

Varazdin Development and Entrepreneurship Agency and University North
in cooperation with
Kasetsart Business School
Kasetsart University
Faculty of Management University of Warsaw
Faculty of Law, Economics and Social Sciences Sale - Mohammed V University in Rabat
ENCGT - Ecole Nationale de Commerce et de Gestion de Tanger - Abdelmalek Essaadi University
Polytechnic of Medimurje in Cakovec



Economic and Social Development

92nd International Scientific Conference on Economic and Social Development –
"Business, Economics and Social Development after Pandemics"

Book of Proceedings

Editors:

Pornlapas Suwannarat, Sasivimol Meeampol, Bordin Rassameethes, Suparek Sooksmarn



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Suparerk Sooksmarn, Kasetsart University, Thailand

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THE PRIORITIZATION OF SUSTAINABLE DEVELOPMENT GOALS (SDGS) AMONG STUDENT OF SRIPATUM UNIVERSITY IN THAILAND

Kanidta Chairattanawan

*Institute of General Education, Sripatum University, Bangkok, Thailand
kanidta.ch@gmail.com*

Dhanapon Somwang

*Institute of General Education, Sripatum University, Bangkok, Thailand
Dhanapon.so@spu.ac.th*

ABSTRACT

The Sustainable Development Goals (SDGs) are a universal action to ensure peace and prosperity by 2030 by rising to meet various challenges. Achieving the SDGs requires every party to take part, including university students. This research aimed to study prioritization of SDGs and identify knowledge, perceptions and awareness about the SDGs among students at Sripatum University in Thailand. The research instrument is divided into 2 parts: 1) priority level 17 goals of SDGs 2) Opinions about knowledge, perceptions and awareness. The data was collected using online questionnaire from 125 first-year students from 2 clusters. Statistics used in data analysis were frequency, percentage and standard deviation. The result showed that most of the respondents were male, 83 people of 66.4%. The age range is 18 -21 years old, 94 people, representing 75.2%. Clusters are science and engineer of 53 people accounted for 42.4% and social science of 72 people accounted for 57.6%. The top 5 SDGs according to mean were SDG4: Quality Education (mean = 4.51), SDG13: Climate Action (mean = 4.50), SDG3: Good Health and Well-Being (mean = 4.49), SDG8: Decent Work and Economic Growth (mean = 4.47), SDG5: Gender Equality (mean = 4.33). Of the total respondents, They believed that it is necessary to know about the SDGs 91.2 %, to perceive 92.0% and to aware 93.6%.

Keywords: SDGs, prioritization, knowledge, perception, awareness

1. INTRODUCTION

On 25 September 2015, the United Nations (UN) General Assembly adopted the 2030 Agenda for Sustainable Development, a general pledge to „transform our world“ and “leave no one behind” in terms of the economic, social and environmental dimensions of sustainable development (UN, 2015) . Since the Sustainable Development Goals (SDGs) are voluntary, lack sanctions and have few mechanisms to ensure their achievement, the 2030 Agenda is a form of “soft” international law (van Zanten & van Tulder, 2018:212). The SDGs are a global 2030 agenda. The SDGs contain 17 goals for the 2015-2030 implementation period. Thailand has been actively involved in various both national and international forums in announce of SDGs with the formulation of SDGs at the global level. Therefor Thailand has already compiled Strategic Planning 20 years and the thirteenth (2022-2025) Natinal Economic and Social Development Plan which in line with SDGs. The SDGs involves a five “Ps” agenda: people, prosperity, planet, peace and partnership and these five “Ps” are for all countries and peoples of the world, as seen in Figure 1, the following:

- People (social dimension) covering SDGs-1 to SDGs-6
- Prosperity (economic dimension) covering SDGs-7 to SDGs-10
- Planet (environment dimension) covering SDGs-11 tp SDGs-15
- Peace covering SDGs-16
- Partnership covering SDGs-17



Figure 1: Alignment of the sustainable development goals with the 5P

And from Sustainable Development Report (SDR), Thailand ranked 41st in the world which was the result of development in accordance with 4 of 17 sustainable development goals: SDG1 no poverty, SDG6: Clean Water and Sanitation, SDG8: Good Jobs and Economic Growth and SDG9: Innovation and Infrastructure. (Seangyai and Wisutthirattanakun, 2021) Then ranking in 2022 result found that Thailand was 44 in 163 country in the world and 3 in Asia and 1 in Asean member states which the fifth year in a row. Universities are institutions of higher education that are often considered centers of education. So teaching and learning about SDGs is important in a university setting. (Leal et al. 2019) Each University in Thailand has supported of action SDGs without constrained by time and place for participate of each mission. Such as provide knowledge about sustainable development, learn and develop skill from closely unsustainable solution, build innovation and solutions through the SDGs, create current and future SDG implementers, demonstrate how to support etc. Miqdad (2020) said student as successors and agent of change in the nation are expected to have perceptions that can make a real contribution in the future. The purpose of this study was conducted in order to study prioritization of SDGs in opinion' s student and identify knowledge, perceptions and awareness about the SDGs among students at Sripatum University in Thailand.

2. LITERATURE REVIEW

Sustainable Development Goals (SDGs) or the 2030 Agenda for sustainable development initiated by the United Nations has been a global agenda for a better future, covering 17 goals, namely:

- 1) No Poverty
- 2) No Hunger
- 3) Good Health
- 4) Quality Education
- 5) Gender Equality
- 6) Clean Water and Sanitation
- 7) Renewable Energy
- 8) Good Jobs and Economic Growth
- 9) Innovation and Infrastructure
- 10) Reducing Inequalities
- 11) Sustainable Cities and Communities

- 12) Responsible consumption
- 13) Climate Action
- 14) Life Below Water
- 15) Life on Land
- 16) Peace and Justice and
- 17) Partnerships for the Goals

The SDGs are a comprehensive and ambitious agenda for sustainable development, aimed at ending poverty, protecting the planet, and ensuring that all people have access to peace, justice, and prosperity. The priorities of the SDGs include ending poverty, protecting the planet, promoting peace and justice, and ensuring access to quality education and decent work opportunities. Implementing these goals will require the cooperation and commitment of all actors, including governments, the private sector, civil society, and individuals.

3. RESEARCH METHOD

The study was carried out at Sripatum University in Bangkok, Thailand. The private university is two clusters: science and engineer and social science in 5 colleges, 10 faculties, 65 curriculums. Data for the study were collected in November 2022 by an online questionnaire. Firstly, researcher team would describe objective in this study to the students for understanding by clearly and give list three major part. As follow:

- The first part involved basic information of students which were analysed as frequencies and percentages.
- The second part was involved the opinion of the participants in 17 goals sustainable development. This tool would give 5 scale of finding as following: 1 mean this SDG was more least important , 2 mean this SDG was least important, 3 mean this SDG was moderate important, 4 mean this SDG was important and 5 mean this SDG was most important. A total of 125 participants's opinion would be analysed as mean and standard deviation.
- The last part was made to check the knowledge, perception, and awareness of SDGs in 2 choice: necessary and unnecessary.

4. RESULT AND DISCUSSION Characteristic of respondents

One hundred and twenty five students were responded to this research. The table of repondents' characteristics is shown in Table 1. Most of respondents were 83 (66.4%) male and 42 (33.6%) female student. In this research, the majority of participants were young (between 18-21 years, 75.2%) and young adults (between 22-26 years, 23.2%) There were from the science and engineer cluster (42.4%) and the social science and humanities (57.6)

Variables	Frequency	Percentage (%)
Gender		
Male	83	66.4
Female	42	33.6
Age		
18-21 years	94	75.2
22-26 years	29	23.2
More than 27 years	2	1.6
Cluster		
Science and Engineer	53	42.4
Social Science and Humanities	72	57.6

Table 1: Repondents' characteristics (n = 125)

4.1. Prioritization of SDGs

The result of priority of SDGs was shown in Table 2. From the student's opinion showed that SDG4: Quality Education was the first SDG which was important, the second was SDG13: climate action, the third was SDG3: good health and well-being, the fourth was SDG8: decent work and economic growth and the fifth was SDG5: gender equality. Beside the students showed that 5 last priority were SDG17: partnerships for the goals, SDG1: no poverty, SDG15: Life on Land, SDG14: life below water, SDG10: reducing inequalities, respectively.

17 Goals of Sustainable Development	Mean	SD	Prioritization
SDG1: No Poverty	4.03	.933	14
SDG2: Zero Hunger	4.17	1.003	10
SDG3: Good Health and Well-Being	4.49	.867	3
SDG4: Quality Education	4.51	.930	1
SDG5: Gender Equality	4.33	1.120	5
SDG6: Clean Water and Sanitation	4.31	.978	6
SDG7: Renewable Energy	4.25	.938	8
SDG8: Decent Work and Economic Growth	4.47	.845	4
SDG9: Innovation and Infrastructure	4.10	.999	12
SDG10: Reducing Inequalities	3.89	.904	17
SDG11: Sustainable Cities and Communities	4.25	.979	8
SDG12: Responsible Consumption	4.29	.947	7
SDG13: Climate Action	4.50	.936	2
SDG14: Life Below Water	3.98	.028	16
SDG15: Life on Land	3.99	.020	15
SDG16: Peace and Justice	4.11	.951	11
SDG17: Partnerships for The Goals	4.06	.938	13

Table 2: Prioritization of 17 goal of sustainable development from opinion of students

4.2. Knowledge, perception, and awareness

As seen in Table 3, Of the 125 students who participated in the survey, 114 showed that access to knowledge of SDGs were necessary (91.2%) but 11 were different because they thought that access to knowledge of SDGS was unnecessary (8.8%). As same as opinion of 115 student showed that perception of SDGs were necessary (92%) but 10 were different thinking because they thought that perception of SDGS was unnecessary (8.0%). And awareness of SDGs, 117 showed that SDGs were necessary (93.6%) but 8 students (6.4%) thought different.

Variables	Frequency	Percentage (%)
Knowledge		
Necessary	114	91.2
Unnecessary	11	8.8
Perception		
Necessary	115	92.0
Unnecessary	10	8.0
Awareness		
Necessary	117	93.6
Unnecessary	8	6.4

Table 3: Knowledge, perception and awareness of student about SDGs (n = 125)

5. DISCUSSION

In Thailand everyone has known "Philosophy of Sufficiency Economy" from King Bhumibol Adulyadej of Thailand in 1997. And now the term "Sufficiency Economy Philosophy" has become popular in the world and seen as an alternative framework for all country in the future.

Sufficiency Economy comprises three main elements: 1) moderation 2) reasonableness and 3) self-immunity, and two conditions: knowledge and morality. In addition, the King offers an alternative development aiming to reach three aims: unity, balance and sustainability. Before going this study researcher team ask about SDGs from the first year student, more than 95 % were unaware of them. On the contrary if researcher team used "Sufficiency Economy Philosophy", all of them knowed and implement some. After more than six years, the students had studied sufficiency economy subject by learning and implementation in secondary education. When researcher teams told them to answer online questionnaire, first time they heard new word SDG, University students generally must said that they do not know the SDGs. So this research study showed that the majority of students had a positive knowledge of SDGs (91.2%), perception of the SDGs (92%) and awareness of SDGs (93.6%). This is also what has been a concern for research on sustainable reports disclosed by university (Ceulemans, Molderez and Van Liedekerke, 2015). The priority of SDGs from this research had gotten the student's opinion by need. SDG4: Quality Education, SDG13: climate action, SDG3: good health and well-being, SDG8: decent work and economic growth and SDG5: gender equality respectively were the top 5 SDGs. As closely as Maarten, Eric and Maria (2022) found that ranking the sustainable development goals were SDG2: No Hunger, SDG3: good health and well-being, SDG4: Quality Education, SDG8: decent work and economic growth and SDG9: Innovation and Infrastructure. This result describe that same 3 SDG (SDG3: good health and well-being, SDG4: Quality Education, SDG8: decent work and economic growth) but different 2 SDG (SDG2: No Hunger and SDG9: Innovation and Infrastructure) because of different location, this research studied in Thailand but Maarten, Eric and Maria's research had studied in small island state as said by Maarten, Eric and Maria that University learners' ranking of the SDGs revealed diferent valuations of sustainability domains, operationalized as Economy, Governance, Planet and Society. SDG3: Quality Education was the first priority important which participants choosed. We can describe that youths which 18-21 years want to be good future and good work or Decent Work and Economic Growth so they selected SDG8 and SDG3 too. The SDGs aim to ensure that all people have access to quality education and decent work opportunities. This includes ensuring that all children have access to free, equitable, and quality primary and secondary education, and that all youth and adults have access to relevant and quality technical, vocational, and tertiary education, including university education. Additionally, the SDGs aim to promote inclusive and sustainable economic growth, full and productive employment, and decent work for all. This study was interesting that participant choose gender equality which been substantial potential (Bina. 2018) and this year 2022 Thailand had gotten to accept free gender equality and reveal more. However the result in this study from the opinion of student had be interested SDG13: climate action which we can describe that this SDGs is to protect the planet. This includes taking urgent action to combat climate change, protecting biodiversity, and ensuring the sustainable use of natural resources. It also includes taking measures to improve air and water quality, and to reduce waste and pollution. This goal is critical in order to create a sustainable future and ensure that the planet is able to support human life for generations to come.

6. CONCLUSION

In conclusion our study participants demonstrated that need and necessary about knowledge, positive perception and awareness of the SDGs. The youths which was the first year student was been quality education for decent work and economic growth with good health and well-being and they wanted free gender equality. The finding are as same as other student but different country. Therefore, youth need only 3P: people, prosperity and planet.

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