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From classroom to community: How education shapes sustainable lifestyles

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Abstract

Education can change societies by encouraging sustainable lifestyles that support ecological preservation and responsible resource use. This paper examines how formal and informal educational environments can promote critical thinking, creativity, and problem-solving abilities necessary for sustainability. Incorporating sustainable development into academic programs promotes actions like recycling, energy preservation, and minimizing environmental impacts. These actions work together to support the attainment of the United Nations' Sustainable Development Goals (SDGs). In addition, combining art, science, and social studies in interdisciplinary approaches provides a holistic view of sustainability issues, helping to create knowledgeable and proactive citizens. Neuroscientific studies indicate that education can impact behavior through hands-on learning and active engagement, improving decision-making toward sustainable options. Cross-sectional studies demonstrate a direct relationship between higher levels of education and an increase in environmentally friendly practices, including waste management and sustainable energy use. This paper explores community-based programs in rural areas that empower residents to address climate change, biodiversity loss, and resource depletion through collaborative efforts. Education plays a vital role in moving towards sustainable communities by meeting the needs of individuals and society. The study uses quantitative research to examine how education influences sustainable behaviors. The sample size comprises 200 students chosen from 10 colleges in Bangalore, India, through stratified random sampling. Data collection was conducted through surveys and questionnaires specifically created to assess attitudes and behaviors about sustainability. The study findings provide evidence for the hypothesis that promoting sustainability through education is essential for addressing global environmental challenges and cultivating resilient, equitable societies.

Keywords: Sustainability education, sustainable lifestyles, environmental consciousness

1. Introduction

Background

Education plays a critical role in shaping societies, particularly in fostering behaviors that support sustainability. Through both formal (classroom-based) and informal (community-based) educational systems, students and citizens are exposed to sustainable development principles, critical thinking, and environmental awareness. Education, thus, becomes a vehicle for enabling individuals to take actions that support the environment, whether it's recycling, conserving energy, or advocating for responsible resource use.

The importance of embedding sustainability into education is further emphasized by the United Nations' Sustainable Development Goals (SDGs), specifically Goal 4: Quality Education and Goal 13: Climate Action. These goals aim to create global citizens who are informed, environmentally conscious, and proactive in addressing environmental and social issues.

Significance

This paper investigates how education fosters sustainable lifestyles by examining both classroom-based learning and community education initiatives. We argue that education can be an influential factor in changing behavior and decision-making processes. Neuroscientific evidence supports the assertion that active engagement in learning positively impacts behavior by stimulating decision-making toward sustainable options (Dehghani *et al.*, 2020)^[6]. Moreover, empirical studies show that higher education levels correlate with environmentally friendly practices, including waste management and sustainable energy consumption (Gifford & Nilsson, 2014)^[7].

Purpose and Scope

The study aims to assess how education promotes sustainable behavior, focusing on college students and community programs. We explore the role of education in fostering sustainable lifestyles and the practical application of sustainability principles through interdisciplinary and hands-on learning approaches.

2. Literature Review

Education and Sustainability

Sustainability education stems from the broader concept of Education for Sustainable Development (ESD), defined by UNESCO as an approach that "allows every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future" (UNESCO, 2017). ESD connects learning to real-world environmental and social challenges, and equips students with the tools necessary to critically analyze and solve complex sustainability problems.

Sustainability in Formal Education

Research shows that integrating sustainability into academic curricula significantly influences student attitudes and behaviors toward the environment. For example, Lozano *et al.* (2013)^[8] emphasize that incorporating sustainability principles across disciplines—such as combining art, science, and social studies—gives students a holistic understanding of environmental issues. This interdisciplinary approach allows students to see sustainability challenges from multiple perspectives, which is critical for fostering innovative problem-solving skills.

Active and Experiential Learning

Educational environments that support active learning—where students are encouraged to participate in problem-solving activities—are more likely to yield positive behavior change (Barth & Michelsen, 2013)^[2]. In higher education, this often takes the form of experiential learning opportunities, such as internships, fieldwork, and collaborative projects that focus on real-world environmental problems.

Neuroscientific studies also suggest that hands-on learning positively impacts decision-making by engaging areas of the brain associated with long-term behavior change (Blakemore & Frith, 2005)^[3]. These findings underscore the importance of active engagement in the learning process for promoting environmentally responsible behavior.

Community-Based Education

Informal Education and Community Empowerment

While formal education plays a crucial role in shaping sustainable behaviors, informal education in community settings can have an equally significant impact, particularly in rural and underserved areas. Community-based educational programs often focus on practical, local solutions to global issues such as climate change, biodiversity loss, and resource depletion (Brundiers, Wiek, & Redman, 2010)^[4]. These programs can be particularly effective in fostering collaboration and collective action, helping communities build resilience against environmental challenges.

Social Learning Theories

Social learning theories also highlight the importance of

peer-to-peer learning in shaping behavior (Bandura, 1977)^[1]. In community settings, people tend to adopt behaviors modeled by their peers. Thus, educational programs that promote collaborative learning experiences and shared responsibilities are more likely to result in sustained behavior change.

Relationship Between Education and Sustainable Lifestyles

Several cross-sectional studies have demonstrated a direct correlation between education and sustainable behaviors. Individuals with higher levels of education are more likely to engage in behaviors such as recycling, sustainable energy use, and conservation efforts (Carmi, Arnon, & Orion, 2015)^[5]. This relationship is often attributed to increased environmental awareness and a deeper understanding of the consequences of unsustainable practices.

Gaps in the Literature

Despite a growing body of research on sustainability education, gaps remain, particularly in understanding how different types of educational experiences (formal vs. informal) contribute to long-term behavior change. Additionally, there is limited empirical data on how sustainability education impacts individuals in developing regions such as rural India, where traditional education systems may not emphasize environmental issues.

3. Objectives of the Study

The primary objectives of this study are:

1. To examine how formal education influences sustainable behaviors among college students in Bangalore, India.
2. To assess how community-based programs promote sustainable practices in rural areas and contribute to environmental resilience.
3. To analyze the relationship between levels of education and environmentally friendly behaviors, such as recycling, energy conservation, and waste management.

4. Methodology

Research Design

This study employs a quantitative research design, utilizing survey data to analyze the attitudes and behaviors of college students and community members regarding sustainability. Stratified random sampling was used to ensure that the sample was representative of the target population.

Population and Sample

The population for this study includes college students from 10 colleges in Bangalore, India. A total of 200 students were selected through stratified random sampling to ensure that different socio-economic and educational backgrounds were adequately represented. Additionally, we surveyed community members from two rural areas in Karnataka, focusing on participants involved in local sustainability initiatives.

Data Collection

The primary data collection tool was a survey questionnaire developed to assess participants' attitudes and behaviors related to sustainability. The questionnaire consisted of 30 items, divided into the following categories:

1. Knowledge and understanding of sustainability

- concepts.
2. Engagement in sustainable practices (recycling, energy conservation, etc.).
 3. Attitudes towards environmental issues.
 4. Perceptions of the role of education in promoting sustainable lifestyles.

The survey was administered both online and in person, and responses were collected over two months.

Data Analysis

Data analysis was performed using SPSS software, focusing on descriptive and inferential statistics. Descriptive statistics were used to summarize participants' demographic characteristics and general attitudes toward sustainability. Inferential statistics, including regression analysis and ANOVA, were employed to examine the relationship between education levels and sustainable behaviors.

Table 2: Gender Value

Demographic Variable	Frequency	Percentage
Gender		
Male	112	56%
Female	88	44%
Education Level		
Undergraduate	130	65%
Postgraduate	70	35%
Age		
18-21	85	42.50%
22-25	115	57.50%

5. Results and Discussion

Formal Education and Sustainable Behaviors

The survey results reveal a strong correlation between formal education and sustainable behaviors. A majority (72%) of the college students surveyed reported engaging in at least two sustainable practices regularly, such as recycling or reducing water usage.

Regression Analysis: A regression analysis found that the level of education is a significant predictor of sustainable behavior ($p < 0.05$). The higher the level of education, the more likely the individual is to engage in sustainable practices.

Cross-disciplinary Learning: Students enrolled in interdisciplinary programs that integrate sustainability concepts (e.g., combining environmental science with social studies) demonstrated higher levels of environmental consciousness than those in single-discipline programs. These findings are consistent with the literature on interdisciplinary sustainability education (Lozano *et al.*, 2013)^[8].

Community-Based Programs and Sustainable Lifestyles

In rural areas, the role of community-based programs in promoting sustainable lifestyles was evident. Respondents from communities with active sustainability initiatives (e.g., local clean energy projects or waste management programs) were significantly more likely to engage in environmentally friendly behaviors than those in communities without such programs.

Collaborative Learning: More than 80% of rural participants indicated that they had adopted at least one new sustainable behavior (e.g., composting, tree planting) as a direct result of their involvement in community programs. These findings underscore the importance of collaborative,

community-driven education in promoting sustainable lifestyles.

Neuroscientific Evidence: Findings from neuroscientific studies indicate that hands-on, experiential learning reinforces decision-making processes, making individuals more likely to adopt sustainable behaviors (Blakemore & Frith, 2005)^[3]. In rural communities, hands-on learning was particularly effective in promoting long-term behavior change.

Table 2: Relationship Between Education Level and Sustainable Behaviors

Education Level	Recycling	Energy Conservation	Waste Management
Undergraduate	60%	52%	48%
Postgraduate	85%	78%	75%
No Formal Education	30%	25%	20%

6. Conclusion

This study underscores the vital importance of education in fostering sustainable behaviors and promoting environmentally conscious lifestyles. The analysis demonstrates a clear correlation between higher education levels and increased engagement in sustainable practices, indicating that educational attainment significantly influences individuals' environmental actions. Interdisciplinary approaches within formal education settings have proven particularly effective in enhancing environmental awareness and critical thinking skills among students. Moreover, the impact of community-based education programs is especially pronounced in rural areas, where access to formal education may be limited. These initiatives not only empower individuals with practical skills but also encourage collaborative efforts to tackle local environmental issues. To maximize the potential of education as a catalyst for sustainability, educational institutions need to incorporate sustainability themes across all curricula and promote interdisciplinary learning. Additionally, investment in community programs by governments and NGOs can facilitate hands-on learning experiences that resonate with local contexts. Policymakers must recognize the integral role of both formal and informal education in achieving the Sustainable Development Goals (SDGs), particularly in developing regions. By creating supportive policy frameworks, we can enhance educational initiatives that promote sustainable development, ensuring a more environmentally conscious and resilient society.

7. References

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