



Sustainable Development Goals: Awareness among the IT Employees

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Abstract

The current study concentrates on the components that influence the goals of the nine Sustainable Development Goals. The present investigation also looked at the effects of plans for sustainable development on professionals. The purpose of educational institutions in this study is to educate professionals on the value of sustainable development goals. The investigation is carried out using a second qualitative assessment. The analysis is carried out following the findings of the research. This study looks at Intellectual Thinking and the role of professionals in accomplishing environmental goals. According to the conclusions, colleges and universities help professionals achieve the goals of environmentally friendly development.

Keywords: Sustainable development goals; awareness; information technology; professionals; organization.

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1. Introduction

Various vital variables influence sustainability goals among professionals at Indian public colleges. Understanding, seeing, awareness, and comprehension are crucial variables that affect attainable development goals among learners at Indian educational institutions. Sustainable development's aspirations rely heavily on information, understanding, and awareness. The research issues and plans are scribbled on the page in the following section. The investigation's topics are outlined here to emphasize the significance of the study based on the data. The research questions are designed to make this study digestible.

The United Nations' Sustainable Development Goals (SDGs) or the 2030 Agenda for Sustainable Improvement have been an international goal for an improved tomorrow. Individual awareness and knowledge of the SDGs varies considerably between cultures. Understanding refers to "being

aware that is and is essential," whereas knowledge refers to "the knowledge about knowledge and abilities gained during schooling or encounter."

The degree of understanding and comprehension of SDGs reveals whether or not citizens are acquainted and precisely how much general and specific details they possess regarding SDGs; hence, they attribute importance to SDG practices to themselves and their governments. The Goals for Sustainable Development initiative, which began by implementing the Millennium Development Goals (also known as the MDGs) and finished in 2015, produced some significant produce the following outcomes: a decrease in poverty and kindergarten expansion (Arteaga-Checa et al., 2022; Herrero-Luna et al., 2022; Fröberg& Lundvall; 2022).

Poverty diminution, increased kindergarten enrollment, equal representation of women, decreased child and global maternal mortality, and improved sanitation. However, because several



successes did not meet the initial aim, they were carried over to the replacement agenda - the Sustainability Goals (SDGs) - with broader characteristics than the one that preceded it. The SDGs have 17 objectives and 169 goals that address ecological, social, and economic issues. Whereas the MDGs aimed mainly at developing nations to help them progress, the SDGs were to apply to all emerging and developed countries. Nevertheless, a study conducted by the University Libraries in Edo State discovered that nearly all those polled had a high level of knowledge due to their involvement.

Comparably, persons who have grown well-informed about the SDGs through their research or other means, as well as teachers and administrators, demonstrate an excellent understanding of the SDGs. According to a poll of 181 those polled, 141 (82.46%) were aware of the SDGs as well as 140 (81.87%) accurately understood the whole meaning of the SDGs (Shehu et al., 2018). The SDGs' model and roadmap can be included in many projects, including pedagogy and education, academic research, campus administration, practices, and organizational effect.

"Awareness" is defined as "an understanding of the behaviours of others, which provides context for your activity" (Dourish & Bellotti, 1992). The notion of consciousness in this context is based on a certain degree of comprehension. Additionally, Gafoor (2012) characterized awareness as "the state of being awake" (Arora et al., 2021; Bansal et al., 2022; Bhalla & Bansal; 2014).

The notion of consciousness in this context is based on the degree of comprehension. In addition, Gafoor (2012) classified awareness as "the state even competence of being able to see, feel, or be knowledgeable of things, sights, or bodily signals," and it is represented as the level of perception. De Quincey (2006) also combines attention with sensory input whenever referring to the state of conscience. Being aware implies being cognizant of an item and being eager to learn about something and why something is significant. This measure aims to determine what participants know and what they think they are unaware of. It could be the highest efficiency or regular

performance test. Furthermore, it was said that the primary aim.

The goal of raising attention must be to encourage cooperation, particularly in interaction, interaction, and help (Ali et al., 2021).

2. Review of Literature

As stated by Xing (2009), knowledge processing is a crucial component influencing economic and social durability; thus, understanding the disadvantages of effective interactions is essential.

The majority of ideas that clarify and clarify knowledge's nature have been incorporated into both rationality and empirical reasoning. Both theories accept that "perception is a justified true belief." Furthermore, the following metaphors for knowledge are cited in the managerial literature: knowledge as things, data nuggets, knowledge as an iceberg, and knowledge as inventory and movement (Gaidhani et al., 2019; Singh et al., 2020; Akbar et al., 2021).

Knowledge and consciousness are inflated in some contexts to represent the same essence. Even though specific works have been vague in distinguishing both knowledge and awareness, we simplify the notion that awareness involves more excellent tailoring, seeing, and self-control and thus depends on and encourages individual worries to respond to something; information is associated with and detached while accurate its nature, which may or may not be true (Gupta et al., 2022; Ma et al., 2022; Al et al., 2022).

Hunt (2003), Gafoor (2012), Shaari, Ali, and Ismail (2015), and Trevethan (2017) all agreed that this was not only appropriate but also warranted. The review of the 2030 Agenda for Sustainable Development looks at what people have heard of their homes, their significance to them, and their position and need for Targets as individuals. Meanwhile, awareness is examined to determine their understanding of SDG material.

3. Sustainable Development Goals

The Sustainable Development Goals (also known as the SDGs), commonly called the Global Goals, are a collection of 17 interconnected objectives ratified by every member country of the UN in 2015 as a component of the Agenda 2030 for the Development of Sustainability (Sharma & Arora, 2021; Maharshi et al., 2013; Umer et al., 2021).

These objectives offer a common framework for world peace and development for people and the environment while addressing various global concerns. The SDGs appeal to the feat to exterminate poverty, uphold the surroundings, and ensure that everybody lives in prosperity and security by the end of 2030. The seventeen Sustainable Development objectives are summarized in the following list:

No Poverty: Eliminate poverty in all its demonstrations globally.

Zero Hunger: It aspires to eliminate starvation while advancing agricultural sustainability, securing food supply, and improving nutrition.

Good health and well-being: Support and ensure optimal health for citizens of all age groups.

Quality Education: Ensure that all children receive excellent schooling and support prospects to prolong erudition throughout their lives.

Gender Equality: Realize that everybody is equal and give all females the authority they deserve.

Clean Water and Sanitation: To guarantee that each one has access to sufficient water and hygiene and is administered sustainably.

Affordable and Clean Energy: To ensure that each one has entrée to spotless, reliable, modern energy that is also economical.

Decent Work and Economic Growth: Support full and efficient employment, decent employment for everyone, and ongoing, equitable, and sustained prosperity.

Industry, Innovation, and Infrastructure: To provide infrastructural facilities, promote sustainable industrial growth, and maintain novelty.

Reduced Inequality: To decrease the disparity both within and across countries.

Sustainable Cities and Communities: The agenda is to make townships welcoming, safe, and sturdy.

Responsible Production and Consumption: Guarantee environmentally sound methods of consumption and production.

Climate Action: To take instant action to spoil the impact of altering the weather.

Life Below Water: Use underwater assets intelligently to motivate equitable development.

Life on Land: Discontinue and overturn squalor of the environment, safeguard, revitalize, and

encourage equitable utilization of ecosystems on land, sustainably manage woodlands, battle desertification, and stop the disappearance of biodiversity.

Partnerships for the Goals: Improve worldwide cooperation for comprehensive growth and reinforce its completion strategies.

These objectives are linked, and advancement in one area frequently depends on advancement in another. Governments, civil society, companies, and people must work together to achieve the SDGs. A global pledge to solve a handful of the most urgent issues affecting people and the earth is represented by the 2030 Agenda.

4. Strangles for increasing awareness among IT sector employees

Creating awareness of the Sustainable Development Goals (SDGs) among employees is essential to engaging them in sustainability initiatives and encouraging them to contribute to achieving these global goals. Here are some strategies to increase SDG awareness among employees:

Education and Training:

Conduct workshops, seminars, or training sessions to educate employees about the SDGs. Please provide them with an overview of each goal, its importance, and how it relates to your organization's mission and values (Bansal et al., 2022; Singh et al., 2020).

Internal Communication:

Utilize inner communication methods like emails, newsletters, the internet, or bulletin boards to regularly divide information about the SDGs.

Highlight success stories and case studies related to sustainability efforts within your organization.

Goal Integration:

Show how your company's activities align with specific SDGs. For example, if your organization promotes gender diversity and inclusion, emphasize how it contributes to Goal 5 (Gender Equality).

Incorporate SDGs into your company's vision, mission statements, and strategic planning.

Engagement Initiatives:

Organize events, campaigns, or challenges related to the SDGs. For instance, you could host a

"Sustainability Month" with activities and competitions that support various goals. Encourage employees to share their ideas and suggestions for how the company can contribute to the SDGs.

Metrics and Progress Tracking:

Share data and metrics related to your company's sustainability efforts and their impact on the SDGs. Transparency can motivate employees to get involved.

Partnerships and Collaborations:

Highlight your company's partnerships or collaborations with organizations working toward the SDGs. This demonstrates your commitment to the goals.

Employee Resource Groups (ERGs):

Encourage the formation of ERGs or committees focused on sustainability and the SDGs. These groups can drive awareness and initiatives within the organization.

Leadership Commitment:

Ensure that leadership demonstrates a solid commitment to the SDGs. When employees see executives and managers actively supporting sustainability efforts, it can inspire them to get involved.

Recognition and Rewards:

Recognize and reward employees who actively contribute to achieving SDGs through their work or initiatives. This can motivate others to follow suit.

Feedback and Listening:

Create channels for employees to provide feedback and ideas about sustainability and the SDGs. Act on their input when feasible.

Measurable Goals:

Set specific, measurable, and time-bound goals related to the SDGs. Share progress reports with employees regularly.

Continuous Learning:

Encourage continuous learning about sustainability and the SDGs by providing access to resources, webinars, and courses.

By implementing these strategies, you can foster a culture of awareness and engagement around the SDGs among your employees. When employees understand the importance of these global goals and how they can contribute, they are more likely to take actions that support sustainable development within your organization and beyond.

5. Research Method

A three-part online survey that asked for fundamental details about the questioned staff members at a computer company in Chandigarh was used to gather the information in question. A Likert five-level assessment was used to determine the workers' level of SDG knowledge in the second section. The last component was created to assess IT industry personnel's involvement in SDG materials. An IT company in Chandigarh has 450 employees. Thus, the surveys were mailed to them. Two hundred people (43.11%) responded, and three were excluded due to missing data.

6. Outcomes and Discussions

The inquiry received responses from 200 staff members. Table 1 displays the statistical data for the table. There were 120 professionals in technology (60%) and 80 (40%) men. In this study, experts who joined organizations comprised 63% of the sample, whereas 37% of those in the profession had not joined any organizations. 38% of experts needed more understanding of the SDGs, compared to 62% who had extensive understanding. 88% of experts knew the SDGs, whereas 12% of professionals were not. Experts had excellent access to the SDGs knowledge in 49% of cases, whereas 51% needed more availability.

Table 1 Descriptive Statistics			
Factors		Frequency	Percentage (%)
Sex	Men	80	40%
	Women	120	60%



Member in Organization	Yes	125	63%
	No	75	37%
Information about SDG	h Information	125	62%
	or Information	75	38%
Consciousness on SDG	Known	175	88%
	Not Known	25	12%
Openness for SDG Knowledge	High Access	100	50%
	Low Access	100	50%

The results of the understanding evaluation regarding SDGs are presented in Table 2 and are usually positive. For example, 83% of experts correctly identified the significance of SDGs, 80% understood precisely what was needed to accomplish SDG targets, 73% understood the number of SDGs goals, 76% understood the names of before targets for development, 67% understood when SDGs would expire, and 63% understood who might be required to apply SDGs.

At the same time, three questions—the organization's name that introduced the SDGs, the Sustainable Development Goals (SDGs) 5P goal, and the overall amount of SDG targets—had incorrect responses in 50% of cases, 47% of cases, and 56% of cases, respectively. It would be considered that a student had a good level of proficiency if they could appropriately respond to more than five inquiries.

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Table 2 Knowledge about SDGs		
Knowledge about SDGs	Correct (%)	Wrong (%)
Sense of SDGs	83	17
The year it was launched	56	44
Name of preceding growth goals	76	24
How many goals of SDGs?	70	30
How many targets in SDGs	52	48
5 P of SDGs Agenda	55	45
Name of association that commences SDGs	52	48
Who has the compulsion to realize SDGS	66	34
The year it ended	67	33
How to achieve SDG goal		

Knowledge about the SDGs is available to information technology professionals, as seen in Table 3. Before this, Table 1 included information

about the assessment's findings, which showed that 51% (94 employees) had extensive access to the SDGs and 49% (102 employees) had



inadequate access. Table 3 further explains this finding, showing that 55% of the students learned about the SDGs through the SDGs movement on YouTube and other communication sites, including Instagram, Twitter, and Facebook. However, just

63% of professionals were aware of the SDGs web page, which is a wealth of knowledge and current knowledge regarding the global sustainability objectives.

Table 3 The Chi-Square Analysis of Knowledge

Factors	Explanation	Type	Acquaintance				P value
			Poor Knowledge		High Knowledge		
			Frequency	Percentage (%)	Frequency	Percentage (%)	
Sex	Professional	Men	44	21	56	29	χ ² = 2.578
		Women	33	17	67	33	P value = 0.178
Organization	Employee participation in organization	Join organization	40	20	76	38	χ ² = 0.967
		Not Join organization	33	16	47	23	P value = 0.789
Openness	Accessibility of SDGs	High Access	15	7	79	42	χ ² = 34.890
	Information	Low Access	58	28	44	23	P value = 0.001

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A number of Chi-squares analyses were performed to investigate the impacts of race, organization, and availability on professionals' cautiousness of SDGs. As indicated in Table 4, the p-values for gender and organization were higher than 0.05, indicating that neither the professionals' femininity nor their membership in an organization impacted their level of SDG knowledge. However, with a p-value less than 0.05 and an x² value of 34.188, the wide availability of SDG literature had an impact on SDG knowledge. The findings in Table 4 showed that students with easy means of discovering the SDGs seemed to know more about them.

7. Conclusion

Consequently, it may be argued that the aims of environmentally friendly growth must be prioritized to ensure a more environmentally friendly and prosperous future. People are essential in today's world for achieving

environmental ambitions, and schools and universities play an essential role in educating professionals. The findings of this study show that each college student considers all three facets of equitable growth.

They include a lack of poverty, an excellent educational system, and decent health and well-being. In line with the examination's findings, participants say the three least environmentally friendly goals involve dignified labour through economic growth, partnerships for goals, and accountable consumers and structures. This study also investigates connections between professionals and their eventual progress.

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