

YOUNG PEOPLE'S PERCEPTION ON SUSTAINABLE DEVELOPMENT

Sanja Knežević Kušljic

PhD, Assistant professor, University of Slavonski Brod, Croatia, sknezevic@unisb.hr
ORCID ID: 0000-0003-1298-4281

Abstract: Sustainable development is one of the key pre-conditions of achieving desirable world for next generations. It is a broad concept which contains environmental, economic and social dimensions. In a world of growing globalization, where the interconnectedness and interdependence of nations and people are growing, it was decided to set a set of values through 17 global goals that will guide each UN member to bring the world on a sustainable path. Young people are drivers of change and should be encouraged and empowered to participate in the implementation of the 2030 Agenda at local and national level in order to make the most effective transformation of the world into a better place for all. Since young people are a pledge for the future of the labor market, it is interesting to explore their knowledge of sustainable development. The aim of this paper is to investigate the knowledge of young people in Brod Posavina County on sustainable development and determine whether there is a connection between gender, place of residence and level of education of young people with knowledge of the concepts and components of sustainable development and sustainable development goals. For the purposes of this paper, an empirical study was conducted involving young people from 18-30 years of age. A survey questionnaire was used to collect data. Univariate and bivariate statistics methods were used for data processing. Univariate statistics consist of frequencies, measures of central tendency, percentages and measures of variability, while bivariate statistics in this case include χ^2 test, T-test and simple analysis of variance. In addition to the survey, scientific and professional articles, publications and statistics were studied. The results of the research confirm that the sociodemographic characteristics of young people affect different knowledge of the determinants of sustainable development.

Key words: Sustainable development, Youth, Sustainable Development Goals

JEL classification: Q56.

INTRODUCTION

The concept of sustainable development is a complex term mentioned in different areas of life. There are many different definitions of the concept of sustainable in the scientific and professional literature. Most commonly used concept of sustainable development was described by the 1987 Brundtland Commission Report as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (UNESCO, 2012). Sustainable development consists of a long-term, integrated approach to developing and achieving a healthy community by jointly addressing economic, environmental, and social issues, whilst avoiding the over consumption of key natural resources (Sustainable environment, 2018). Fundamental constraints of the implementation of the concept of sustainable development are the degree of socio-economic development that many countries have not yet achieved, associated with a lack of financial resources and technology, but also the diversity of political and economic goals on a global scale (Klarin, 2018).

The 2030 Agenda for Sustainable Development was launched in 2015 to end poverty and move the world on a path of peace, prosperity and opportunity for all on a healthy planet. The 17 Goals were adopted by all UN Member States in 2015, as part of the 2030 Agenda for Sustainable Development which set out a 15-year plan to achieve the Goals (UN, 2022.). The aim of these goals is “to have the power to create a better world by 2030, by ending poverty, fighting inequality and addressing the urgency of climate change” (The global goals for sustainable development, 2022.) These goals include various issues, such as discrimination, climate change, natural environment protection, responsible consumption and production, education, poverty and labor issues and so on.

The role of young people in achieving Sustainable Development Goals is huge. Today, it is difficult to imagine a prosperous society that does not include young people. Knowledge as a fundamental determinant of human capital and a key factor of sustainable development affirms intellectual potential, ability, creativity and leads to progress by providing the opportunity to adequately respond to all the challenges of modern life, as well as to solve them all problems of sustainable development through lifelong learning and a learning society. (Dautović, 2014.) The strength and possibilities of young people is probably the most untapped resource in the global efforts towards achievement of sustainability for all. Young people’s contribution to the process that led to the adoption of the 2030 Agenda for Sustainable Development was fundamental in shaping the entire outcome (The World Federation of United Nations Associations, 2022.) According to (Yamane & Kaneko, 2021) younger generation was found to be pro-SDGs, are more willing to pay a higher price for sustainable goods and likely work for a pro-SDG company for a lower salary.

In addition, education is essential to achieve many of the Sustainable Development Goals. Especially higher education institutions have a special responsibility for sustainable development. Even though the importance of all stakeholders is crucial for the implementation and realization of the Agenda, the higher education institutions as knowledge producers can influence and “empower people to change the way they think and work towards a sustainable future” (Sustainability knowledge group, 2019.) They can provide the knowledge, skills, motivation to understand the SDGs, encourage the SDGs as a topic of research within the university, demonstrate the importance

of the university sector in SDG implementation and so on... Sustainable growth and development of the entire society requires a response to innovations and the need for constant improvement and investment in one's own knowledge. If the Republic of Croatia and Croatian citizens recognize the importance of intellectual capital and the importance of investing in education at a real level, they will be able to get closer to developed countries and enter the global labor market. (Hunjet & Kozina, 2014.) According to (Owens, 2017.) higher education has an important role to play in meeting the sustainable development challenges, but the sector can do much more than offer advanced training and skills. It holds the potential to educate excellent teachers, uncover ground-breaking research, and connect services to communities. (Arruda Filho, 2017.) stated that some scholars have suggested the UN SDGs be introduced into the curriculum and certain educational programs (e.g., MBA) of universities in order to prepare skilled managers to lead firms in sustainable development.

Precisely because of all the above, this paper analyzes the perception of young people about sustainable development. The aim of this paper is to investigate the knowledge of young people in Brod-Posavina County on sustainable development and determine whether there is a connection between gender, place of residence and level of education of young people with knowledge of the concepts and components of sustainable development and sustainable development goals. In accordance with the aim of the research therefore the following hypotheses of the surveyed young people were defined:

H1: Gender of young people affects the knowledge of sustainable development (concept, components, goals)

H2: The place of residence of young people affects the knowledge of the concept of sustainable development.

H3: Higher level of education affects better knowledge of sustainable development (concept, components, goals)

The results of this study can be used to understand the awareness of young people about sustainable development. Furthermore, results will contribute to recognition of importance of young's people knowledge about sustainable development to achieve sustainable communities in future.

The paper starts with introduction with definitions as well as a set of hypotheses and the description of the reasons for studying young peoples' perceptions on sustainable development. After the literature review which describes the theoretical background follows methodology that include sample, data, variables and methodological approach. The empirical part contains the results of the survey, followed by a discussion, conclusion, limitations, and a proposal for future research.

LITERATURE REVIEW

Research theme of the relevant empirical research papers related to the sustainable is extremely extensive. There is a wide spectrum of literature dealing with sustainable development, but there are not so many papers that explore young people's perceptions of sustainable development especially in Croatia. Therefore, the intention is to unite foreign and domestic research papers which are related to the topic.

Education, especially university education has a crucial role in achieving Sustainable development. According to (Hodfelder, 2019.) a sustainable future can be

achieved if people are properly educated. (Kubisch, 2021.) stated that the integration of Education for Sustainable Development at all school levels ought to be prioritized in order to empower young people to contribute to sustainable development. For this reason, many authors deal with this research topic.

(Šlogar, 2021.) analyzed the student's knowledge in Croatia of the goals of sustainable development in higher education institutions. The results of the study showed a little knowledge of the sustainable development goals in the student population. (Buzov, 2020.) have mentioned the importance on raising awareness of the need to adopt the concept of sustainable development and develop an educational perspective that promotes this concept. They analyzed the attitudes of students at the University of Rijeka. Research results point out that some students do not have sufficient knowledge about sustainable development, and some believe that the topics of sustainability need to be implemented in earlier levels of education.

According to (Dimić Vugec & Pavić- Rogošić, 2015.) it is presented the understanding of sustainable development among young people in Bosnia and Herzegovina. The findings show that there is an awareness of young people in Bosnia and Herzegovina about the importance of thinking and acting for sustainable development. (Borojević, Maletić, Petrovic, & Radaković, 2017.) presented young people's knowledge on sustainable development, and their attitudes towards the goals of sustainable development in the Republic of Serbia. 55.1% have heard of the term of sustainable development and 46.8 % have heard of the goals of the Strategy of sustainable development, but know nothing about them. (Kovačić & Brečko Grubar, 2016.) pointed out that the geography students of the three public universities in Slovenia have very good knowledge of sustainable development. They lack only knowledge about social aspects of sustainable development. (Zamora-Polo, Sánchez-Martín, Corrales Serrano, & Espejo-Antúnez, 2019.) evaluate the knowledge that university students from various degrees have in Spain about SDGs. The results show that university students generally they know little about Sustainable Development Goals. (Bask, Halme, Kallio, & Kuula, 2020.) analyze business students in terms of their value priorities and attitudes towards sustainable development. They think that knowledge need to include in sustainability in university curricula - the importance of knowing about students' values and attitudes needs to be emphasized so that instructors can smartly direct and customize their teaching. (Fabbrizzi, Magginob, & Marinelli, 2016.) analyze the level of knowledge and the perception of the concepts of sustainability and well-being of high school students in Tuscany. The study has shown that young people do not hear about sustainability so much. They perceive sustainability as mostly related to environmental aspects. (Perticas & Florea, 2019) examine the level of information about sustainable development (atmospheric pollution) among young people aged between 18 and 30 in the Northwest development region of Romania. Result showed that young people with high school education have more knowledge about the global environmental problems, compared graduates. (Pena & Lucas, 2020.) analyze qualitatively the perception of sustainable development based on the response of young Poles, mostly college students. The vast majority of the respondents were somehow familiar with the term 'sustainable development'.

(Khalfan & Alshannag, 2018.) investigate United Arab Emirates University (UAEU) students' knowledge, attitudes and behaviors toward education for sustainable development. The study revealed that the students showed a high level of under-

standing, very strong positive attitudes and moderate positive behavior toward ESD and the environment. (Balamuralithara, Tochinai, & Kanemitsu, 2020.) analyze the perceptions and attitudes towards sustainable development among Malaysian undergraduates. Results showed that the respondents have positive perceptions and attitudes towards all sustainability dimensions and that the sustainable development education in higher education institutions has cultivated an appropriate sense of responsibility towards sustainability among their undergraduate students. (Ian & John, 2019.) examine attitudes towards the SDGs in 25 schools throughout Australia and Mauritius. They demonstrate significant improvements in mean levels of understanding, and attitudes of the students towards the SDGs awareness. These findings have significant implications for the challenge of sustainable education and achieving community engagement and action towards the SDGs in Australia and Mauritius, particularly for young people. (Omisore, Babarinde, & Asekun- Olarinmoye, 2017.) assess the level of awareness, knowledge of, and attitudes towards the SDGs among members of a university community in Nigeria. The results show the low level of knowledge, and this has serious negative implications for SDGs attainment. According to (The British Columbia Council for International Cooperation, 2019.) Sustainable Development Goals Youth engagement survey is conducted across British Columbia and Canada from youth ages 14-24. Statistics show that only 15% of youth had heard of the SDGs. (Kuchinka, Balazs, & Gavriloeeta, 2018.) analyze student college (Romania and USA) attitudes toward sustainable development and they noticed that there is no significant difference in sustainability attitude scores by gender, age, and region helps marketers to develop the same sustainable strategies' campaigns for both women and men, and also for developed and developing countries.

This review of the existing literature reveals several features of the current level of knowledge of young people in Brod - Posavina County about the sustainable development.

METHODOLOGY

Sample of respondents

The sample consists of 302 entities (112 male and 190 female) from Eastern Croatia. Young people share some common characteristics, among which is the basic affiliation to a certain age group. The sample consists of respondents from 18-30 years of age. Although official statistics most often follow a group of young people under 25, however, the findings of numerous studies in the world and in Croatia have shown that it is much more fruitful to observe a population under 30 (in some cases up to 35) years of age. The largest share of respondents were students, i.e. 57 % of the total number. Except the age limit and area of residence, there were no other restrictions on entity selection. The sample was appropriately selected, in such a way that those respondents were selected to whom the author came through personal acquaintances, or acquaintances of her acquaintances. Nevertheless, the sample size ensures satisfactory representativeness.

Sample variables

Dependent variables are: knowledge of the concept of sustainable development, knowledge of the components of sustainable development (economic, sociological,

environmental), knowledge of the Sustainable Development Goals. Three variables of knowledge of the term, scope and scheme of sustainable development are condensed by arithmetic mean in the variable “knowledge of the concept of sustainable development”, three variables of linking the concept of ecology, economic prosperity and civil development of society with sustainable development are condensed by arithmetic mean in variable “the components of sustainable development (economic, sociological, environmental)”, and three variables of knowledge of the UN Agenda 2030, goals and strategies of the Sustainable Development Strategy of the Republic of Croatia are condensed by arithmetic mean in the variable “knowledge of Sustainable Development Goals.” Independent variables are: gender, place of residence and level of education.

A survey in the form of an online survey was used to collect data. The link to the online survey was sent via e-mail or social networks to respondents known to the author and was forwarded to acquaintances of the author’s acquaintances. Along with the link provided to the online survey, there were several sentences of explanations related to the research and its purpose. The survey was conducted from 01.01.2022. to 01.02.2022. The survey was conducted voluntarily and a total of 302 responses were collected.

The questionnaire consists of 17 questions and three parts: in the first part, respondents were asked to fill in basic information about themselves (age, gender, place of residence and level of education). This was followed by a second part that include the basic knowledge of sustainable development. For these questions (3) were used yes-no question. In part 3 respondents evaluate level of awareness and familiarity with the knowledge of sustainable development with an interval of 1 to 5 (1- not at all aware; 2- slightly aware; 3- moderately aware; 4- very aware; 5- extremely aware).

Data processing methods

1. Statistical analysis of results is performed in the statistical program SPSS and STATISTICA.
2. Descriptive statistical parameters were calculated for all variables and tested by the Kolmogorov-Smirnov test. Univariate and bivariate statistics methods were used for data processing. Univariate statistics consist of frequencies, measures of central tendency, percentages and measures of variability, while bivariate statistics in this case include χ^2 test, T-test and simple analysis of variance with Tukey’s post hoc test. In addition to the survey, scientific and professional articles, publications and statistics were studied. In order to answer specific research questions, the data obtained in this research will be presented and analyzed in the continuation of the paper.

RESULTS AND DISCUSSION

The results of the research are based on the survey “Young people’s perception of sustainable development” conducted on a representative sample of respondents, i.e. young people in Brod-Posavina County.

Table 1. Socio-demographic characteristics of the survey participants

Characteristics	GENDER		TOTAL (N)	%	
	M	F			
Level of education	High school (3 years)	10	9	19	6,30
	High school (4 years)	35	86	121	40,07
	Undergraduate study	30	46	76	25,20
	Graduate study	32	44	76	25,20
	Postgraduate study	5	5	10	3,31
	Total	112	190	302	100,00
Place of residence	Town	71	107	178	58,94
	Village	41	83	124	41,06
	Total	112	190	302	100,00

Source: author

Table 1 shows that the total number of respondents is 302, of which 37.10% are male and 62.10% are female respondents. The largest share, 40.07% have completed high school (4 years) as expected, 25.20% have completed undergraduate or graduate studies, 6.30% have completed high school (3 years) and the smallest share 3,31% have completed postgraduate studies. There are slightly more respondents with higher education (53.64%) than those with secondary education (46.36%), which is expected. If we know that in Croatia about 16% of the population has a university degree, then 53.64% of respondents with a higher education are a huge percentage. 58.94% of respondents live in the town, while a slightly smaller share of 41.0% is in the village, which is also to be expected. All respondents are less or less than 30 years old.

Table 2. The basic knowledge of sustainable development

Are you familiar with the content of the sustainability?	n	%
Yes	213	70,53
No	89	29,47
Are you familiar that sustainable development consists of 3 components?		
Yes	238	78,81
No	64	21,19
Are you familiar that sustainable development goals consist of 17 individual goals?		
Yes	63	20,86
No	239	79,14

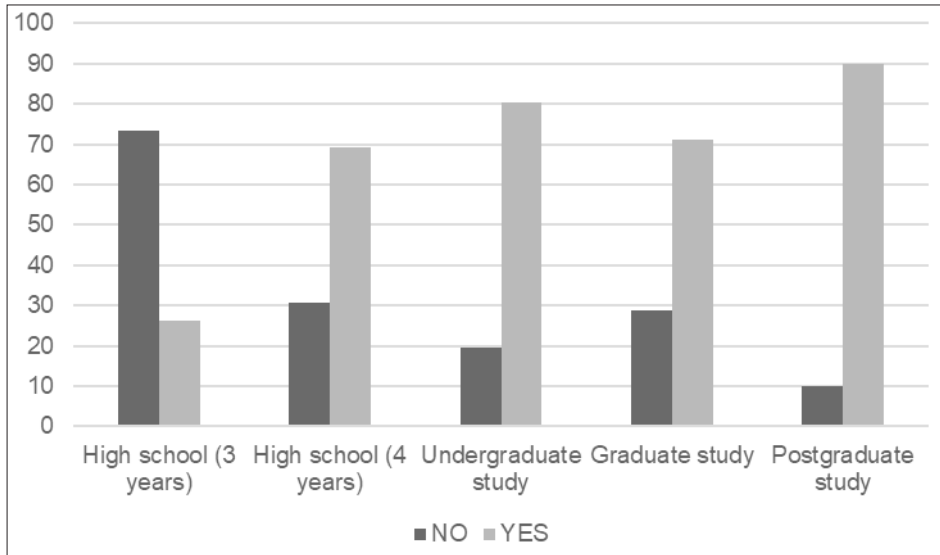
Source: author

Based on table 2 it can be seen that the large majority i.e. 213 respondents (70,53%) are familiar with the content of the sustainability. The large majority i.e. 238 respondents (78,81%) also are familiar that sustainable development consists of 3 components. On the other hand, the large majority i.e. 239 respondents (79,14%) are not familiar that sustainable development goals consist of 17 individual goals.

It is necessary to determine the relationship between the respondents and the basic knowledge of sustainable development. The results related to the knowledge of the mentioned terms will be presented, as well as the differences that have been determined in relation to the independent variables. In order to determine whether there is a connection between the independent variables and the mentioned terms, a χ^2 test was performed. There is no statistically significant difference with respect to the independent variables: gender and place of residence.

The chi square test (χ^2) showed a statistically significant difference among respondents with different level of education ($\chi^2 = 23.239$, $df = 4$, $p < 0.05$), i.e. that there is a statistically significant difference in how different levels of education know the concept of sustainability. Statistically significant differences are greatest in the high school (3 year), in the undergraduate study and in the postgraduate study.

Graph 1. Assessment of respondents of different level education on knowledge of the concept of sustainability in %



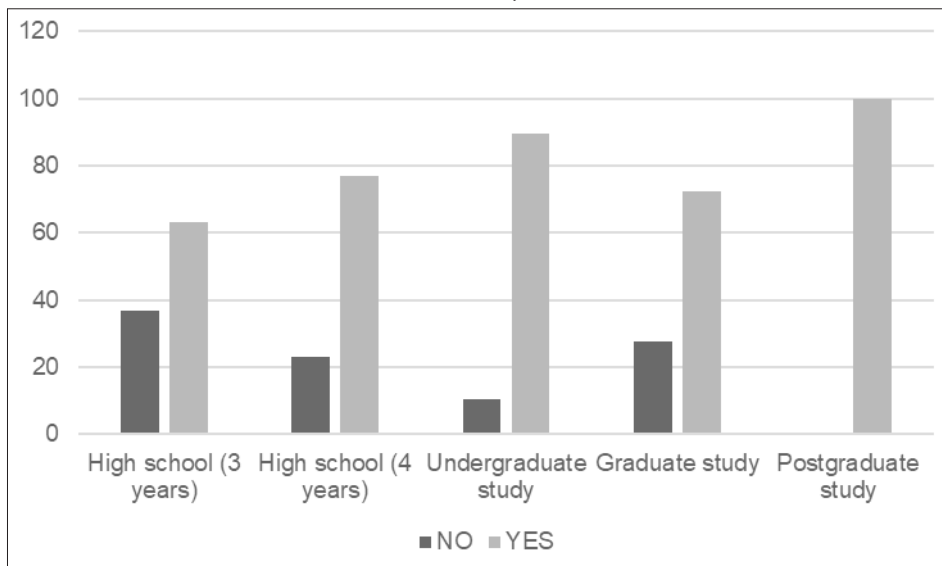
Source: author

Graph 1 shows that 90% of postgraduate, 80, 3% of undergraduate school, 71.1% of graduate, 69.4% of high school (4 year) and only 26.3% of high school (3 year) know the concept of sustainability.

The chi square test (χ^2) showed a statistically significant difference among respondents with different level of education ($\chi^2 = 12,814$, $df = 4$, $p < 0.05$), i.e. that there is a statistically significant difference in how different levels of education know the

components of sustainable development. Statistically significant differences are the least in the high school (4 year).

Graph 2. Assessment of respondents of different level education on knowledge of the components of sustainable development in %



Source: author

Graph 2 shows that 100% postgraduate, 89.5% undergraduate school, 76.9% high school (4 year), 72.4% graduate, and only 63.2% high school (3 year) know the components of sustainable development.

The basic statistic parameters have been calculated using descriptive statistics and results can be seen in the following table.

Table 3. Descriptive indicators measuring variables (M–mean, SD–standard deviation, MIN–minimum value, MAX–maximum value, SKEW–asymmetry degree, KURT– curvature degree, STD.ERR – standard error)

Variable	M	Median	Mode	Min	Max	SD	Skew	KURT	STD.ERR
Knowledge of the concept of sustainable development	3,13	3	3	1	5	0,99	-0,26	-0,42	0,05
Knowledge of the components of sustainable development	3,45	3,66	4	1	5	0,94	-0,52	0,03	0,05
Knowledge of the Sustainable Development Goals	1,82	1,33	1	1	5	0,94	1,18	0,80	0,05

Source: author

Table 3 shows that respondents equally value the concept and components of sustainable development. Since the scale of each variable varies from 1 to 5, it can be

observed that averages ranging from 3.13 to 3.45 are average, i.e. that respondents have moderate knowledge of the concept and components of sustainable development. However, results show that respondents are most aware of the components of sustainable development ($M = 3.45$). On the other hand, they have the least awareness about Sustainable Development Goals ($M = 1.82$). They have also quite a bit of knowledge, i.e. they are not at all aware of the sustainable development goals.

The obtained value of the Cronbach's alpha coefficient is .762 and confirms the consistency in the answers of the respondents through different scales, which indicates that the reliability can be considered acceptable.

The normality of the distribution was tested by the Kolmogorov-Smirnov and Lilliefors test, and the distribution of results by variables significantly and significantly deviates from the normal distribution, with an error of less than 1% ($p < 0.01$). In educational research, there is a limit theorem that enables the application of parametric tests when the sample is larger than 100, even though the distribution is not normally distributed. (Vaus, 2004.)

A t-test was conducted to determine whether there is a difference in knowledge of the concept, components and Sustainable Development Goals with regard to the gender, place of residence and level of education of the respondents. The level of education was divided into two groups - respondents with secondary education and those with higher education.

Table 4. T-test differences in knowledge of the concept of sustainable development with regard to the variables place of residence and level of education (n - number of respondents, M- arithmetic mean, SD - standard deviation, t - value of t-test, p - probability of inference error)

Variable	Category	n	M	SD	t	df	p
Knowledge of the concept of sustainable development	Town	178	3,22	1,00	1.995	300	0,047
	Village	124	2,99	0,97			
	High school education	140	3,00	1,09	-2.023	300	0,044
	Higher education	162	3,24	0,89			

Source: author

Table 4 shows that there is a statistically significant difference in the knowledge of the concept of sustainable development regard to the place of residence ($p < 0.05$). Respondents from the town know the concept much better ($M=3,22$, $SD=1,00$) than respondents from the village ($M=2,99$, $SD= 0,97$). In addition, there is a statistically significant difference in knowledge of the concept of sustainable development with regard to education. Respondents with higher education ($M = 3,24$, $SD = 0,89$) know better than respondents with secondary education ($M = 3,00$, $SD = 1,09$).

Table 5. T-test differences in knowledge of the components of sustainable development with regard to the variable level of education (n - number of respondents, M- arithmetic mean, SD - standard deviation, t - value of t-test, p - probability of inference error)

Variable	Category	n	M	SD	t	df	p
Knowledge of the components of sustainable development	High school education	140	3,22	1,04	-4.126	300	0,000
	Higher education	162	3,66	0,79			

Source: author

Table 5 shows that there is a statistically significant difference in the knowledge of the components of sustainable development with regard to the level of education ($p < 0.05$). Respondents with higher education ($M = 3,66$, $SD = 0,79$) are more aware of components of sustainable development than respondents with secondary education ($M = 3,22$, $SD = 1,04$).

One-way ANOVA, analysis of variance was conducted to determine if there was a difference in knowledge of the variables with respect to level of education.

Table 6. One-way ANOVA for independent samples as opposed to variable level of education

Variable	Level of education	M	SD	F	df	p value ($p \leq 0,05$)
Knowledge of the concept of sustainable development	High school (3 years)	2,33	1,11	6,514	297,00	0,000
	High school (4 years)	3,12	1,05			
	Undergraduate study	3,44	0,84			
	Graduate study	2,98	0,88			
Knowledge of the components of sustainable development	Postgraduate	3,66	0,73	6,498	297,00	0,000
	High school (3 years)	2,81	1,11			
	High school (4 years)	3,28	1,01			
	Undergraduate study	3,68	0,79			
Knowledge of the sustainable development goals	Graduate study	3,55	0,80	2,912	297,00	0,021
	Postgraduate	4,16	0,70			
	High school (3 years)	1,43	0,77			
	High school (4 years)	1,90	1,01			
	Undergraduate study	1,97	0,94			
	Graduate study	1,59	0,75			
	Postgraduate	2,03	1,01			

Source: author

Table 6 shows that there is a statistically significant difference in knowledge of the concept of sustainable development considering to the level of education. ($F(4,297) = 6,514$, $P = 0,000$). Respondents with postgraduate ($M = 3,66$, $SD = 0,73$) and

undergraduate ($M = 3,44$, $SD = 0,84$) level of education show the greatest awareness and knowledge of the concept of sustainable development in relation to respondents of high school (3 years) level of education that show the least awareness and knowledge ($M = 2,33$, $SD = 1,11$). Tukey's post hoc test indicated that there are significant differences between groups, high school (3 years) differs significantly from high school (4 years), undergraduate, postgraduate and undergraduate. Also, undergraduate differs significantly from graduate level of education.

Furthermore, a statistically significant difference was found in the knowledge of the components of sustainable development ($F(4,297) = 6,498$, $p = 0,000$). Again, respondents with postgraduate ($M = 4,16$, $SD = 0,70$) and undergraduate ($M = 3,68$, $SD = 0,79$) level of education show the highest awareness and knowledge of components on sustainable development in relation to high school (3 year) respondents who show the least knowledge ($M = 2,81$, $SD = 1,11$). Tukey's post hoc test indicated that there are significant differences between groups, high school (3 years) differ significantly from undergraduate, graduate and postgraduate level of education. High school (4 year) differs significantly from undergraduate and postgraduate level of education.

Furthermore, a statistically significant difference was found in knowledge of Sustainable Development Goals ($F(4,297) = 2,912$, $p = 0,021$). Respondents with postgraduate ($M = 2,03$, $SD=1,01$) and undergraduate ($M=1,97$, $SD=0,94$) level of education show the greatest awareness and knowledge of Sustainable Development Goals in relation to high school respondents (3 years) who show the least knowledge ($M=1,43$, $SD = 0,77$).

The obtained results show that postgraduate respondents and undergraduate respondents have the highest awareness and knowledge of all variables, while high school (3 years) has the least. These results are expected.

CONCLUSION

This paper is aimed at examining young people in Brod-Posavina County on awareness of sustainable development. The aim was to find out how much is knowledge among young people, whether there is a connection between gender and place of residence, and how important is education on awareness of sustainable development. The analysis of the research results indicates that young people in Brod-Posavina County are familiar with the content of sustainability and the components of sustainable development while large majority are not familiar that sustainable development goals consist of 17 individual goals. There was a statistically significant difference according chi square test (χ^2) with regard to the level of education and knowledge of the content of sustainability and the components of sustainable development. Young people equally value the concept and components of sustainable development while their knowledge on sustainable development goals is very low. According to t-test there is a statistically significant difference in the knowledge of the concept of sustainable development regard to the place of residence. Respondents from the town know the concept much better than respondents from the village. Consequently, the hypothesis H2 is accepted, which states that the place of residence of young people affects the knowledge of the concept of sustainable development. In addition, there is a statistically significant difference in knowledge of the concept of sustainable development and components of sustainable development with regard to education. Respondents with higher edu-

cation are more aware of concept and components than respondents with secondary education. Significant differences were also noted in the analysis of variance (One-way ANOVA) which showed that the level of education has an impact on knowledge of the concepts, components and goals of sustainable development. Postgraduate and undergraduate respondents have the highest awareness and knowledge of all variables, while high school (3 years) has the least. Consequently, the hypothesis H3 is accepted, which states that higher level of education affects better knowledge of sustainable development (concept, components, goals). The hypothesis H1: gender of young people affects the knowledge of sustainable development (concept, components, goals) is rejected because there is no statistically significant difference. In conclusion, it can be argued that the young people knowledge on concept and components is at the moderately level while knowledge on Sustainable Development Goals is at a worrying level. Level of education affects better knowledge of sustainable development. Place of residence shows better only the knowledge on concept on sustainable development. The paper should contribute to knowledge that institutions need to implement the contents of sustainable development in a broader sense, especially in secondary education in order to enable young people with values, knowledge and skills for sustainable living in the community. Education has a special significance in the young's people awareness of sustainable development, which is visible in the obtained results.

The limitation of this research is the geographical limitation and focus on a particular age group. The conclusion would therefore be better if the research included the entire territory of the Republic of Croatia. This research can be a starting point for more detailed research - to include people of all ages in Croatia.

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