

# PROCEEDINGS

## APTIK International Conference

**"ENVIRONMENT AND POVERTY ON HUMAN SENSITIVITY:  
JUSTICE, SOLIDARITY, AND OPEN VISION"**

The lockdown due to COVID-19 seems to be over, and now a "new vision" of life must be prepared to face our future. We believe that COVID-19 is just a disturbing phenomenon, but it does not stop APTIK's willingness to place human dignity amidst the negative disturbances to the environment and good efforts to eradicate poverty. What we need then is sensitivity to justice, solidarity and openness of vision.

This means that an open vision is the ideal method or approach to create a better world for everyone, and in accordance with APTIK's concerns, this new vision must be developed simultaneously with the world's struggle to overcome environmental violence and poverty. The novelty of this vision stands out because the difficulties caused by COVID-19 have succeeded in hitting all aspects of human life, including the perspective of a shared vision in the struggle against injustice and anti-solidarity. This may involve technological advances, health choices, legal breakthroughs, behavioral policies, and other changes.

As an organization that carries the spirit of Christianity, especially among its members, APTIK aims to provide them with the opportunity to share this spirit in and through the same flame. Moreover, because we are disturbed by the issue of "environment and poverty", this proceedings book was published to convey ideas and suggestions and take part in solving problems in building a better world for everyone to live in.



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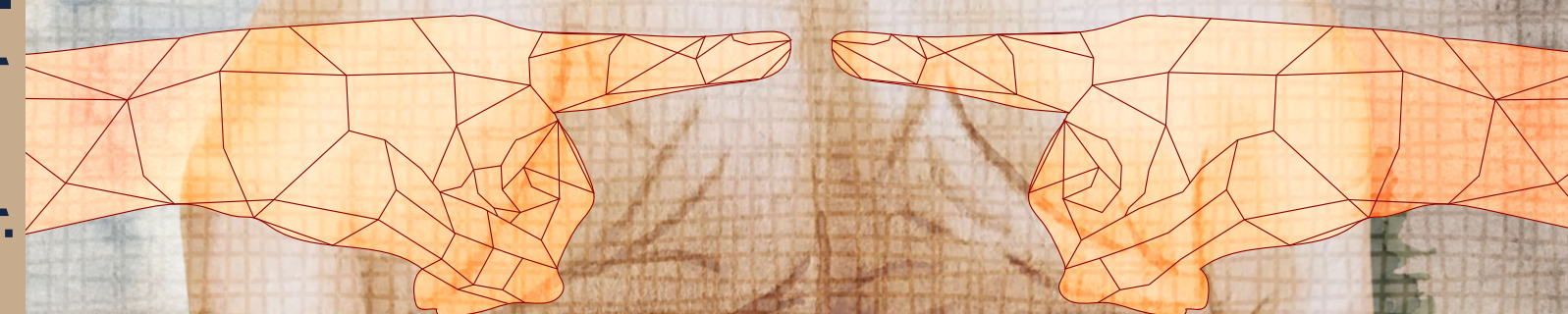
# PROCEEDINGS

*APTIK International Conference*

## ENVIRONMENT AND POVERTY ON HUMAN SENSITIVITY: JUSTICE, SOLIDARITY, AND OPEN VISION

8-9 September 2023  
Universitas Sanata Dharma  
Yogyakarta

Proceedings APTIK International Conference "Environment and Poverty On Human Sensitivity: Justice, Solidarity, and Open Vision"





# **Proceedings**

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On Human Sensitivity: Justice, Solidarity,  
and Open Vision”**

**8-9 September 2023**  
**Universitas Sanata Dharma**  
**Yogyakarta**



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# Proceedings APTIK International Conference “Environment and Poverty On Human Sensitivity: Justice, Solidarity, and Open Vision”

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# PREFACE

The COVID-19 lockdown appears to end, and now the “new vision” of living must be prepared in order to face our future. Indeed, the COVID-19 was just one out of the bulk of crisis torturing us, however it has already forced and pushed almost all parts of this Earth into a totally “new experience.” All activities had to break to stay alive for lockdown. They have had to wait and see what the next to undergo is. Even, some may signify that’s about the time for us to be silent and muse of our previously bad conducts. In 2020 (“A Sustainable Recovery for People and the Environment”), is still the fruitful flame for contributing the establishment of a better world for all. It means the show must go on. Our certainty is that the COVID-19, therefore, is just a phenomenon disturbing, but not stopping, APTIK’s will to position human dignity among the evil disruptions towards environment and the good efforts of minimizing poverty. What we need then is about sensitivity on justice, solidarity, and open vision.

Father General Arturo Sosa, SJ, as cited by Pedro Walpole, strongly emphasized that injustice is still the greater virus (<https://www.ecojesuit.com/learnings-from-a-crisis-in-the-time-of-covid-19>). The destructions of environment and ignorant deeds about poverty have been the phenomena, culturally and not naturally, and the struggles of overcoming them are obviously compulsory. The more powerful individual/s and groups must absolutely understand that those have been caused by the exercises of uncontrolled injustice. “This sister now cries out to us because of the harm we have inflicted on her by our irresponsible use and abuse of the goods with which God has endowed her.” (Laudato Si, [https://www.vatican.va/content/francesco/en/encyclicals/documents/papafrancesco\\_20150524\\_enciclica-laudato-si.html](https://www.vatican.va/content/francesco/en/encyclicals/documents/papafrancesco_20150524_enciclica-laudato-si.html)). Lack of solidarity is also the painful destiny occurring in this present civilization, called the most advanced modern world. In order to mitigate the worst, the need of community solidarity is prominent, by the myth that everyone is kin (Kotakk, 2015, 198). However, since our civilization is continuing to undergo changes, it is a great hope that they would be in the context of improving human quality and dignity, and the emphasis on the importance of justice and solidarity is the priority. It means open vision is the ideal method or approach how to establish a better world for all, and in accordance with APTIK’s concern, the new vision must be structured together with the World’s struggles to overcome environmental violences and poverty. The newness of vision is prominent since the last hardships given by the COVID-19 have successfully struck any aspects of human life, including the common vision’s perspectives dealing with the fights against injustice and anti-solidarity. It may involve technological advancements, health options, law breakthroughs, behavioural discretions, and any other conversions.

Indonesia, who was successful in standing as the presidency of G20 last year, at present is aiming at the new national capital, called IKN, in East Kalimantan. Interestingly, the first principle, out of 8, in building it is about “the agreement with nature,” as delivered “Designed according to Nature”(<https://www.ikn.go.id/en>). The government really understands that the position of nature, i.e. environment, is prominent and ultimate to support the future Indonesian livings, and consequently nature stands as the first element to consider. This idea seems to counter the present condition of Jakarta, having complicated hardships dealing with, especially, environment or nature.

Therefore, how to improve and sharpen human sensitivity is the important question or problem for those interested in the better World. Any notions, suggestions, concepts, and contributions to create, or at least to imagine, it are waited. Our vocation of being the participants to save our Earth will be concrete later in the APTIK International Conference, hosted by Universitas Sanata Dharma, in September 2023 in Yogyakarta.

Thank you

**Dr. Gabriel Fajar Sasmita Aji**  
Person in Charge

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# ASSESSING STUDENT DEDICATION IN ESTABLISHING A SUSTAINABLE CAMPUS: EXPLORING THE INFLUENCE OF ATTITUDES AND BEHAVIOR

Eveline  
Devina Agustini  
Januari Ayu Fridayani\*

tioeveline14@gmail.com  
devinaagustini10@gmail.com  
januariayu@usd.ac.id

Management Departement, Faculty of Economics, Sanata Dharma University, Indonesia

## Abstract

*The objective of this study is to investigate the impact of students' attitudes and behaviors on the advancement of sustainability within a university setting, specifically in relation to sustainability concerns. The study will place particular emphasis on the students' engagement in promoting a sustainable campus environment. In addition to the aforementioned, this study also conducted many assessments on each component pertaining to attitudes, behaviors, and involvement, specifically focusing on male and female students. The employed study technique adopts a quantitative approach, wherein questionnaires serve as the primary instrument for data gathering. The analytical methodologies employed encompass nested linear regression analysis and the independent sample t test. The research sample comprised 116 male students and 116 female students enrolled at Sanata Dharma University. The findings of the study indicate that attitude does not have a significant impact on student involvement, while behavior does have a partial impact on student involvement. Additionally, the statistical analysis reveals that there is not significant difference between male and female students in terms of their attitudes, behaviors, and involvement in sustainability actions within the campus environment.*

**Keywords:** attitudes, behavior and involvement of students in sustainability issues on campus

## Introduction

In recent times, the endeavor to achieve sustainability has transformed into a worldwide necessity, surpassing geographical limits and infiltrating diverse domains of society (Amui et al., 2017; Ketprapakorn & Kantabutra, 2022; Suriyankietkaew et al., 2022). Significantly, the dedication to sustainability has expanded its influence within institutions of higher education, wherein universities, acknowledged as hubs for the creation and distribution of knowledge, currently assume a crucial function in promoting sustainability principles. These educational institutions are progressively committed to not only imparting knowledge and skills to the upcoming cohort of leaders but also showcasing responsible management of resources and the environment within the boundaries of their campuses. (Fridayani, 2022)

This study undertakes an investigation of the concept of university sustainability, focusing particularly on the significant contribution of students to fostering sustainable campus environments. The motivation for this study stems from the increasing recognition



that student attitudes and behaviors have a significant impact on the sustainability measures implemented by universities. Considering that students are the main members of academic institutions, their active involvement in establishing sustainable practices within the campus community has become extremely important. This pertains to the notion of institutions and organizations, wherein the viability of their operations is contingent upon the presence of a robust commitment among their members. (Kusuma & Fridayani, 2022)

The significance of this subject has been highlighted in the global academic sphere, as multiple research studies have explored the complex interrelationships of student attitudes and behaviors and their engagement in sustainability initiatives within educational environments (Cook, 2014; Filho et al., 2023a; Piscitelli & D’Uggento, 2022; Şemin, 2019). By conducting a complete analysis of these scholarly inquiries, our objective is to ascertain observable trends, identify areas of knowledge that require more exploration, and achieve a comprehensive understanding of the complex dynamics involved.

A recent scholarly study highlights the need to evaluate the interaction between student attitudes and practices and their impact on promoting sustainability on college campuses (Azhar et al., 2022; Filho et al., 2023b; Holison, 2023; Mohammadi et al., 2023). A number of these studies have utilized quantitative approaches, employing instruments such as surveys and statistical analysis to investigate these correlations. Although significant insights have been gained from these efforts, there is still a necessity for additional investigation, specifically within the distinctive cultural and institutional framework of Universitas Sanata Dharma.

What sets this study apart from other research is its specific emphasis on the context of Universitas Sanata Dharma, examining the impact of student attitudes and behaviors on sustainability activities within this unique academic environment. Moreover, the present study aims to provide a scholarly contribution by examining potential gender-related differences in student attitudes, behaviors, and involvement in sustainability initiatives.

The primary objective of this study is to examine the influence of student attitudes and actions on their active advocacy for sustainability within the school setting. Our objective is to fill a current void in research and offer valuable perspectives that can assist university administrators, educators, and policymakers in their efforts to create and maintain ecologically sustainable campuses.

In the following parts, we will go into the complexities of the research methodology, data analysis, conclusions, and subsequent consequences of this study. The primary goal of our study is to contribute to the existing body of knowledge on campus sustainability, specifically focusing on the complex relationship between student attitudes and behaviors in this context.

The attitudes and behaviors exhibited by university students have a substantial impact on the promotion and maintenance of sustainability initiatives within the campus environment. The following are a few ways in which they exert influence on the sustainability of the campus:

The sustainable activities of college students are significantly and positively associated with their attitudes towards the environment (Kirby & Zwickle, 2021a). Environmental education programs have been found to enhance students' knowledge and foster favorable attitudes towards sustainability (Sahin & Teksoz, 2012). According to research findings, university students have a higher frequency of engaging in sustainable activities, possess more pronounced attitudes towards sustainability, and demonstrate a greater level of knowledge in comparison to the general public (Chandler, 2020). The views and actions of students toward sustainability and climate change have an impact on their environmental behaviors (Fernández et al., 2020). According to previous research (Franzidis et al., 2023), several factors have been identified as influential in shaping the recycling intentions and behaviors of college students on campus. (Cho, 2019)

These factors include self-determined motivation, attitude towards recycling, perceived behavioral control, and negative anticipated emotion. Universities must actively foster sustainability knowledge and facilitate the transformation of students' ecological

footprints, as well as their connection with nature and pro-environmental attitudes (Cho, 2019). In general, it is imperative for universities to prioritize the dissemination of sustainability knowledge and the cultivation of pro-environmental attitudes and behaviors among students in order to establish a campus that is sustainable in nature.

Using the results of previous academic studies, our research aims to learn more about the unique environment of Universitas Sanata Dharma in order to understand how student attitudes and behaviors affect their participation in sustainability projects in this particular academic setting. By undertaking this endeavor, our objective is to provide significant perspectives that help enlighten university administrators, educators, and policymakers in their endeavors to cultivate sustainability within the campus community.

In the following parts, we will explore the methodology, data analysis, findings, and implications of this study, aiming to contribute to the existing discourse on campus sustainability and its complex relationship with student attitudes and behaviors.

## Methodology

The chosen methodology for this study is a research approach. A quantitative methodology was chosen to address the research inquiries. This methodology was considered appropriate as it sought to assess the associations between variables under scrutiny within an extensive dataset, comprising the entirety of the student body at Sanata Dharma University. The quantitative technique facilitates a comprehensive statistical examination of the gathered data. (Sugiyono, 2021)

The concepts of population and sample are fundamental in research and statistical analysis. The population refers to the entire group of individuals or objects that are of interest to the researcher. The study sample consists of the entire student population at Sanata Dharma University. Nevertheless, as a result of limitations in resources and time, a representative sample was selected from the aforementioned population. The research sample included 116 male and 116 female students. To guarantee equitable representation of both genders, this sample was selected in a random manner.

The process of gathering and acquiring data By giving questionnaires to the people who make up the research sample, this study was able to collect the data it needed. The questionnaire was meticulously designed to assess the attitudes, behaviors, and level of engagement of students about sustainability matters within the university setting. The questionnaire comprises pertinent inquiries and has undergone rigorous validation testing prior to its implementation.

The field of data analysis involves the examination and interpretation of data in order to extract meaningful insights and draw conclusions. The data that has been gathered will be subjected to analysis through two basic methodologies: multiple linear regression analysis and an independent sample t-test. Multiple linear regression analysis is a statistical technique used to examine the relationship between a dependent variable and multiple independent variables (Ghozali, 2018). It allows for the identification and quantification of the individual contributions of each independent variable to the variation in the dependent variable. The purpose of this analysis is to assess the impact of attitude and behavior variables on student engagement in the promotion of sustainability within the campus environment. The utilization of multiple linear regression enables the evaluation of the degree to which these variables contribute to the variability observed in student engagement results.

The independent sample t-test is a statistical test used to compare the means of two independent groups. The purpose of this test is to conduct a comparative analysis of the means of attitude, behavior, and engagement characteristics among male and female students. Through the implementation of this experiment, we can assess the presence of notable disparities between the two cohorts with respect to the variables being examined.

The selection of this approach was conducted with great consideration in order to assure the proper acquisition of the necessary data for addressing the research inquiries and to ensure that the analysis employed is in line with the research aims. Therefore, the primary

objective of this study is to offer significant perspectives on the subject of sustainability within the campus environment of Sanata Dharma University.

## Results and Discussion

This section is about the results of analyzing the data, and then look at what those results mean in the context of the research questions and studies mentioned in the introduction.

The present study aims to assess the validity and reliability of the tests used in this research. Prior to engaging in the primary analysis, it is imperative to ascertain the integrity and reliability of the gathered data. Initially, an evaluation was conducted to determine the credibility and reliability of the data. The findings of the study in Table 1 suggest that the collected data can be considered legitimate, as the calculated significance values were found to be below the threshold of 0.05

**Table 1.**Validity Test Results

Items	r value	Sig.
X1.1	0,836	0,000
X1.2	0,889	0,000
X1.3	0,849	0,000
X1.4	0,879	0,000
X2.1	0,662	0,000
X2.2	0,708	0,000
X2.3	0,595	0,000
X2.4	0,633	0,000
Y1	0,815	0,000
Y2	0,868	0,000
Y3	0,790	0,000
Y4	0,867	0,000

Subsequently, an assessment of the data's trustworthiness was conducted through the utilization of Cronbach's alpha. Based on Table 2, the results of the study indicated that all collected data had a significant level of dependability, as evidenced by Cronbach Alpha coefficients surpassing the threshold of 0.6. This implies that the survey instrument employed in this study exhibited reliability in assessing the constructs being examined.

**Table 2.**Reliability Test Results

Variable	Number of Items	Cronbach Alpha
Attitude	4	0,883
Behaviours	4	0,620
<i>Involvement of students</i>	4	0,855

*The topic of discussion pertains to classical assumption tests.*

In order to ascertain the resilience of the data and the suitability of the analytical techniques employed, traditional assumption tests were performed. The use of these tests is imperative in order to ascertain whether the data conform to the assumptions required for the statistical analysis.

The normality test findings obtained using Monte Carlo simulation indicate a significance value of 0.242, surpassing the threshold of 0.05. Consequently, the data is



deemed to exhibit a normal distribution. The multicollinearity test yielded results indicating that the VIF value for X1 is within an acceptable range. Additionally, the scatter plot graph demonstrates a uniform distribution of data points. Consequently, it can be inferred that the dataset utilized in this study does not exhibit heteroscedasticity.

The findings of the multiple linear regression analysis are as follows: Once the data has been determined to be valid and reliable and has satisfied the assumptions of classical test procedures, the subsequent procedure involves conducting a multiple linear regression analysis test. In this examination, it is necessary to initially assess the model's viability or adequacy, which may be evaluated by examining the coefficient of determination and conducting the Anova test. The coefficient of determination, as indicated by the adjusted R2 value of 0.166, or 16.6%, reveals that attitudes and behavior have a 16.6% influence on student involvement. It is important to note that the remaining 83.4% is influenced by variables beyond the scope of this research. In addition, the results of the Anova test indicate that the computed F value of 24 exceeds the critical F value of 3.04, and the significance level of 0.00 is less than the predetermined threshold of 0.05. Therefore, it can be inferred that the research possesses a viable model.

A multiple linear regression analysis was performed in order to examine the distinct effects of attitude and behavior on student engagement in sustainability activities at the university. Table 3 shows that the findings of this analysis indicate that attitude did not exert a statistically significant partial impact on student involvement in campus sustainability efforts because the significance value of 0.940 is greater than 0.05. However, it was observed that behavior demonstrated a statistically significant partial influence on student engagement in campus sustainability initiatives because the significance value of 0.000 is smaller than 0.05.

**Table 3.** Multiple linear regression analysis

Variable	t	Sig.
Attitudes	0,075	0,940
Behaviours	6,665	0,000

Dependent Variable: Involvement of students

The lack of a significant partial influence of attitude on student involvement can be due to multiple variables. One potential explanation is that although attitudes can offer understanding of an individual's inclination towards sustainability, they do not necessarily result in tangible behaviors or engagement in sustainability endeavors. Put simply, possessing a favorable disposition towards sustainability does not inherently result in active engagement in endeavors pertaining to sustainability. Students may possess positive views, although their actions may not always align with these sentiments due to a multitude of limits or conflicting goals that arise from their academic and personal circumstances.

However, the substantial impact of behavior on student involvement is consistent with the notion that concrete behaviors and practices play a crucial role in fostering sustainability within the campus setting. When students actively engage in sustainable behaviors, such as recycling, conserving energy, or endorsing eco-friendly projects, they exhibit a higher propensity to involve themselves in sustainability initiatives within the school environment. These behaviors not only demonstrate their dedication to sustainability but also directly contribute to the advancement and achievement of sustainability efforts.

Additionally, it is crucial to keep in mind that a wide range of factors, including institutional guidelines, peer pressure, and the availability of resources and infrastructure, can affect behavior. When a university actively promotes and enables sustainable activities, there is a higher probability of students adopting and engaging in these behaviors. The correlation between behavior and engagement highlights the significance of establishing a conducive atmosphere that fosters sustainable actions among students.

In brief, the findings derived from the multiple linear regression analysis indicate that although views can influence students' perspectives on sustainability, it is their tangible behaviors and activities that exert a more substantial influence on their degree of

involvement in sustainability endeavors within the campus context. This discovery highlights the significance of cultivating tangible sustainable practices among students and offering essential assistance and tools to encourage sustainable behavior within the university community.

The results of the independent sample t-test are presented here. The researchers utilized the independent sample t-test to examine potential disparities in views, behaviors, and involvement in sustainability activities among students depending on gender. Table 4 shows that the findings of this study revealed that there were no statistically significant disparities observed between male and female students with regards to their views, practices, and level of involvement in sustainability programs within the campus environment. The reason behind this observation might be attributed to the statistical significance level in the independent sample t-test for all three variables.

**Table 4.** Independent Sample t-test Results

Variable	Sig.
Attituede	0,694
Behaviours	0,762
<i>Involvement of students</i>	0,145

The lack of substantial gender-based disparities in this particular setting can be comprehended by considering many logical rationales:

1. Promoting Equality in the Educational Environment: Universitas Sanata Dharma, akin to other contemporary universities, is presumed to cultivate an educational environment that is inclusive and characterized by equitable practices. Within this particular context, it is evident that students of both genders are provided with an equitable opportunity to partake in sustainability education, engage in awareness campaigns, and avail themselves of various avenues for involvement (Fridayani et al., 2022). When individuals of both genders are provided with comparable sustainability initiatives and educational resources, it has the potential to alleviate disparities in attitudes and behaviors that arise due to gender.
2. Evolution of Social Norms: Present-day civilizations are progressively transitioning towards the adoption of gender-inclusive norms and expectations. With the increased awareness of sustainability, there is a growing prevalence of people of various genders engaging in sustainable activities and initiatives. The observed alteration in societal standards has the potential to facilitate the alignment of attitudes and behaviors pertaining to sustainability across individuals, irrespective of their gender.
3. Widespread Environmental Concern: The concern for the environment is a universally recognized value that extends across gender distinctions. A significant number of individuals, irrespective of their gender, exhibit a sincere inclination towards environmental sustainability and acknowledge its inherent significance. The presence of this common concern may result in the development of comparable attitudes and behaviors pertaining to sustainability within both male and female student populations.
4. Characteristics of the Sample: The distinct attributes of the sample, such as the demographic composition of the university and the level of homogeneity among the student population, might also play a role in the lack of gender-related disparities. In the event that a university possesses a student body characterized by diversity and inclusivity, alongside a collective dedication to sustainability, it is probable that views and behaviors pertaining to sustainability will exhibit consistency among students of both genders.

In short, the fact that the results of the independent sample t-test were not statistically significant shows that, at Universitas Sanata Dharma, gender does not seem to have a big effect on how people think, act, and get involved in sustainability programs. This

discovery highlights the notion that duty and dedication to sustainability are collective endeavors among students, irrespective of their gender. Furthermore, it underscores the significance of establishing a comprehensive and fair atmosphere that fosters consciousness and engagement in sustainability among every constituent of the academic institution[01]. This statement underscores the significance of collaborative endeavors in fostering sustainability among the entire student body, as well as the necessity for a complete and equitable academic environment within educational institutions. The main focal points encompass the involvement of universities in providing sustainability courses, the provision of sustainability education at an early stage, the implementation of activity-based interventions, and the significance of mobile learning in promoting sustainability consciousness. (Alsaati et al., 2020; Ayu et al., 2020; Kaur & Kaur, 2022)

The results of this study are consistent with existing academic literature, which has emphasized the importance of student conduct in fostering sustainability efforts inside educational institutions. Attitudes have a crucial role in shaping individuals' overall perspectives on sustainability (Kirby & Zwickle, 2021b; Vukelić & Rončević, 2021; Winkelmaier et al., 2023). However, it is the concrete actions and behaviors that appear to exert a more significant influence on their active engagement in sustainability activities.

Furthermore, the absence of substantial disparities in views, behaviors, and involvement in sustainability endeavors based on gender aligns with the notion that sustainability surpasses gender borders and is a collective obligation among students, irrespective of their gender.

The findings presented in this study provide valuable insights into the correlation between students' views and behaviors in relation to campus sustainability. Administrators and educators can use these findings to direct strategies that promote sustainability within the academic setting, with a focus on encouraging sustainable behaviors among students.

In general, this study offers significant contributions to the understanding of sustainability involvement among college students and emphasizes the significance of fostering sustainability through concrete activities and behaviors. Future investigations should delve into supplementary variables that might impact student involvement in sustainability endeavors within distinct cultural and institutional settings.

## Conclusion

In summary, this study has yielded significant findings about the correlation between student attitudes, behaviors, and involvement in sustainability endeavors within the specific setting of Universitas Sanata Dharma. The study's primary findings and conclusions can be summarized as follows:

1. **Attitudes vs. Behaviors:** The findings from the multiple linear regression analysis indicate that, in relation to student engagement in campus sustainability actions, attitudes did not have a statistically significant partial influence, whereas behaviors demonstrated a statistically significant partial influence. This highlights the significance of implementing concrete and enduring measures to enhance student involvement in sustainability endeavors. The active engagement of students in sustainable practices significantly contributes to the promotion of sustainability within the campus environment.
2. **Gender-Based Differences:** The findings from the independent sample t-test revealed that there were no statistically significant disparities based on gender in terms of attitudes, practices, and involvement in sustainability activities among the student population. The present discovery indicates that, in the specific setting of Universitas Sanata Dharma, gender does not seem to exert a substantial influence on the attitudes and behaviors of students towards sustainability.

The aforementioned findings underscore the imperative for higher education institutions to encourage and foster sustainable behaviors within their student population. The cultivation of favorable attitudes towards sustainability is of utmost importance; however, it is the transformation of these views into tangible activities that effectively promotes sustainability within the academic community.



Furthermore, the absence of gender-based disparities in sustainability beliefs and actions underscores the university's commitment to inclusivity and equity in its sustainability initiatives. The statement posits that the university has effectively fostered an atmosphere wherein sustainability is a collective obligation and dedication embraced by all students, irrespective of their gender.

In order to advance future studies, it is recommended that scholars delve into supplementary variables that could potentially impact student engagement in sustainability projects across a range of cultural and institutional settings. In addition, it is crucial to undertake longitudinal studies in order to monitor the progression of sustainability attitudes and behaviors over an extended period and evaluate their enduring influence on campus sustainability.

In summary, this research makes a valuable contribution to the wider academic conversation surrounding campus sustainability and underscores the importance of sustainable practices in motivating student involvement in sustainability endeavors.

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