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Investigation of the attitudes of first-year-students towards sustainability and environmental awareness at Széchenyi István University

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Abstract

At the Apáczai Csere János Faculty, we have been teaching environmental and sustainability education in teacher training for over 20 years. Trainee teacher are prepared for their future profession - including environmental education - by considering the concept of sustainability. In our previous studies, we analysed the environmental attitudes of children before and after forest school programs. Our current research focuses on the older generation. We prepared a questionnaire for first-year students arriving at the Széchenyi István University in September. It was filled in electronically by 553 students of the nine faculties of the university. Our aim was to study the environmental awareness of the first-year-university-students. In addition we aimed to survey their environmental attitudes, to map their knowledge, behaviour and emotions related to sustainability and environmental issues. Our further goal is to increase the effectiveness of sustainability education in our higher education practice, considering the results of the study and our resources.

Keywords: environmental attitudes, education for sustainability, sustainable development goals

1. Introduction

Global problems and the humans' unsustainable lifestyle have become a central issue in recent decades. At the same time it is inevitable to focus on the competencies that can contribute to find any solution for this situation (Kollarics, 2019).

Sustainable Development Goals identify key areas that need to be given a place and support at all levels of education. These include systems thinking, which is the ability to recognize and understand relationships, analyze complex systems, and manage uncertainty (Könczey, 2017).

The second area is forecasting, which is the understanding and evaluation of multiple future outcomes (possible, probable, and desirable); the ability to create one's own vision and to apply the precautionary principle; estimating the consequences of actions; managing risks and coping with change.

Normative competence is the ability to understand and give back the norms and values that underlie human actions; to negotiate sustainability values, principles, long-term and immediate goals in the light of conflicts of interest, interrelationships, uncertain knowledge and contradictions.

Strategic competence is the ability to jointly develop and implement innovative activities that provide additional sustainability at the local level and beyond.

The next area is collaboration, the elements of which are learning from others; understanding and respecting the needs, perspectives, and actions of others (empathy); understanding, connecting with and being sensitive to others (empathic leadership); conflict management in a group; support for collaborative and participatory problem solving.

Critical thinking: the ability to question norms, customary practices, and opinions, reflection on one's own values, perceptions, and actions; and resolution in the sustainability discourse.

Self-awareness: the ability to reflect on our own role in the local community and (global) society; to continually evaluate and maintain our motivation to act; and deal with our feelings and desires.

Integrated problem solving: by integrating previous competencies, a comprehensive ability to apply different problem solving frameworks to complex sustainability problems and to develop viable, inclusive and equitable solutions that help sustainable development (UNESCO, ed.: Könczey, 2017:10).

In higher education, we also need a methodology and a learning organization that help to achieve these goals. The key concept of education for sustainability, according to Mária Kováts-Németh, contains responsibility, humanism, self-regulation, self-limitation, independence, freedom and decision-making. *A responsible person is independent, free, decisive, able to recognize his / her needs, at the same time able to keep his / her temper, he / she can work in partnership with his / her fellows, has a basic knowledge of the environment to plan his / her life properly. With the aim of sustainable development, he/she is able to act in a given environment to solve problems.* (Kovátsné 2006: 75-86).

Previously, several studies (Varga, 2006; Kövecsesné, 2009; Major, 2018; Kónya, 2018; Mónus, 2019; Kopasz, 2020) have researched the environmental awareness and attitudes of students, high school students or primary school students in relation to a topic of environmental issues. In the course of our environmental education activities, we also measured the environmental attitudes of students coming to the forest school in several cases with the help of questionnaires, conceptual maps and other methods. Our present study was aimed at first-year students coming to the university. We considered it important to examine young people leaving the system of public education in order to find out how they think about environmental issues, what forms of behaviour appear in their attitudes towards the environment.

In our research, the respondents also gave an answer to the question whether they had studied in an ecoschool during their previous studies. We considered this important because our students, who started their first year in 2019, already had the opportunity to study in an eco-school, where education for sustainability is given a prominent role. *"The eco-school network in Hungary was established in March 2000 on the initiative of the National Institute of Public Education (OKI), with the professional guidance and direction of Péter Havas, the national coordinator of OECD ENSI in Hungary, with 22 institutional members and the Ministry of Education."* (Varga, Könczey, Szabó 2016:9) There are currently around 1,100 institutions who can bear the title of eco-school or perpetual eco-school.

„Any school can become an ecoschool that is committed to enforcing the principles in its operation as much as possible. These principles include the pedagogical principles of sustainability being present in the whole process of education and training inside and outside the school. The principles appear in operation, in feeding, in building partnerships with students, parents and local actors. Leadership should be committed to ecoschool values. An environmentally conscious approach should also influence the activities of non-teaching staff. Sustainability should be present not only in ecological terms, but also in social and economic terms. ” (Varga, Könczey, Szabó 2016:9)

One of the most popular forms of practice-oriented environmental education based on experiential pedagogy is the forest school, a network that has expanded enormously since the 1990s, with a number of qualified forest school programs for different ages in all parts of the country. Our faculty also has graduate teachers who participated in a forest school program in 2000 as senior students, have written their dissertation on environmental education, and today, as practicing teachers implement environmental education for young children. The

Forest School Program, formulated between 2003 and 2008, highlighted one of the most important objectives, according to which all children should get to a forest school at least once during their studies. It can be seen from the answers of the respondents that this endeavor did not achieve its goal, as less than half of our students can only report that they participated in a forest school program during their studies. Unfortunately, the national program, which started in 2003, could not be fully implemented, although the first period under the leadership of the Environment and Communication Program Office was very effective and useful.

After János Lehoczky, according to the term officially used in the forest school program, *the forest school is a special educational and learning organization unit based on the conditions of the environment. It is a continuous, multi-day, with a different way of organizing teaching-learning procedure in the school year. Learning is based on pupils'active participation and cooperation of the students. The teaching is related to the natural, man-made socio-cultural environment of the chosen location, both in terms of content and curriculum. Its outstanding educational task is to develop harmonious, healthy living skills and socialization related to community activities.* (Lehoczky, cited by Kövecsesné 2015: 19) Today, unfortunately, in many cases, groups have the option of 2-3 day- programs, which is a problem because the digital generation of the twenty-first century, in our experience, needs 2-3 days to break away from the digital world a bit and get closer to nature.

Fig. 1. Sustainable Development Goals
https://en.unesco.org/sustainabledevelopmentgoals

In September 2015, the 193 member states of the United Nations adopted the new integrated framework for sustainable development, Agenda 2030 (officially Transforming our world: The 2030 Agenda for Sustainable Development), outlines ideas for eradicating poverty, overcoming inequalities, and protecting our Earth's environmental system.One of the main features of the new framework is that, in contrast to previous development cooperation plans, it takes a more comprehensive approach to sustainable development programs, setting targets for each country and region. In the centre of the Agenda there are the Sustainable Development Goals (Fig. 1.), valid for all nations and not excluding anyone from achieving them. (https://www.ksh.hu/sdg)

In our research, we were also curious whether our students met the Sustainable Development Goals, and whether they learned about these areas in details.

56.1% of respondents heard about these goals, 38.5% did not, and 5.4% could not state them. 19.2% of the respondents learned about these goals in more detail, 80.8% are not aware of the meaning and interpretation of these goals. Within the framework of university education, we consider it important to develop projects that can guide students in their own field and in their daily lives, taking these goals into account, and show the system of connections between them.

Szarka (2011: 21) sees the cause of the problems affecting the Earth in the constant increase in consumer demand. This is due on the one hand to population growth and on the other hand to an increase in prosperity. We can clearly say that the growth in consumption will come to a halt in a short time because the Earth's energy, water and soil resources, as well as the amount of some raw materials, are finite. However, this cannot be considered a novelty, as it was already recognized by the English economist Malthus at the end of the eighteenth century. (Mátyás, 1996: 22)

In connection with this problem, a long-awaited question is where the limits of growth are. Where is the boundary from which the consequences of exploitation will become irreversible?

The problems raised in connection with overconsumption are complex and often abstract. It is useful to present the extent and danger of overconsumption through simple, concrete (understandable) examples. A good opportunity for this is the ecological footprint, which has received a lot of criticism however it has a significant role in assessing an individual's lifestyle.

„The ecological footprint is the area that can produce the goods needed for a person's current way of life without damage (i.e. in a sustainable way). It quantifies the impact of our way of life on the environment. " (Rakonczai, 2008:167)

Originally it consisted of the following six elements soil (1) and pasture (2) for food; forests (3-4): for wood and paper consumption, and carbon sequestration due to energy production; sea (5): fish consumption; land (6): for housing.

The results show the level of consumption of the individual, helping to compare individuals, even countries. In addition, it confronts us with the limited capabilities of our Earth and our gradually growing needs. Referring to the individual level can increase the sense of responsibility. (Rakonczai, 2008:168)

2. Objective of the research

The data collection took place in September 2019 at the nine faculties of Széchenyi István University. The aim of the research was to survey the environmental attitudes of the first-year students coming to the university, to map their knowledge, behaviour and emotions related to sustainability and environmental issues. Among our other goals, we also formulated sample projects after the survey of students, which with the adequate methods and forms of activity of sustainability pedagogy would effectively contribute to the formation of environmentally conscious behaviour, to the sustainable approach to the chosen profession.

In our empirical study, our hypotheses were the following:

H1: The years spent in public education, the results of the effectively implemented environmental education activities can be seen in the students coming to higher education, they are reflected in their behavior and way of thinking. We also need to consider the influences and impacts of family, social media, and social relations, but these areas will be examined later.

H2: There are significant differences in attitudes towards sustainability among young people studying in different disciplines.

H3: The impact system of this institutional system can be perceived in the environmental attitudes of students who have previously attended eco-school.

H4: There is a significant difference in the way of thinking of different age groups in terms of sustainability and environmental awareness.

Our goals included examining what the younger generation do to protect the environment, what sources are used to get information related to the environment and sustainability and what attitudes they have about different environmental issues.

3. Methodological bases of the research

We sent our online questionnaire to the first-year students through the Neptun system and with the help of the Student Government.

Our questionnaire contained 32 questions, of which 9 were open-ended and 23 were closed. An evaluation scale was used with 11 numerical type questions. The compilation of the questionnaire was based on the more than twenty years of environmental pedagogy practice of the Apáczai Faculty. Our central themes were forest education and environmentally conscious living. In addition to these - knowing the effectiveness of the eco-school program - we also formulated questions related to this topic. All this - in our later research - provides us with an opportunity to describe the problem more precisely. To sum up some of the questions focused on environmentally conscious habits and behavior, while others examined the attitudes related to sustainability.

The population was grouped according to several criteria and the studies were performed at the 5% significance level.

In the first case, we organize the population according to the forest school studies (249 people went, 277 people did not go to the forest school).

We first examined by F-test whether there was a difference in the variance of the two samples for each question, and then used a two-sample t-test to detect differences (degree of freedom: 524). The values of the t-tests did not reach the critical value for any of the statements (tkrit = 1.65). We can conclude that this grouping does not cause a significant difference in opinions. We can say that the students of our university have the same attitude towards the environmentally conscious lifestyle.

4. Summary of research results:

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The questionnaire was completed by 554 people from the 9 faculties. This is 14.5% of all first-year students. 45.5% of the respondents are men and 54.5% are women. 42% of the participants in the research are under 20 years old, 43% are 20-29 years old old, 7% are 30-39 years old, 7% are also 40-49 years old and 1% is 50-60 years old.

Most of the questionnaires were filled in by students of the Faculty of Mechanical Engineering and Informatics (111 people), the Apáczai Csere János Faculty (104 people), the Kautz Gyula Faculty of Economics (95 people) and the Audi Hungária Faculty (79 people). The Ferenc Deák Faculty of Law and Political Science (43 people), the Faculty of Health and Sports Science (43 people) and the Faculty of Architecture, Construction and Transport Engineering (43 people) were relatively less represented. The Faculty of Arts (2 people) and the Faculty of Agriculture (14 people) were also represented, but here we could count on fewer first-year students based on the admission numbers.

Based on the answers of the respondents, it can be seen that 10.5% of the students studied in eco school at the age of primary school, 49.7% did not learn in eco school and 39.8% could not say whether their primary school had this title.

According to the answers, 9.9% of respondents studied in eco school during their secondary school years, 50.1% did not, and 40% did not know if their secondary education institution had this title. In our research, we looked for correlations between whether our students' responses showed a significant difference in whether or not they had attended an ecoschool before.

Participation in the forest school program was also examined as the same background variable. 44.8% of the respondents participated in a forest school program during their previous studies, 50.1% did not, 5.1% do not know, did not hear about what a forest school is.

In our research, we also examined whether the students who completed the questionnaire had already encountered the methodology of measuring the ecological footprint.

According to their answers 34.7% of respondents have already calculated the extent of their ecological footprint in their lifetime, 62.9% have not, 2.4% do not know what the ecological footprint is.

The question *Do you usually read any articles related to environmental protection and sustainability in your free time?* was given „Yes” answer by 75% and „No” answer by 25% . Our questionnaire also revealed that 66.7% of the respondents used to talk about environmental / environmental issues at home in their families.

Fig. 2. shows the sources from which the respondents obtain information related to environmental protection and sustainability. It can be seen that electronic news sites (index, origo) (275 answers) serve as the source of information, followed by the facebook (220 answers) followed by thematic websites (174 answers) and web influenza (154 answers).

Taking into account these data, it is worth considering the possibilities and methods of environmental awareness formation through the surfaces, the messages to be conveyed.

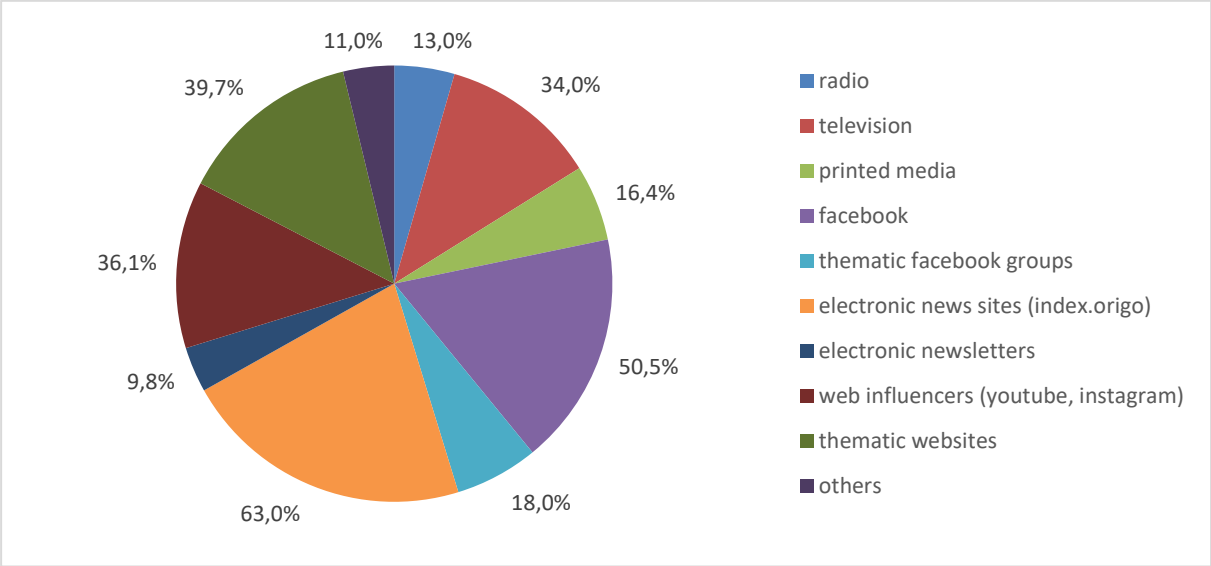

Fig. 2. Sources of information acquisition

The evaluation of the questionnaires also revealed that 32.2% of our first-year students participate in some kind of environmental action in their living environment, 67.8% of them named very few events, only the topics of some events were identified: 87.6% (178 responses) of students participated in a garbage/waste collection program, 9.3% (19 responses) in tree planting, and only one person mentioned the car-free day.

Among the specifically named events the "Take It!", "Take It Yourself!" were the most common (17 responses), and the “Trash Challenge”, “Critical mass” were also named. “Greenpeace”, for which the program was unfortunately not specified is actively present in several environmental and nature protection topics with campaigns and events.

Students also mentioned (in two cases) the “72 HoursWithout Compromise” program that is a social volunteer action organized by three historic Christian churches. The action calls on the youth of Hungary to collaborate, to work together for others and our environment.

In the questionnaire, students were asked to rate statements along a five-point numerical rating scale similar to the Likert scale, where 1: “strongly disagree” and 5: “strongly agree”.

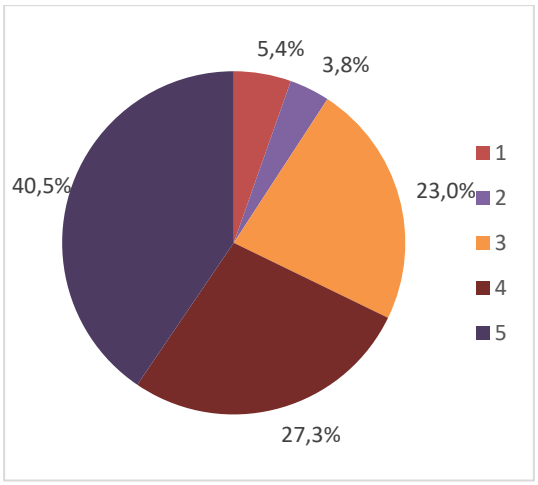

Fig. 3. „The news about climate change is deterrent.” data distribution

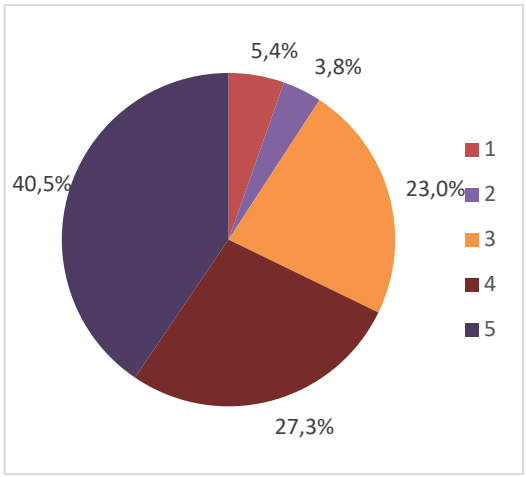

Fig. 4. “I avoid disposable plastic products.” data distribution

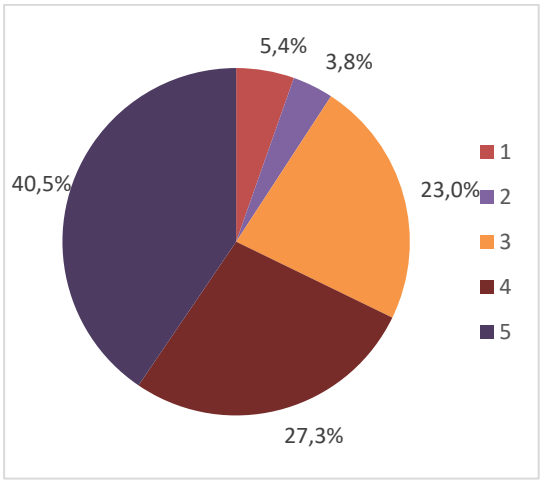

Fig. 5. “When I do shopping, I make sure I only buy what I really need.” data distribution

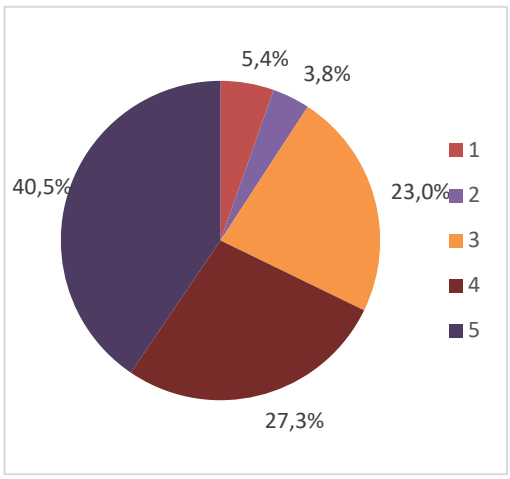

Fig. 6. “I am worried that people destroy nature and forests.” data distribution

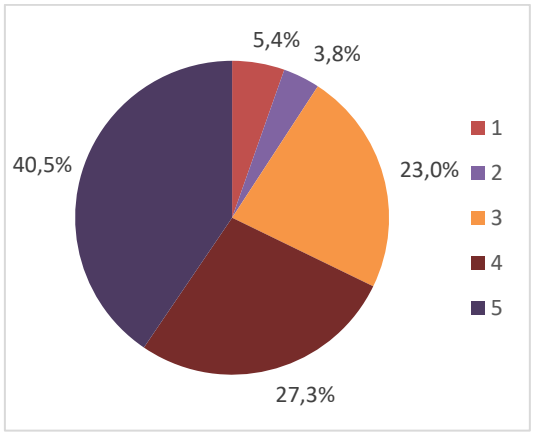

Fig. 7. „I try to persuade others to act in an environmentally conscious way.” data distribution

In the case of the diagrams made on the basis of the received answers, it can be stated that the students'attitude towards environmental issues and environmental awareness is positive especially in connection with "I am worried that people destroy nature and forests. " (Fig. 5.) and "When I do shopping, I make sure I only buy what I really need."(Fig. 4.) statements where 80% of the students' answers were agree or strongly agree (more than 50%).

Rather positive, but more divided the statement "I avoid disposable plastic products." (Fig. 3.), where "3- I can't decide" reached nearly the same value as the values of 4 and 5 (28-29%). Values 1 and 2 ("strongly disagree" and "disagree") were given by about 10 percent of respondents. "I try to persuade others to act in an environmentally conscious way." (Fig. 7.) is divided similarly to the previous statement. It would be better if the value 5 prevailed, because it would mean that students are not only committed to the environment themselves, but are willing to spread this approach.

5. Results of our hypotheses

5.1. Differences among disciplines

The following statements were formulated on the basis of grouping according to specializations, fields of disciplines (health -22 people, economics - 96 people, law - 44 people, technical sciences - 261 people, pedagogy - 81 people, recreation - 21 people). The test was completed in a wide variety of specialization, which would have fragmented the number of groups, so we opted for grouping by disciplines. ue to the appropriate length of the study, we only highlight the statements for which we found a difference. In this case, several samples had to be compared based on the difference between the mean values of their same variable. Therefore, analysis of variance was used.

The first statement, "The news about climate change are deterrent." shows different opinions among students. There is a significant difference in the opinion of the students in this question. Examining the averages, technically oriented students are less afraid of news about climate change.

The second and third questions - "If the water flows unnecessarily, I will turn off the tap." (91.1% of students fully agreed with the statement). "I collect waste selectively." (49.9% of students fully agreed with the statement, 27.5% to a lesser extent but agreed with the statement, 16.5% were indifferent, 4% partially disagreed and 1.4 % completely disagreed) - did not share the students so much. The answers are not significantly different. The values of

the averages show that water wastage is not tolerated by the students of any discipline; they select and separate the types of waste as much as possible. (Table 1.)

Table 1. “The news about climate change are deterrent.” Analysis of variance according to grouping by disciplines

Analysis of variance						
Factors	*SS*	*df*	*MS*	*F*	*p-value*	*F krit.*
Between groups	42,37723	5	8,475446	**7,015499**	0,00002	**2,231383**
Within the groups	627,0055	519	1,208103			
Total	669,3828	524				

The "I avoid disposable plastic products." statement divided the grade to a greater extent. There was a significant difference on this issue. From the data of the averages, we can see that students with recreation and technical orientation agree less with the statement (they produced an average of 3.5 points compared to the average of 4 and above in other disciplines)

Table 2. "I avoid disposable plastic products." Analysis of variance according to grouping by disciplines

Analysis of variance						
Factors	*SS*	*df*	*MS*	*F*	*p-value*	*F krit.*
Between groups	25,71934	5	5,143868	**4,436385**	0,000576	**2,231416**
Within the groups	600,607	518	1,159473			
Total	626,3263	523				

„When I do shopping, I make sure I only buy what I really need." The opinions in the groups according to the fields of disciplines were not the same, and recreational and technical students also feel that they are not environmentally conscious enough in their purchases. (Table 2.)

Table 3. „When I do shopping, I make sure I only buy what I really need." Analysis of variance according to grouping by disciplines

Analysis of variance						
Factors	*SS*	*df*	*MS*	*F*	*p-value*	*F krit.*
Between groups	14,07071	5	2,814142	**3,627045**	0,003105	**2,231416**
Within the groups	401,9045	518	0,775877			
Total	415,9752	523				

„I try to persuade others to act in an environmentally conscious way." In connection with this statement, it can be stated that students, especially those who want to get a career in law, as well as in the pedagogical field, feel that their goal is to convey an environmentally conscious approach.

Table 4. „I try to persuade others to act in an environmentally conscious way." Analysis of variance according to grouping by disciplines

Analysis of variance						
Factors	*SS*	*df*	*MS*	*F*	*p-value*	*F krit.*
Between groups	31,67005	5	6,334011	**5,674948**	0,00041	**2,231518**
Within the groups	574,8098	515	1,116136			
Total	606,4798	520				

In connection with the statement "I don't think we're running out of resources on Earth." students feel that our resources are finite and exploitation must be stopped. (Table 4.)

The responses to the statement - "It is our responsibility how the fate of our planet changes."-, are consistent with the previous idea. Everyone agreed, there was no significant difference between the answers.

Table 5. „I try to be environmentally conscious throughout my work and life." Analysis of variance according to grouping by disciplines

Analysis of variance						
Factors	*SS*	*df*	*MS*	*F*	*p-value*	*F krit.*
Between groups	8,710937	5	1,742187	**2,907872**	0,013365	**2,231416**
Within the groups	310,3482	518	0,599128			
Total	319,0592	523				

The answers given for the statement „I try to be environmentally conscious throughout my work and life." are strange as the results of the students preparing for healthcare careers are the lowest. (4 points on average, which is lower than the average of 4.5 for others, especially those who want to get a career in law and in the pedagogical field).

In connection with the statement „I find the news about climate change a riot." there are differences in the average of the answers, but overall we can state that the statement is rejected in all fields of disciplines. Students are seriously concerned about climate change and its consequences. (Table 5.)

5.2. Evaluation of results by age groups

After examining the students' answers based on the ecoschool pre-studies and grouping the disciplines, we considered further grouping suitable for examination. We supposed that different generations have different views on sustainability and environmental awareness. We divided the students into age groups and we examined the opinions of the younger and older students. Our groups are formed as follows: under 19, 20-29 years, 30-39 years, over 40 years. An interesting situation arose with this grouping. We often hear about differences and gaps between generations. This was not reflected in the responses to the questions asked in our study. For two statements - running water and selective waste collection, we obtained a significant difference of opinion. In both cases, the data show a worse attitude of the 20-29 age group towards the topic. (Table 6.)

Table 6. "If the water runs unnecessarily, I turn off the tap." Analysis of variance according to age groups

Analysis of variance						
Factors	*SS*	*df*	*MS*	*F*	*p-value*	*F krit.*
Between groups	2,371756	3	0,790585	**3,443566**	0,016601	**2,621108**
Within the groups	126,2708	550	0,229583			
Total	128,6426	553				

"I collect waste selectively." statement was answered by students over 40 with a higher average. The students of this age group presumably have an organized family life and pay more attention to the cleanliness of their living environment.

Table 7. „I collect waste selectively.” Analysis of variance according to age groups

Analysis of variance						
Factors	*SS*	*df*	*MS*	*F*	*p-value*	*F krit.*
Between groups	9,261951	3	3,08731	**3,310655**	0,01986	**2,621108**
Within the groups	512,8969	550	0,93254			
Total	522,1588	553				

It is a common belief that different ways of thinking between the sexes can cause differences in the opinions and actions of men and women. To demonstrate this belief, we also grouped students by gender, but in analyzing our studies, we found no demonstrable difference between men’s and women’s environmentally conscious thinking. (Table 7.)

„What do you do to protect the environment in your everyday life?” The answers to the open-ended question were categorized according to their content. It can be seen that 67% of the responses were related to the environmentally friendly solutions in connection with

wastehandling. It seems that students basically see an opportunity to protect the environment in this area.

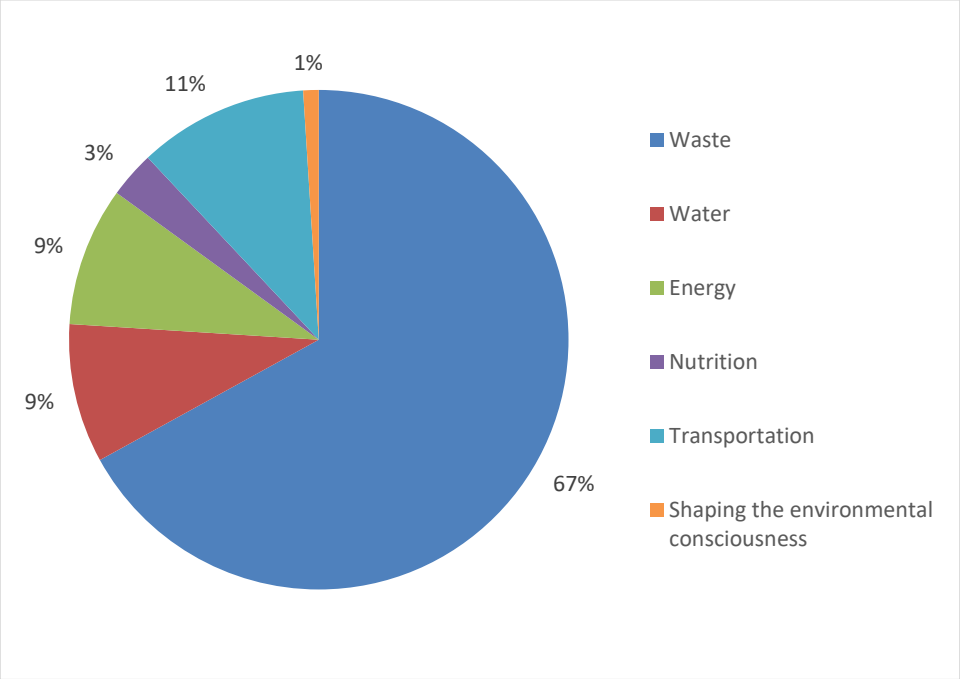

Fig. 8. „What do you do to protect the environment in your everyday life?" Percentage distribution of different topics.

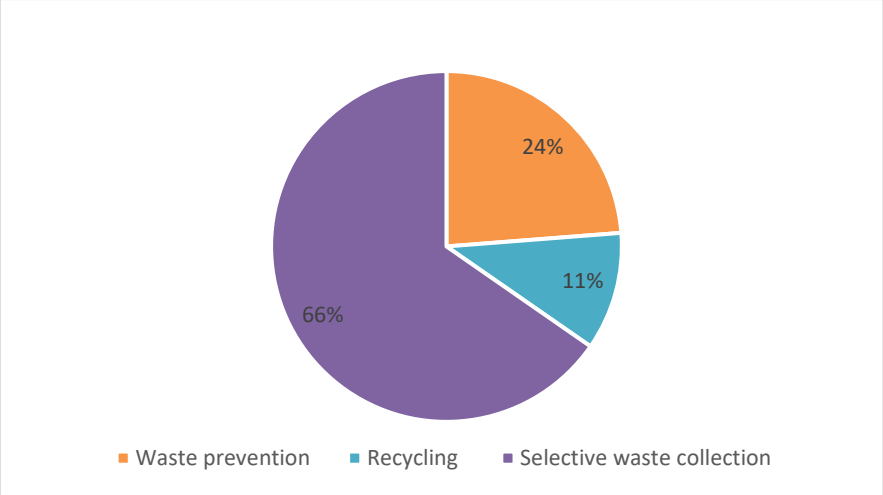

Fig. 9. The percentage distribution of the answers in the topic „Waste"

Within the waste category, unfortunately, waste prevention activities only appear in a quarter of all activities, although this should be number one, because the most effective way to solve the waste problem is prevention. Nonetheless, it should be appreciated that our students pay attention to the selection that contributes to recycling.

5.3. Good practices of our students in connection with environmentally conscious habits

There are some examples of the students'actions: "I avoid disposable plastics, I also try to avoid fast fashion stores, second hand shops when buying clothes". Students make sure to choose durable products and prolong the life of each product.

"I use an Ecosia browser, I selectively collect plastic and paper, I use low energy products."

Ecosia is different from other browsers because developers plant millions of trees worldwide from their income. We do not know how many students have ever heard about the Ecosia browser.

"Researching Zero Waste videos, saving, awareness. I lead a Zero Waste lifestyle and recommend it to everyone. " In this case, the student tries to live a waste-free life. This seems impossible, but fortunately, environmentally conscious people tend to share knowledge, so there is a lot of information about it on the internet (vlog, blog, etc.)

"I grow vegetables and fruit with my family, and we consume them. We strive for chemical-free production we avoid using fertilizers, which can cause many damages to surface waters (eg. eutrophication, etc.) "

"I drink tap water, I don't fly anywhere, because the flight ticket is" cheap ", I don't flush the toilet with drinking water - :). I don't use climate but plant trees that provide shade, I don't eat tropical fruit, etc .. " „Conscious consumption, a conscious lifestyle, part of which is not to let yourself be influenced by advertisements."

I arrive with Carshareing, although I live in Pécel, but I work in Budapest. Due to my work (engineering), I use a relatively large amount of paper but I print only the most necessary ones. I use "disposable" paper that has been discarded due to a printing error to take notes and make short sketches." It's also good to see when someone realizes that among the conditions that limit our lives and work (distance from the workplace, paperwork for engineering work), we can find the opportunities that we can protect the environment with.

6. Summary

Analyzing the responses of the 554 students, we can state that environmentally conscious approach is important for the students at our University. Taking into account the open-ended questions - which will be evaluated in details in our next study - it can be stated that our first

hypothesis has been confirmed. The results of the years spent in public education, the effectively implemented environmental education activities, the social impact, the media, and the content transmitted by the Internet influence the students coming to higher education, which is reflected in their behaviour and way of thinking. In the majority of their answers, our students agreed with our statements in connection with the topics of water, wastehandling and environmental protection. In the answers given to the open-ended questions, we could read about a number of positive habits. It should also be mentioned that hopefully the questionnaire was completed by students who are already interested in the topic and have a positive attitude towards environmental issues. During the trainings, we definitely consider it important to implement programs that take into account our experience and the existing knowledge of the students, which focuses on the activity and responsibility of theirs in different ways and we can shape the attitude of future intellectuals towards sustainability.

Our second hypothesis, that there are significant differences in attitudes towards sustainability among young people studying in different disciplines, has been partially confirmed. There are only a few aspects between young people studying in different disciplines that show significant differences in attitudes towards sustainability. We can highlight the most significant issues - climate change, the use of disposable plastics, opinions on deforestation.

Our research has shown that students in pedagogical fields feel that one of their priority tasks is to change the attitudes of others. This is very forward-looking that the future generation of teachers is receptive to the topic and education for sustainability is considered an important and responsible task for them.

Regarding our third hypothesis, there is no significant difference in the environmental attitudes of students who have previously attended ecoschool. We must reject this assumption. It seems to be true that environmentally conscious approach is important for the students. This is very gratifying and also shows that schools consider the development of environmentally conscious behaviour to be a priority, and in recent times this system of goals and tasks has been integrated into the pedagogical practice of schools. It is also worth mentioning that there are many factors regarding the title of ecoschool that students cannot see. For example, the processes at the organizational level, in the development of the school, or in its documents, in the development of the buildings go beyond in-class and out-of-class activities. However, further research is needed to examine the background and cause of it.

Our fourth hypothesis - There is a significant difference in the way of thinking of different generations in terms of sustainability and environmental awareness - has only been partially confirmed. There are only a few differences in the way of thinking of different generations in terms of sustainability and environmental awareness. For the older age group, presumably already leading a household, selective waste collection and water consumption are particularly important.

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