	0.893	0.993
	A2	0.965	0.992
	A3	0.955	0.992
	A4	0.958	0.992
	A5	0.963	0.992
	A6	0.968	0.992
	A7	0.969	0.992
	A8	0.977	0.992
	A9	0.971	0.992
	A10	0.966	0.992
	A11	0.956	0.992
	A12	0.932	0.993
Practice (P): Cronbach's Alpha = 0.995	P1	0.971	0.995
	P2	0.969	0.995
	P3	0.964	0.995
	P4	0.952	0.995
	P5	0.966	0.995
	P6	0.974	0.995
	P7	0.955	0.995
	P8	0.975	0.995
	P9	0.975	0.995
	P10	0.964	0.995
	P11	0.963	0.995
	P12	0.977	0.994
	P13	0.951	0.995
	P14	0.975	0.995

are more than 0.7, indicating that the link between the observed variables and the total variable is reliable in the study. Furthermore, the overall variable correlation coefficient for each variable is greater than 0.3. (Nunnally

**Table 7:** Correlation Between Knowledge and Practice and Attitude and Practice

Correlation Between	N	Spearman's rho Correlation Coefficient	Inference
Knowledge and practice	1010	0.616**	correlated
Attitude and practice	1010	0.982**	correlated

\*\*Correlation is significant at the 0.01 level (2-tailed).

& Bernstein, 1994). As a result, all of the variables in the study have a standard Cronbach's Alpha performance, indicating that they are quality variables that should be preserved for further investigation in the following section.

### 4.3. Correlation Analysis

There is a significant positive correlation between the attitude variable and the level of practice of students towards SDGs, where ( $r = 0.982^{**}$ ,  $n = 1010$ ,  $p = 0.00$ ) (Table 6). Through the correlation index, it can be determined that students' positive attitudes towards SDGs will be a strong motivation for them to achieve actions with a good level of practice with the environment. In addition, there is a weaker correlation between the attitude variable and the level of practice. It is the relationship between the knowledge variable and students' practice level for SDGs, which can be seen to be achieved ( $r = 0.616^{**}$ ,  $n = 1010$ ,  $p = 0.00$ ) (Table 6). Based on these indicators, it can be seen that, although students are provided with deep and broad knowledge about the environment, the results show that students still have not taken positive actions and actively contributed to the environment through knowledge that they acquire (Mahat et al., 2017). Propose useful methods to help students use the knowledge they have, avoiding wasting that knowledge as unusable material in their heads. Other research has also shown that students with a high and broad amount of knowledge about SDGs do not mean that their practice level will be high for the environment (Jamilah et al., 2011).

### 5. Conclusion

The knowledge, attitudes, and practices (SDGs) of Vietnamese students were investigated in this study. According to the data gathered from the survey questions, a big percentage of Vietnamese students have a positive attitude toward the United Nations' sustainable development goals and have a high level of understanding about them (SDGs). Although a small proportion of students stated that their participation in SDGs implementation was still lacking, it was still a positive sign that students were aware of the relevance of the SDGs. In terms of the relationship between components, both knowledge and attitude have a significant and positive impact on Vietnamese students' implementation of the SDGs.

This research also demonstrates that education is an important and necessary instrument for students to develop environmental knowledge and responsibility, particularly dedication to sustainable consumption through the adoption of green substitutes for non-green products. This research will serve as a foundation for future research into why information has minimal impact on student performance and how to put knowledge into practice. Despite some limitations, this study will give helpful information to the process of supporting the creation of other research papers in the country, particularly those with the potential to contribute to the development of the SDGs in Vietnam and throughout the world.

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