

SUSTAINABILITY DRIVEN BUSINESS INNOVATION EDUCATION: ITS EFFECTS ON ATTITUDES AND DECISION-MAKING BEHAVIORS

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ABSTRACT

Sustainability is a core agenda for the twenty-first century. As a result, higher educational institutions have been trying their best to enable their learners to have theoretical and practical lessons, and opportunities to participate in and lead the sustainability transformations. Given this, this study attempted to test the relationship between the pedagogy of sustainability based in action methods and student self-reflection and its impact on students' attitudes and intentions to engage in sustainable student behaviors. To determine the nature of the relationship, if it existed, students who took the course on Sustainability Driven Business Innovation for one semester were given pre-and post-tests, which scores were then analyzed. A significant direct effect of students' attitudes on intention to engage in sustainable behavior was ascertained. That is, through effective pedagogical methods, sustainable attitudes could predict students' intention to be engaged in sustainable activities. In addition to effectively participating in class and raising their awareness and becoming passionate about sustainability, the learners demonstrated that they have the intention to participate in sustainable related activities both at a micro-level and can demonstrate their sustainability efficacy by being engaged to conduct environmentally related projects outside the college environment.

Keywords: Sustainability, Pedagogy, Attitudes, Behaviors, Action Methods.