

Socio-Economic Factors Affecting Youth Understanding of Sustainable Lifestyles

Introduction

Since the origin of the human race, societies have been expanding and growing. Into colonies and nations. With time the nations were able to establish a framework for the development of societies to meet the growing needs. In the initial stages of development, the nations focused on economic development. But things have changed during the past few decades. The concept of sustainable development and lifestyles has gained appeal. Many research and development organizations have been looking for ways to assist the general public in adopting sustainable lifestyles because sustainable development has now become a priority in many fields of study, including the natural sciences, social sciences, environment, etc. Many authors have discussed various aspects of sustainable living in their descriptions of sustainable development. Living sustainably implies encouraging sustainable development, and vice versa. To preserve the earth's resources and extend both the planet's life and the lives of its species, sustainable development is required (Bossel, 1999).

The description of sustainable development was also articulated by Harlem & Mansour (1987) to express the importance of sustainability to protect the resources of the world without endangering their future as a result of sustainable development. New ideas have also evolved around the idea of sustainable development. To execute sustainable development, the UN platform created a standard framework with the name Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) that were established in 2000. Several MDGs and SDGs have now been published to incorporate modern sustainability issues in various aspects of human lives and policy making (Niaz, 2022). Scientists and theorists have categorized sustainable development into three main areas i.e. social, economic, and environmental growth, that have an impact on how people live their lives. The policies of the MDGs and the SDGs also include environmental protection, social inclusion, and economic development for both the present and future generations (Ji et al., 2021).

Recently, a sustainable lifestyle has increased significantly and focused on bringing humans' awareness towards a more eco-friendly way of life. The world advanced at an astounding rate because of industrialization, automation, and technological advancement. These advancements have also accelerated the threats to the environment (DuPisani, 2006; Secundus,

2007). This is why it is necessary to adopt policies that can reverse the harm done to the environment as well as prevent future harm by normalizing a sustainable lifestyle among people. In this way, sustainability became a lifestyle instead of just a phenomenon where all three facets of sustainability, i.e., environment, economy, and society, are focused on and incorporated into one's life to make it a lifestyle. A sustainable lifestyle impacts and manages organizations at the micro and macro level. It also shapes people's lives in the globalized world in the context of politics, religion, economy, culture, and environment (Glavič, 2021).

According to Światowy and Szalonka (2018), lifestyle is an extension of people's cultures, which is influenced by many factors such as family, socioeconomic standing, friends, occupation, age, status groups, gender, generation, etc. Therefore, a sustainable lifestyle includes many crucial factors that affect a country's macroeconomic environment at the microeconomic level. Demographic parameters like the socioeconomic status of the people, their level of education, their health, etc. have a significant role in the sustainable development of a nation (Farhud, 2017).

Furthermore, sustainability consciousness (SC) is the understanding that sustainable life and development are important and could produce positive outcomes. What is referred to as "sustainable awareness" is centred on knowing how to live in harmony with the natural environment and caring about how to do so. SC is also utilised in the economy, society, and environment. SC is influenced by a wide range of factors, including household wealth and educational attainment. Therefore, the goal of this study is to determine how well Pakistanis understand the idea of a sustainable lifestyle and how it connects to their level of education and wealth (Kalsoom et al., 2017). UNESCO further categorized a conceptual and operational framework of SC into themes and subthemes. The main three dimensions are social, environmental, and economic. Each article is divided into several subthemes to incorporate all aspects. The social dimension contains seven sub-categories or subthemes. These are peace and human security, cultural diversity and understanding of different cultures, human rights, gender equality, governance, health, and HIV/AIDS. The environmental dimension contains five subthemes that are climate change, rural development, viable urbanization, natural resources (i.e., energy, water, agriculture, and ecological diversity), and disaster prevention. Lastly, the economic subthemes include poverty, a sustainable market economy, and corporate responsibility and accountability. To make it more productive, UNESCO further elaborated that all these themes and subthemes should be applicable in all three areas, i.e., knowledge, attitudes, and behavior of people (Liu &

Liu, 2021).

Socioeconomic Status and Sustainable Lifestyle

Socioeconomic status (SES) covers a broad range of factors, including an individual's position in society, degree of education, income, and employment. As a result, the socioeconomic position has an impact on a variety of aspects of daily living. The standard of living, resource accessibility, personal growth, an emphasis on long-term well-being, and awareness of one's ecological footprint are all crucial elements. A sustainable development component is essential to every modern economic strategy. As a result, several countries are increasingly engaging in sustainable development. It would be advantageous to increase young people's acquaintance with sustainable practices given the crucial role they play in propelling national growth. SES factors shape the economic features of a country. Income is one of the socioeconomic determinants. Income inequality quickly turns into well-being inequality, which is harmful for social mobility, which is the foundation of society. A group of people or a particular segment of the population's civil status, legal and political rights, and relationship to the means of production and output are all represented by the social feature of inequality. Inequality has both social and economic components. While the social part defines people's uneven access to social rights and freedoms including the right to employment, health care, and medical care, among others, the financial side relates income distribution, inequality of opportunity, and discrimination (Dalevska et al., 2019).

Education is another SES factor that shapes the values, morals, and awareness of people, subsequently impacting their life choices and lifestyle. For this reason, the Decade of Education for Sustainable Development set goals for global education. (UNESCO, 2015). The SDGs, several scholars, and decision-makers contend that education may help the next generation of global citizens develop sustainable values, attitudes, and actions (Boström et al., 2018; Chinedu et al., 2018).

Like other activities, lifestyles are influenced by the state of the economy and household income. In households with a consistent source of income or financial security, a sustainable lifestyle is more valued and encouraged. Financial stability supports a sustainable lifestyle in many ways, even though it is a complex process that depends on both economic and non-economic factors. To achieve economic development or increase the level of wellbeing, the basic objectives in the political, economic, and social realms must be achieved and maintained. Government policies by themselves are no longer enough to realise the development process nowadays. To

accomplish this, societies and governments must cooperate. Collaboration between countries is facilitated by globalisation in the economic, social, and political realms, but democracy is the only way to ensure that governments and societies work together (Guzel et al., 2021). The MDGs state that low-income countries have a lower likelihood of achieving the SGD and MDG targets than other income groups. This is supported by health status indicators. It also states that it promotes sustainable living and development. As a result, cooperation between many social elements is required. Strong economic growth, international investment, remittances, technology, accountability, and cross-national political cooperation are some of these markers (WHO, 2019).

According to studies, people in low-income households tend to make less informed purchasing decisions and frequently overlook the sustainability aspect. These families frequently purchase the standard goods that the rest of society uses. High-income households, in contrast, are continually focused on making purchases that raise their social status. High-status families think carefully before buying things since living sustainably is all the rage right now. Energy-saving or environmentally friendly products typically cost more than standard ones. Even if this is not the case, low-income families' lack of information as a result of their adherence to societal norms makes it difficult for them to adopt a sustainable lifestyle. Many previous items were created without much consideration for cost, which reversed the climatic change. Low-income households choose these products because they are widely used in society and are offered at reasonable prices (Ramakrishnan & Creutzig, 2021). SES is crucial for assessing people's sustainability awareness and helping them make environmentally responsible decisions (Steg et al., 2015). The income of individuals is directly linked to their consumption behavior, which is linked to the rate of production, hence the use of resources and energy (Spengler, 2016). This way, individuals with high income can indulge in overconsumption which can be counterproductive for a sustainable lifestyle (Frick et al., 2021; Spengler, 2016). People with high incomes can spend their spare money on eco-friendly products as opposed to low-income households who have to worry about basic human needs (Philippsen et al., 2017). Thus, income is a great motivator to adopt a sustainable lifestyle.

Education and Sustainable Lifestyle

In the past, ignorance and lack of awareness had a negative impact on the environment. The emphasis on sustainable physical development in the educational system was not as strong as it should have been. The curriculum in schools does not promote teaching kids the way of life

necessary for a society that is progressing sustainably. Additionally, there is a shortage of curricula in educational institutions to teach students the value and necessity of sustainability consciousness. The Sustainable Development Goals (SDGs), which have 17 objectives focused on social, environmental, and economic sustainability, were introduced by the United Nations (UN) in response to the discovery of a deficit in the education system regarding sustainability (Ali, 2017). Several studies have examined the impact of education on the development of attitudes and beliefs that support environmental protection (Ahmad et al., 2015; Biasutti & Frate, 2017). Through education, people are more aware of the threats to the environment, and as a result, they engage in sustainable development by adopting a sustainable lifestyle (Figueredo & Tsarenko, 2013; Tucker & Izadpanahi, 2017).

After that, the UN General assembly made the education for sustainable development (ESD) for 2030 (UNESCO,2017). The primary objective of ESD is to provide a guarantee that students learn and acquire the proper skills required to participate in sustainable development in the future. It develops the students and curriculum for the incorporation of sustainably and targets achieving SDGs in education (Nguyen, 2019). The United Nations Educational, scientific and cultural organization (UNESCO,2005) presented the ESD will enable to raise knowledge and foster attitudes that will assist people to promote and exercise a sustainable lifestyle. Numerous studies have shown the effect of education on attitude development and beliefs that encourage environmental protection (Ahmed et al., 2015: Biasutti and frate, 2017). Education is the best tool to find out about and to regularly participate in sustainable development, which is one of the pressing issues for modern civilization. Different studies have also concluded similar results. (Figueredo & Tsarenko, 2013; Tucker & Izadpanahi, 2017). According to the Research, the primary elements that can be taught together to produce a better and more versatile next generation are awareness, attitude, and conduct. (Fung, 2017; Olsson & Gericke, 2016).

Education is necessary for individual growth, changing society, and individual ideas. Education is perceived as a primary factor in changing people's mindsets and actions. A good understanding of the sustainability idea is essential to develop new thoughts and attitudes that support a sustainable lifestyle. This can be achieved by educating people and creating awareness. (Fedosejeva et al., 2018). Koger and Winter (2011) introduced an action-based environmental education program for the younger generation that can assist them in gaining confidence, self-worth, critical thinking, and problem-solving skills to change their unsustainable lifestyle. In

research from both systems thinking and sustainable development fields, critical thinking, problem-solving skills, and actions are repeatedly mentioned to affect people to alter their lifestyle more sustainably. Education, awareness, and self-reflection play a vital role in the development of the critical approach in both disciplines. It shows that education is necessary to promote a sustainable lifestyle (Kordova et al., 2018; Palmberg et al., 2017).

The level of sustainable consciousness in individuals is heavily based on their knowledge and education, especially the knowledge regarding environmental matters (Zsóka et al., 2013b). It is essential to be informed and educated about the environment to have a deep sense of awareness of sustainability (Molina et al., 2013). Other studies have also revealed a positive correlation between education and ESD and students' conscious level of sustainability (Pauw et al., 2015). The primary challenge in promoting sustainable consciousness among individuals is the development of skills and models that positively support sustainability and the future job market. Furthermore, misunderstanding and misconceptions regarding sustainability need to be eliminated from people's minds to achieve a sustainable lifestyle (Gifford & Nilsson, 2014). Therefore, it is necessary to incorporate more training relating to sustainability consciousness within the curriculum to foster sustainable attitudes, awareness, and behaviors among individuals (Cherdymova et al., 2017).

In addition, another study by Philippsen et al 2017 examined the impact of education and socioeconomic factors on the environmental awareness of the participants. Interviews were conducted to gather information about people's attitudes and behavior regarding environmental preservation and their approach to household chores as a measure of ecological awareness. It was forecasted that younger people with higher education and income level would demonstrate a better level of environmental awareness compared to older adults with lower education levels and income. The results of the study indicated that individuals with higher education levels usually have a better understanding of environmental issues and therefore are more concerned about environmental quality and are more likely to behave more responsibly regarding the environment. The capacity to understand global challenges and appreciate the interconnectedness of nature and humanity can be cultivated through education. Studies have shown that education plays a vital role in developing the sustainability consciousness among individuals. This research aims to evaluate the impact of Pakistan's educational system on the development of sustainability awareness.

Socio-Economic Status on the Understanding of Sustainable Lifestyle

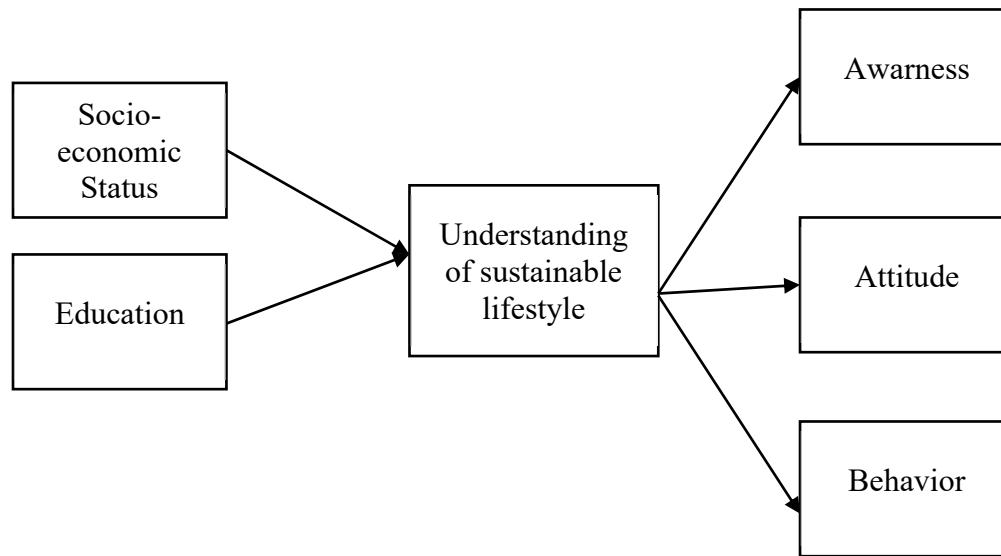
The economy plays a prominent role in various aspects of society and also plays a role in influencing the behavior of society. The reason countries prioritize the economy is to improve social welfare and also increase the standard of living and quality of life of the people. A strong economy and income also have an impact on lifestyle like other behaviors. Households with more finances and financial security tend to pursue a more sustainable lifestyle. Although sustainability is a very intricate process that requires a combination of both economic and non-economic factors, financial stability is still a major factor in promoting sustainability. The main factor in achieving economic development and increasing the overall well-being in society is to keep accomplishing and maintaining the key goals set in the political, economic, and social spheres. In current times the policies of the government alone are not sufficient to achieve this development, it requires collaboration between governments and society. Globalization in the spheres of the economy, politics, and society is essential for countries to cooperate, and democracy is the most effective way to ensure cooperation between governments and societies (Guzel et al., 2021). According to the Millennium Development Goals (MDGs), health indicators suggest that the nations which have low income are less likely to achieve the targets set by SGDs and MGDs than other countries. It also highlights that it promotes a sustainable lifestyle among individuals. The collaboration of multiple societal factors such as a strong economy, foreign investments, remittances, technology, accountability, and political collaboration among countries is needed for this. (WHO, 2019).

According to the studies, it has been observed that households with a low level of income usually don't put much consideration in making a purchase decision, hence ignoring the sustainability factor. They often opt for the product that is used by the general population. In contrast to that, households with a high level of income make purchase decisions that would improve their social status. With the sustainable lifestyle being the new trend in society the high-income house put much consideration regarding their consumption. Generally, eco-friendly and energy-efficient products are more expensive than their less environment-friendly counterparts, even if that's not the case families with low income usually lack awareness and also are hesitant to change their societal norms. This becomes a barrier for them in developing a sustainable lifestyle. In the past, the products were designed without keeping sustainability in mind and thus had adverse effects on the environment. Moreover, these products are available at relatively lower prices, and low-income households are generally inclined towards buying them (Ramakrishnan &

Creurzig, 2021). Socioeconomic status plays a significant role in dictating the sustainability consciousness of individuals and their ability in making the right decisions for the environment (Steg et al., 2015).

Conversely, income can also increase the consumption of people. While the global reduction of the use of fossil fuels and resources for environmental sustainability is widely considered but it is not yet clear how it will relate to individual consumption behavior. It can be challenging to connect individual products and services to primary energy use, resource use, and greenhouse gas emissions (Spengler, 2016). Researchers have presented a model for both minimum and maximum sustainable levels of individual consumption, with the upper limit being determined by the equal distribution of the resources within our planet and the lower limit being the basic requirement of human beings (European Environment Agency, 2018). Consumption that is based on the required necessities can be more sustainable than consumption that is driven by desires. In this case, going beyond the specific limit and overconsuming can be detrimental to sustainability. Overconsumption can also become a factor for people with financial stability and higher levels of income. It indicates that having a high income does not always translate to a better sustainable lifestyle. Several factors such as education and awareness also play a role (Frick et al., 2021; Spengler, 2016; Thøgersen & Ölander, 2006).

Research has shown that income plays a significant role in the awareness of an individual relating to a sustainable lifestyle. People with low incomes are usually more concerned about fulfilling their basic needs than the environment. People from the middle and upper classes are usually educated and are much more aware of the consequences their behavior and lifestyle can cause on the environment. Generally, being environment friendly is considered to be a luxury item, meaning it can only be prioritized after fulfilling your necessities such as having sufficient food, shelter, and financial stability. As a result, people with low incomes are more focused on fulfilling their necessities and self-protection. Conversely, people with high incomes can prioritize environmental protection and sustainable living because their basic requirements have already been fulfilled (Philippsen et al., 2017). Therefore, even if an individual prioritizes environmental preservation, income can act as a barrier to good environmental awareness among the low-income individuals in our research.



METHODOLOGY

Research Design

The study included collecting data from participants simultaneously using an online survey. The study also intended to find out the relationship between education and socioeconomic status with the understanding of sustainability (sustainability conscious) of the youth. For this reason, the study had a correlational time horizon. Moreover, the questions on the survey used a KAP model to investigate the participants' knowledge, attitudes, and practices regarding a sustainable lifestyle using a Likert scale. So, the research style that was followed in the study was quantitative. The study used a quantitative correlational research methodology based on the KAP survey model for its general structure.

Participants

The sample consisted of 300 Pakistani youth, males and females from ages 18 to 30, from the cities of DG. Khan and Multan. Most of the participants who participated in the study were university students. The participants were selected using non-probability convenient sampling.

Measures

The consent form was used in the online survey to disclose to the participants about the research process and to inform them about their rights to participation. In addition, the participants

were informed about the confidentiality and protection of their data or personal information. It also gave the estimated time required to complete the survey. After reading these conditions, the participants who agreed were needed to sign the consent form before proceeding with the survey. The consent form can be found in Appendix A. The demographics form contained questions to get basic information about the participants, i.e., age, gender, education, occupation, monthly income, residential area, family information, etc. The demographic form was attached to the survey and was also rotated online to get the information. Specifically, a demographics questionnaire was employed.

Understanding a sustainable lifestyle was also measured using an online Lickert questionnaire or survey form. The measure was created based on the study's theoretical framework and KAP model that covered the economic, environmental, and social sustainability awareness, attitudes, and behaviors of participants. The questionnaire followed a Lickert response format with the following responses: always, sometimes, and never. There were a total of 55 questions on the questionnaire. The table given below gives the distribution of questions in the questionnaire.

Table 1 Question distribution of the Survey

	Questions	Total
Environment	1, 3, 5 – 18, 29, 30, 31, 32, 33, 36 – 43, 54, 55.	30
Economic	2, 4, 9, 21, 22, 23, 34,	7
Social	19, 20, 24, 25, 26, 27, 28, 35, 44 – 53	18
		55

Results and Discussion

The current study followed three dimensions to investigate the understanding of a sustainable lifestyle including social, environmental, and economic sustainability. The instrument to take responses from the present study participants was also developed, keeping these themes in mind. The reliability analysis on the instrument questions showed a good Cronbach alpha value (see Appendix B). The current study was conducted on the youth of Pakistan aged between 18 to 30 years. According to the United Nations Environment Programme (UNEP), youth comprise roughly 30% of the world's population. The long-term success of nations depends on youth participation in environmental policy and development decision-making and program implementation. Additionally, the youth around the world act as a solid and determined force to

bring positive changes. Young people are thought of as a dynamic force for change. They can contribute to and effect positive change by opposing corruption, bribes, and other societal ills. It is accomplished by using their education for the benefit and advancement of the nation. Youth should lead the activism through their acts that make a difference; youth need to instill a sense of purpose, worth, and achievement (Singh & Panackal, 2017). Pakistanis make up 29% of the population between the ages of 15 and 29, while 64% of the population is under 30. (an age group that we define as the youth). There are already more young people in Pakistan than ever, and this number is expected to rise until at least 2050 (UNDP, 2018). It gives Pakistan a great chance to equip the youth to the world towards a better future and sustainable development. Therefore, the current study wanted to find out the understanding and knowledge of Pakistani youth regarding a sustainable lifestyle and the factors that can predict it.

Analysis of the relationships between sustainability constructs reveals a positive relationship between an environmentally, economically, and socially sustainable way of life. These correlations reflect earlier research showing that young people with sufficient environmental awareness are likely to have positive attitudes about economic and socially sustainable lifestyle awareness (Pauw & Petegem, 2013). Additionally, there are positive interactions with all of these components for the sustainability dimension. The results for social behaviors are consistent with the observation that knowledge and attitudes contribute to pro-environmental behaviors among youth (Merino et al., 2020). In contrast to the general lack of relationship between sustainability behavior and the other two constructs of sustainability consciousness. Studies suggest that awareness about one of these dimensions is directly linked to the two dimensions, which is why young people nowadays do not find it difficult to equip themselves with the necessary knowledge required to learn about sustainability or a sustainable lifestyle (Esa, 2010).

Understanding a sustainable lifestyle is just one of the many areas of life where education plays a significant and crucial role. Through education, the necessary methods and means for sustainable development are recognized. An essential tool for attaining a sustainable lifestyle is education. Therefore, it's crucial to promote education emphasizing sustainability values and skills. Access to the internet, social media, social mobility, and growing sustainability talks have also increased youth awareness. Education from any medium is essential to improve understanding of a sustainable lifestyle (Kumar & Mohapatra, 2021). However, the current study does not show a significant change in awareness regarding a sustainable lifestyle because of education (see

Appendix D, E, and F). It might be due to the level or structure of education. The majority of the respondents from the sample had an undergraduate level of education (see Appendix A).

The lack of practical knowledge in this area may be why students do not get to learn. Therefore, universities and educational institutions should implement a suitable strategy to address this paradigm shift and adapt to the expanding requirements of young people and current needs, such as sustainability. Recent educational research shows that it is challenging to alter behavior associated with sustainable development, even after targeted educational interventions. It is crucial to increase awareness of and modify attitudes toward sustainable development to change these behavioral traits, but these changes do not cause behavior change. Instead, it is essential to first change people's perspectives on sustainability. According to a study of college students with various majors, education science majors had the worst ecological knowledge, underscoring the urgent need for science teachers to raise their students' sustainability awareness (Barco et al., 2020; Stir, 2006).

Moreover, it is necessary to introduce awareness and education about sustainability to the teachers responsible for students learning. The more aware teachers are of these matters, the better they can equip the students and deliver accurate knowledge on the subject. The UN designated 2005–2014 as the UN Decade of Education for Sustainable Development to advance education for a sustainable lifestyle. The member states took several actions during this time to incorporate education on sustainable development and lifestyles into policy, curricula, instruction, and non-formal education (Buckler & Creech, 2014). However, many institutes in Pakistan have not introduced or reformed education policies to incorporate awareness regarding a sustainable lifestyle. The national education policy of Pakistan 2009 committed to providing higher education to help society achieve its aims of fostering social cohesion, civic responsibility, and a more fair community. The policy has also placed a strong emphasis on equitable education. However, the policy does not explicitly mention it by name. Similar to this, it is absent from the provincial plans for the education sector, such as the Khyber Pakhtunkhwa School Education Sector Plan 2010-2015, the Punjab School Education Sector Plan 2013-2017, the Sindh Education Sector Plan 2014-2018, and the Balochistan Education Sector Plan 2013-2017 (Kalsoom et al., 2017).

Besides education, socioeconomic status also plays an essential role in the awareness of topics like a sustainable lifestyle or sustainable development. Numerous demographic factors that affect people's attitudes toward the environment have been found in prior studies. These factors

are typically unreliable and occasionally inconsistent across populations. Younger and better-educated respondents tended to be more supportive of environmental causes. Most ethnic groups and those with high socioeconomic positions typically have a favorable knowledge of the environment. Nevertheless, other researchers have demonstrated that social context, such as between ethnic groups with environmentally friendly behavior, influences the behavioral expression of an attitude (Clayton & Myers, 2015; Knoot, 2011). The reason is that society serves as a vehicle for the generational transmission of norms, beliefs, views, behaviors, and so forth. In other words, social structures can effectively promote a particular worldview, such as a new ecological paradigm. The availability of social and economic incentives in the community for a specification or attitude is structured by social institutions themselves. Therefore, a fraction of a financially stable society can learn about new things and have the resources to change their lifestyle. This information is also passed down to generations, which is why a certain segment of society (usually the elite class) has the luxury of being aware of such matters (Angkasa Wazir, 2017).

In addition, Ilie et al. (2021) argued that access to good education is also linked with the socioeconomic class of an individual in many countries around the world. Many countries, including Pakistan, have a considerable gap and disparity in access to essential human and social services, including healthcare and education. The countries like Pakistan, which have a low economy and high-income disparity, have been found to have low literacy rates. Since education is one of the factors impacted by these disparities due to wealth disparity, creating awareness of the issues like a sustainable lifestyle can become difficult (Nolan et al., 2014; Zia et al., 2015). This argument also contributes to Pakistan's great majority of residents living in rural areas having unequal incomes. Therefore, the poor cannot enrol their children in quality education due to a lack of financial means. Consequently, low income can directly or indirectly affect understanding of a sustainable lifestyle – when it is also paired with the lack of proper education. It could be the reason for a non-significant small change in sustainable lifestyle due to the income of participants of the study.

The socioeconomic system's stability can ensure the effective growth of both society and humankind as a whole. In light of this, an imbalance in social interactions may have unfavorable effects, such as increased conflicts and disrupted social environment stability. Consequently, it is essential to consider numerous factors before analyzing a phenomenon like sustainable lifestyle

and development (Rublev et al., 2021).

After a deep insight into the other research work, the framework is based on a literature review. The study restricts itself to deducing and comprehending the idea of youth contribution to sustainability and its fundamental components. It does not examine the specifics of the features at a microscopic level. The current study discusses the essential connection between the understanding of youth regarding sustainability and factors like education and socioeconomic details. However, it is not always that simple and can include many confounding variables to affect the relationship between these two. So, further research using detailed survey data needs to be done. Second, there are no confounding variables in our current model. To determine statistical validation, it is necessary to identify confounding factors. One study's internal validity may be compromised, as with many others in the past.

Furthermore, another limitation of the current study lies in the sample or participants of the study. The present study contains data from the participants who belonged to a couple of cities in Punjab, Pakistan. Since there are many cultural, socioeconomic, and education differences in different areas of Pakistan, the results could be different if more data was collected from other cities too. Therefore, the results of the current town cannot be generalized to other parts of the country. As the research objective was to find out the understanding and awareness of a sustainable lifestyle in the youth of Pakistan, a larger sample size could have been more beneficial in drawing out the actual results of the current study. Another limitation of the study is that the sample only consists of youth aged 18 to 30 years. The age range can be pushed to include adults and older adults in the survey to collect their thoughts about a sustainable lifestyle and environmental protection. It could make the study more generalizable across different age groups.

Moreover, the current study used a correlational research methodology – where a relationship between two variables is determined. Causal inferences were not interpreted in the current study. So, the present study could not find the causes of developing an understanding of a sustainable lifestyle in the youth. The survey results cannot show genuine causality despite the theoretical support. Therefore, more empirical data from trials are required before conclusions regarding the causation direction can be made. Similarly, the data was gathered simultaneously using a cross-sectional time horizon which increases the likelihood of the interference of other variables in the study. For instance, due to the current situation or any ongoing stress, the respondents of the study could not have paid attention to filling out the survey form. It can interfere

with the result analysis of the study. It is recommended to use panel or cohort research designs with time-series analysis to find evidence of a causal link.

Conclusion

The purpose of the research was to learn about the sustainable lifestyles of young Pakistanis and the effect of various criteria, such as education and income level, on the growth of these lifestyles. This study's literature elucidated the empirical analysis of prior research that links these factors and probes several facets of eco-friendly living. The present research looked at three aspects of eco-friendly living. Sustainable living encompasses these three pillars: ecological, social, and financial. The findings point to a tight connection between these three factors, highlighting the importance of these kinds in shaping the idea of sustainability. Furthermore, the findings reveal that criteria like education and money have little effect on sustainable lifestyle knowledge or consciousness

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Appendices

Appendix A

Demographic characteristics of the sample (N = 321)

Characteristic	<i>f (%)</i>
Gender	
Males	269 (83.8)
Females	52 (16.2)
Age	
18 - 20	138 (43)
21 - 23	107 (33.3)
24 - 27	41 (12.8)
27 - 30	35 (10.9)
Education	
Under Graduate	198 (61.7)
Graduate	80 (24.9)
MPhil/MS	39 (12.1)
PhD	4 (1.2)
Family structure	
Joint	242(75.4)
Nuclear	62(19.3)
Extended	17(5.3)
Socioeconomic Status	
Upper	33 (10.3)
Middle	251 (78.2)
Lower	37 (11.5)
Subject/Discipline	
Sciences	125 (38.9)
Social sciences	85 (26.5)
Fine arts	36 (11.2)
Business	58 (18.1)
Other	17 (5.3)

Occupation	
Business	87 (27.1)
Government job	83 (25.6)
Private	91 (28.3)
Other	60 (18.7)
Business	87 (27.1)
Family Income	
Up to 20,000	146 (45.5)
20,000 - 40,000	53 (16.5)
40,000 - 60,000	52 (16.2)
60,000 - 80,000	33 (10.3)
80,000 above	37 (11.5)

f = frequency

Appendix B

Descriptives and Reliability of Measures (N = 321)

Scales						
	Items	α	M	Range	Minimum	Maximum
	(55)					
Environmental SL	30	.92	2.01	1.05	1.52	2.57
Economic SL	7	.71	2.18	1.04	1.60	2.65
Social SL	18	.89	2.07	.55	1.76	2.31

Note: α = Cronbach alpha reliability. M = mean. SD = standard deviation. SL = Sustainable lifestyle.

Appendix C

Correlation between dimensions of sustainable lifestyle measure

Variables	N	M	SD	1	2	3
1. En SL	317	60.48	15.37	-		

2. Ec SL	319	15.29	4.13	.80**	-	
3. So SL	315	37.21	9.97	.85**	.76**	-

** Correlation is significant at the 0.01 level (2-tailed). $p < .01$ **

Note: N = number of participants. M = Mean. SD = Standard deviation. En SL = Environmental Sustainable Lifestyle. Ec SL = Economic Sustainable Lifestyle. So SL = Social Sustainable Lifestyle.

Appendix D

The effect of predictors on the consciousness of an environmentally sustainable lifestyle

Variables	B	SE	t	p	95% CI
Constant	36.66	2.99	12.27	.000	[50.48, 68.84]
SES	1.21	1.22	.99	.32	[-2.63, 4.81]
Education	-.69	.78	-.89	.37	[-3.72, .99]
Family income	-.54	.41	-1.31	.19	[-1.47, 1.07]
Personal income	.30	.74	.41	.68	[-1.38, 3.13]

Note: Dependent variable = Environmental sustainable lifestyle consciousness. SES = Socioeconomic status. CI = confidence interval. B = unstandardized coefficient. SE = standard error.

Appendix E

The effect of predictors on the consciousness of economically sustainable lifestyle

Variables	B	SE	t	p	95% CI
Constant	14.97	1.23	12.13	.000	[12.54, 17.40]
SES	.48	.50	.97	.33	[-.501, 1.47]
Education	-.04	.32	-.14	.88	[-.67, .58]
Family income	-.27	.17	-1.56	.11	[-.60, .06]
Personal income	.004	.30	.01	.99	[-.60, .60]

Note: Dependent variable = economic sustainable lifestyle consciousness. SES = Socioeconomic status. CI = confidence interval. B = unstandardized coefficient. SE = standard error.

Appendix F

The effect of predictors on the consciousness of a socially sustainable lifestyle

Variables	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>	95% <i>CI</i>
Constant	36.66	2.98	12.27	.000	[30.78, 42.54]
SES	1.21	1.22	.99	.32	[-1.19, 3.61]
Education	-.69	.78	-.88	.37	[-2.23, .84]
Family income	-.54	.41	-1.30	.19	[-1.35, .27]
Personal income	.30	.74	.40	.68	[-1.15, 1.76]

Note: Dependent variable = social sustainable lifestyle. SES = Socioeconomic status. *CI* = confidence interval. *B* = unstandardized coefficient. *SE* = standard error.

Appendix G

Demographic information form

1. Name:

2. Age:

18 – 20 years

21 – 23 years

24 – 26 years

27 and above

3. Gender:

Male

Female

4. Socio-economic status:

Upper

Middle

Lower

5. Monthly income of family:

Up to 20,000

20,000 – 40,000

41,000 – 60,000

61,000 – 80,000

80,000 and above

6. Level of education:

Graduate M.phil/MS P.h.D.

7. Subjects/discipline

Social Sciences

Fine Arts

Natural Sciences

Engineering

Medicine

Agriculture

8. Major occupation/Source of earning in the family:

9. Family type:

Joint Nuclear Extended

10. Family members living in your house:

11. Number of siblings:

12. Residential area /city:

13. Marital status:

Single Married Divorced

14. Number of Children (if married)

15. Do you have any earning source? Yes No

16. If yes, how many rupees do you earn (monthly)?

17. Who is the household head?

18. Education of household head: Matriculation Graduate Postgraduate

19. Father: Alive Dead Separated

20. Father's education Matriculation Graduate Postgraduate

21. Father's occupation:

22. Mother: Alive Dead Separated

23. Mother's education Matriculation Graduate Postgraduate

24. Mother's monthly income (if applicable):

Appendix H

Instructions: Kindly read the given below statements carefully. Tick the box (always, sometimes, or never) that suits your situation the best.

Statements	Always	Mostly	Sometimes	Never
1. Do you use a lot of plastic in your daily life?				
2. Do you try to save leftover food?				
3. Do you avoid buying extra food to reduce food waste?				
4. Do you prefer second-hand clothes or items over new ones?				
5. Do you regularly recycle reusable products?				
6. Do you sort waste into recyclable or non-recyclable before disposing of it?				
7. Do you try to save water?				
8. Do you buy products that are reusable to reduce waste?				
9. Do you turn off lights when you are not using them or when you leave your room or house?				
10. DO you turn off the water tap when you are using soap or shampoo during shower?				
11. Do you try to buy food or products that are packed in eco-friendly packaging?				
12. Do you buy eco-friendly products?				
13. Do you buy vegetables and fruits that are grown without the use of pesticides?				

14. Do you buy animal products that are grown in a healthy and natural environment?				
15. Do you avoid or try to reduce the emission of carbon in the environment?				
16. Do you prefer public transport to reduce pollution?				
17. Do you think animal welfare (donations, volunteering in organizations, spreading awareness) is necessary to provide a good environment for animals?				
18. Do you participate in animal welfare activities?				
19. Do you think human welfare (donations, volunteering in organizations, spreading awareness, minority rights, gender equality, racial equality) is important to make our society a better place for everyone?				
20. Do you participate in human welfare activities?				
21. Do you prefer expensive branded products over cheaper local ones?				
22. Do you believe fair pricing of products is necessary to maintain a sustainable economy?				
23. Do you think you contribute to having a sustainable lifestyle?				
24. Do you advocate gender equality in every aspect of society?				
25. Do you think women should get equal opportunities in the job market?				
26. Do you think the lives of minorities in our country are protected?				

27. Do you think religious, ethnic, and sectarian minorities face discrimination in our country?				
28. Do you think women face discrimination in our country?				
29. Do you plant trees regularly to protect our environment?				
30. Are you a part of an organization that does social work to protect the environment?				
31. Do you think plastic shopping bags should be banned in our country?				
32. Are you aware of the growing global warming in the world?				
33. Do you try to reduce your paper use to save trees?				
34. Do you think the distribution of money is fair in our economy?				
35. Are you aware of the labor rights in our constitution?				
36. Do you get a healthy amount of sleep (8 hours) daily?				
37. Do you sleep on time at night?				
38. Do you wake up early in the morning?				
39. Do you exercise or work out regularly?				
40. Do you eat three meals a day?				
41. Do you have breakfast daily?				
42. Do you have lunch daily?				
43. Do you have dinner daily?				
44. Do you spend time with your family?				

45. Do you spend time with your friends?				
46. Do you plan recreational activities with your family?				
47. Do you plan recreational activities with your friends?				
48. Do you listen to music?				
49. Do you watch movies and dramas?				
50. Do you read books (other than your course books)?				
51. Do you travel a lot/regularly?				
52. Do you use social media?				
53. Do you upload pictures and posts to your social media?				
54. Do you take care of your health?				
55. Do you have tea and coffee daily?				