

A STUDY ON SUSTAINABLE STRATEGIES: NAVIGATING THE SHIFT FROM HYPE TO HARMONY IN COLLEGE CAMPUS ON GREEN MARKETING

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Abstract

The shift from conventional marketing practice to eco-friendly marketing practices has gained tremendous support in college campuses. But some colleges are taking insufficient efforts to bring any transformative actions. Individuals must acquire beliefs, attitudes, habits, and behaviours to achieve a sustainable future. These behaviours are frequently ingrained at an early age. This research paper explores this significant transition, highlighting how college marketing has evolved from promotional tactics that were influenced by the hype to a more harmonious integration of sustainability strategies. Initially the marketing strategies were highly focused on hype, exaggerated claims, and eye-catching tactics. But in today's world, there is a paradigm shift towards sustainability and green marketing campaigns. This shift shows a basic shift in the way colleges conduct their promotional initiatives, to be consistent with sustainable principles and practices. The study aims to understand several factors to analyse this green shift in college and examines the motivations behind this change that have led colleges to adopt green marketing. These motives could be result of growing awareness of sustainability goals, eco-friendly behaviour, and environmental issues. The study analyses how colleges have put green marketing strategies into practice. This involves analysing the campaigns, curriculum modification, college rules and regulations, eco-friendly aware groups and initiatives undertaken by colleges. Additionally, the study draws attention to the difficulties and chances encountered throughout this shift. It discusses the barriers faced by the colleges in adoption of green marketing and innovative ways to overcome the barriers. Various positive outcomes, opportunities, prospectives has been brought by this green shift such as teacher-student engagement, society involvement, and long-term sustainability.

Keywords: *Green Marketing, Marketing, Environmental Sustainability, Education, Green Shift, Eco-friendly purchase.*

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Globally, there is growing urgency to tackle environmental, social, and economic issues, and education is still viewed as a key component of sustainable solutions. There is a discrepancy between intentions and results: Although many colleges consider teaching students to contribute to the creation of a better society as one of their mission statements,

this objective is frequently not fully realized. The most crucial educational goal is to change pupils' perspectives and methods of operation. Therefore, a paradigm shift is required so that sustainability and education are perceived as co-dependent components of a single system rather than as two distinct areas. With an emphasis on behavioural modification and the

development of sustainability skills, educators should employ cutting-edge learning in such a system to teach students about sustainability. Additionally, educational institutions ought to place a high priority on the role that instructors play in assisting students in developing sustainable mindsets upon graduation. A review of undergraduate business schools revealed that the requirement to train managers in sustainability is not well covered in business curricula. Even while sustainability has grown to be a top priority for schools, only one-third of universities provide courses on the subject. The approach to sustainability can be arranged within a sustainable development framework given the diversity of student degree backgrounds and interests across business programs (such as management, accounting and finance, marketing, digital business, international business, logistics, and supply chain management). The goal of the framework should be to "develop competencies that empower individuals to reflect on their own actions from a local and global perspective, taking into account their current and future social, cultural, economic, and environmental impacts." In this educational setting, it is important to investigate the beliefs and methods of business instructors in to learn more about the curricula and teaching frameworks that are now in use as well as to offer suggestions for future development of business education with a sustainability focus.

Objectives:

The main objectives of the current study are:

1. To understand the level of awareness regarding green marketing's sustainable strategies among college students.
2. To assess the implementation of sustainable strategies in college.
3. To identify the challenges faced by colleges and analyse the effectiveness of solutions to overcome it.

Hypothesis:

1. Null: There is no significant difference in the level of awareness regarding green marketing's sustainable strategies among college students.
Alternate: There is a significant difference in the level of awareness regarding green marketing's sustainable strategies among college students.
2. Null: There is no significant difference in the level of sustainable strategy implementation in the college.
Alternate: There is a significant difference in the level of sustainable strategy implementation in the college.
3. Null: There is no significant difference in the effectiveness of solutions implemented by colleges to overcome their challenges.
Alternate: There is a significant difference in the effectiveness of solutions implemented by colleges to overcome their challenges.

Review of Literature:

1. A. Srinivas (July 2015) found that manufacturers or businesses need consider how their product-selling strategy may affect the environment in addition to consumers. Education level is associated with attitudes toward environmental products and consumer awareness. It is important to educate producers and consumers about the problems associated with improper garbage disposal. Programs for raising consumer and producer awareness should be carried out by the federal and state governments. According to analysis, rewards are a more effective way to motivate customers to perform as intended, and this strategy ought to be used to safeguard the environment. Since consumers prefer branded goods, manufacturers and businesses have an obligation to create environmentally safe goods.

2. Shaila Bantanur (May 2015) This article aimed to comprehend campus sustainability strategies by focusing on energy consumption and land usage

patterns in academic institutions. The advantages and disadvantages of the sustainability practices have been emphasized by a thorough analysis. Field observation revealed that solar energy, LED lighting, energy-efficient appliances, solar water heaters, and other technologies are used on campus. The institutes are starting to recognize the importance of sustainability and are taking the necessary steps to begin the process of creating a more sustainable environment, as evidenced by the gradual reduction in power consumption brought on by energy-efficient appliances and the rising awareness among students, staff, and stakeholders.

3. Jadhav. A. S. (2014) emphasized that research, teaching initiatives, and cooperative work with NGOs can all lead to sustainable development. The 1972 Stockholm Conference on the Human Environment brought together people from all over the world to recognize the link between sustainable development and education. Raising awareness can be accomplished through teaching programs that use extracurricular activities as non-formal, outside-of-the-classroom learning opportunities. Students can improve the quality of their research and obtain real-world field experience by engaging in degree-level applied environmental projects. Baseline data collection for resource accounting, biodiversity, and demography can be achieved by such research programs.

Research Methodology:

A brief research methodology adopted for the research can be seen below:

1. Research Design Used:

2. The research has made use

of descriptive research as it depicts the status of awareness among college students about green marketing's sustainable strategies.

2. Source of Data: In the current study, data from primary and secondary sources have both been employed. The data analysis is based on the primary data gathered from the chosen respondents, While the literature study is based on the available secondary data.

3. Instrument of Data Collection: The information was gathered from the respondents through a structured questionnaire. The survey was a multiple-choice, and close-ended questionnaire.

4. Sample Size and Methods: Non-random sampling, such as judgement sampling or convenience sampling, is the technique utilised. The sample consisted of 115 college students in Mumbai's western suburbs.

5. Data Analysis Tools: Edited, Tabulated, and Coded final tables were created for each question using the primary data that was gathered through the questionnaire. These tables are used to create graphs to derive conclusions. The data is analysed using a simple percentage method.

6. Limitations:

Some of the limitations of the present research are:

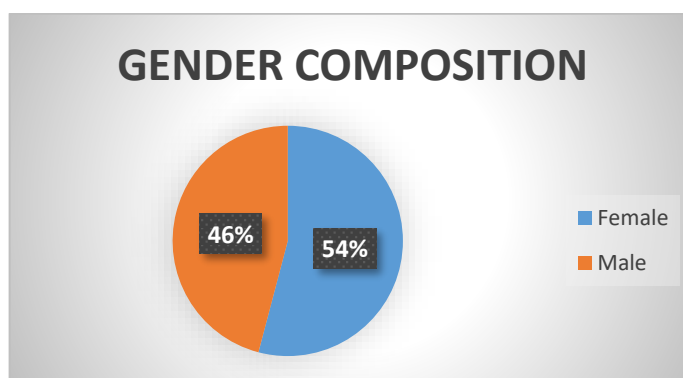
1. It is based on a small sample size of 115 college students.
2. The research is based on one specific area of Mumbai's Western Suburbs only.
3. The findings of the research cannot be applied at the Macro level.

DATA ANALYSIS: A brief survey was conducted among 115 college students from the Mumbai Western Suburbs. The findings of the research can be seen from the following data analysis.

1. Gender Composition: The details of respondents can be classified as the following

Table No. 1. Gender Composition

Sr. No.	Gender	Number	Percentage
1	Female	62	54%
2	Male	53	46%
	Total	115	100%

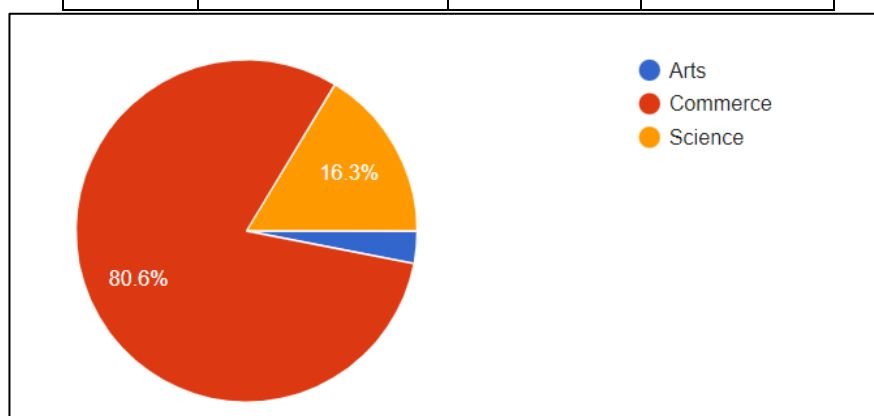


Inference: It can be observed that 46% of respondents are Male and 54% of respondents are Females.

2. Stream-Wise Composition: The distribution of the respondents can be classified as the following.

Table No. 2. Stream-Wise Composition

Sr. No.	Description	Number	Percentage
1	Commerce	93	80.6%
2	Science	18	16.3%
3	Arts	4	3%
	Total	115	100%

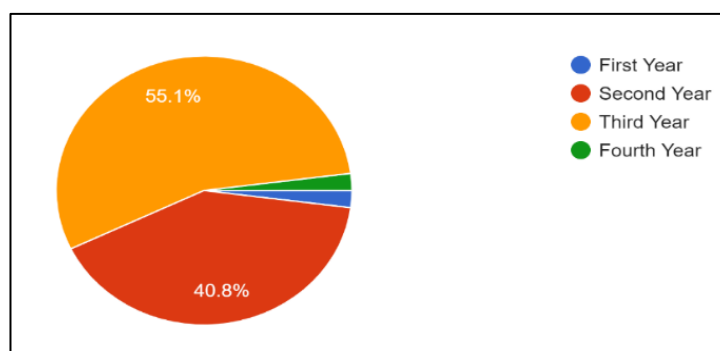


Inference: It is observed from the above table that the survey covers 80.6% of responses from commerce students, 16.3% from science students and 3% from Arts.

3. **Class-Wise Composition (Year):** The distribution of the respondents can be classified as per the following.

Table No. 3. Class-Wise Composition

Sr. No.	Description	Number	Percentage
1	First year	3	2.7%
2	Second year	47	40.8%
3	Third year	63	55.1%
4	Fourth year	2	1.8%
	Total	115	100%

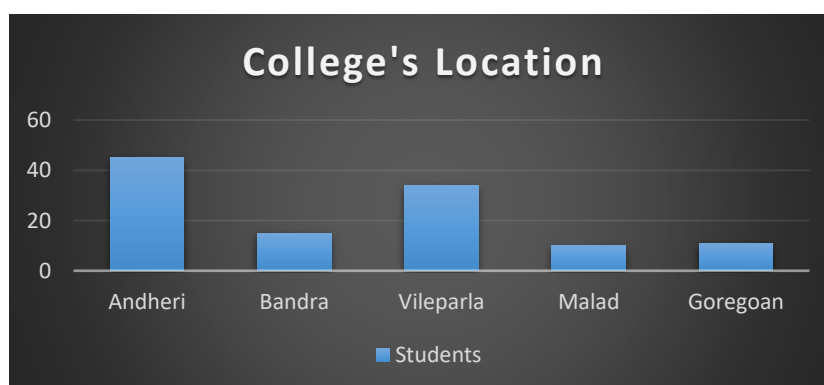


Inference: The figures show that most of the respondents are 2nd & 3rd year degree college students 40.8% & 55.1% respectively.

4. **College Location:** The distribution of data collected is as per the following.

Table No. 4. College Location

Sr. No	Location	No of Students	Percentage
1	Andheri	45	45%
2	Bandra	15	15%
3	Vileparla	34	34%
4	Malad	10	10%
5	Goregoan	11	11%
	Total	115	100%



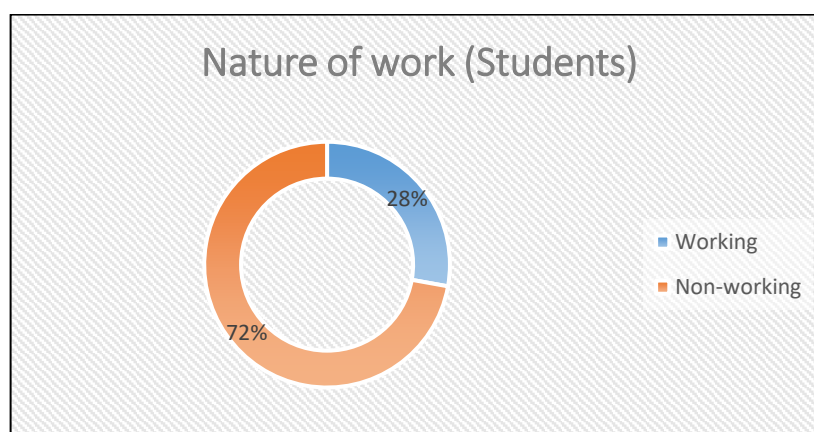
Inference:

Most responses received are from Andheri, Vileparla and Bandra. The highest responses are from Andheri 45%.

5. Nature of Work (Students): The details regarding the nature of work are as per the following table.

Table No. 5. Nature of Work (Students)

Sr. No	Description	Number	Percentage
1	Working	32	27.82%
2	Non-working	83	72.17%
	Total	115	100%

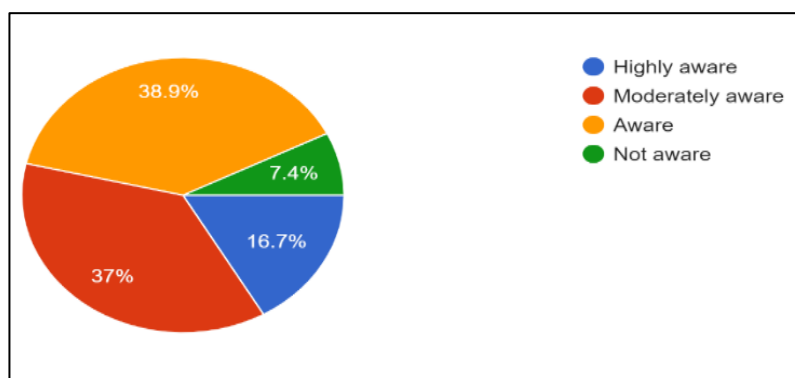


Inference: It can be seen from the above table that nearly 72% of college students are non-working, hence their expenses are borne by their parents.

6. Level of Awareness of Green Marketing: The details of the level of awareness of green marketing among students are classified as per the following table.

Table No. 6. Level of Awareness of Green Marketing

Sr. No	Description	Number	Percentage
1	Highly aware	19	16.7%
2	Moderately aware	42	37%
3	Aware	45	38.9%
4	Not aware	9	7.4%
	Total	115	100%

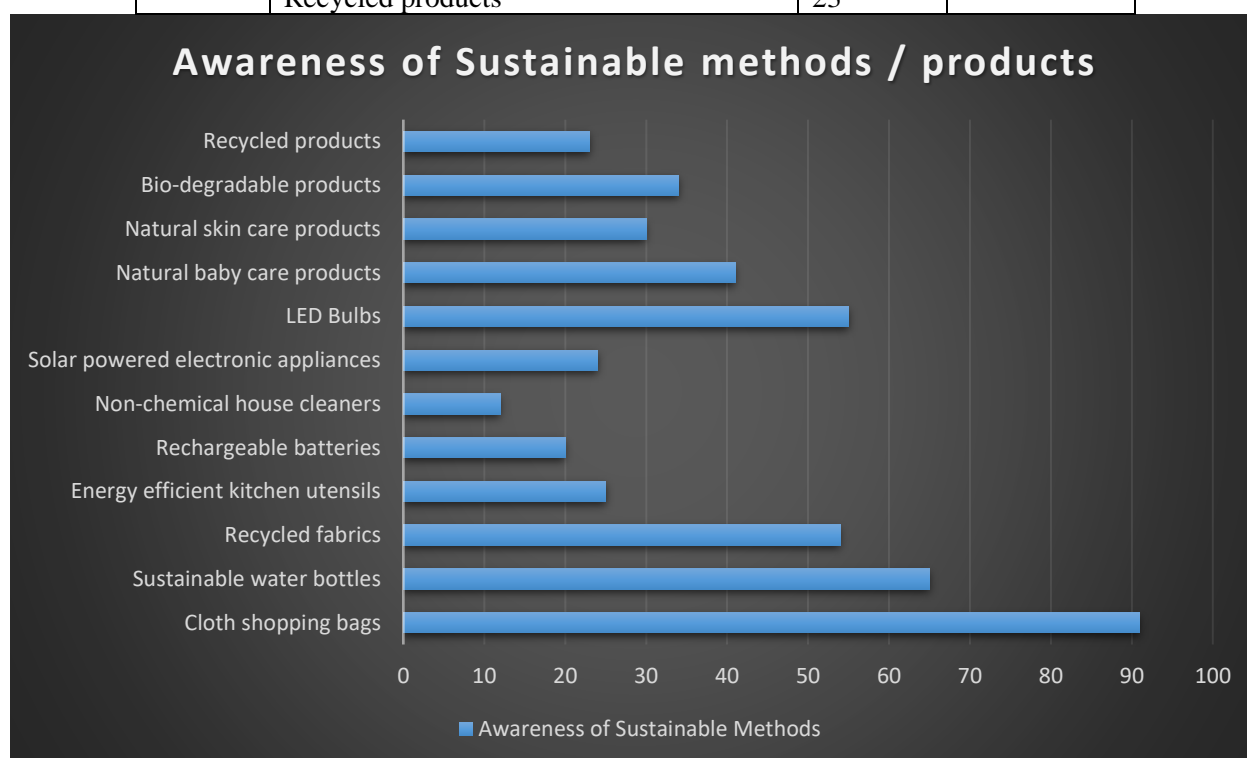


Inference: It can be seen from the above chart that most students fall in the category of Aware and Moderately Aware. 38.9% students are aware and 37% are moderately aware.

7. Awareness of Sustainable methods / products: The details regarding the types of sustainable methods / products and their awareness among students is as per the following table.

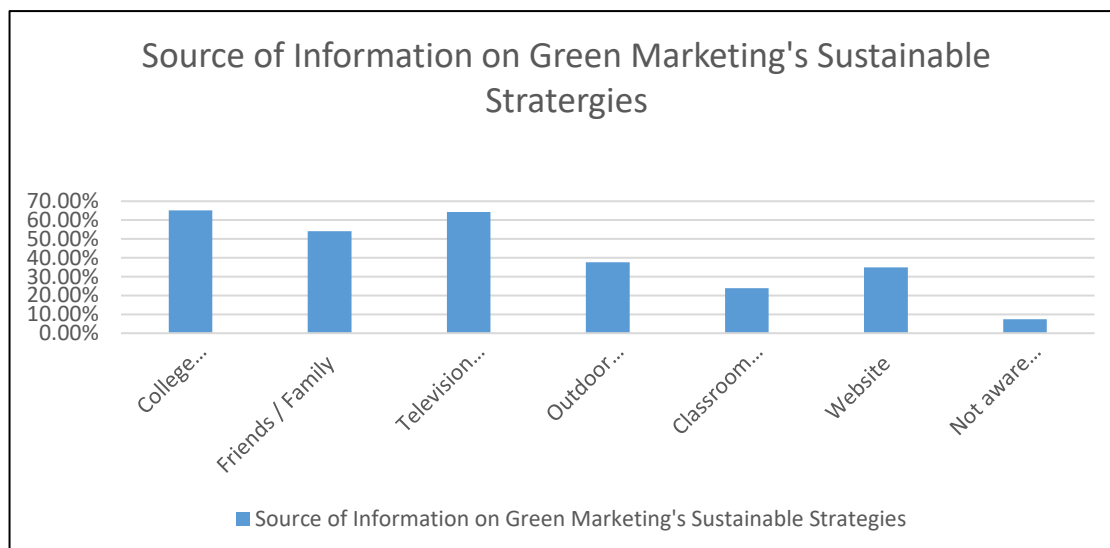
Table No. 7. Awareness of Sustainable methods / products

Sr. No.	List of Sustainable methods / products	Number	Percentage
1	Cloth shopping bags	91	79.13%
2	Sustainable water bottles	65	56.52%
3	Recycled fabrics	54	46.95%
4	Energy efficient kitchen utensils	25	21.73%
5	Rechargeable batteries	20	17.39%
6	Non-chemical house cleaners	12	10.43%
7	Solar-powered electronic appliances	24	20.86%
8	LED Bulbs	55	47.82%
9	Natural baby care products	41	35.65%
10	Natural skin care products	30	26.08%
11	Bio-degradable products	34	29.56%
12	Recycled products	23	20%



Inference: 79% of students are said to be aware of and use cloth shopping bags. Over half of the pupils know about and use eco-friendly water bottles. Students need to be more conscious of sustainable ways because they are not as familiar with the other approaches.

8. Source of Information on Green Marketing's Sustainable Strategies: The details regarding how students know about eco-friendly products are shown in the following table.

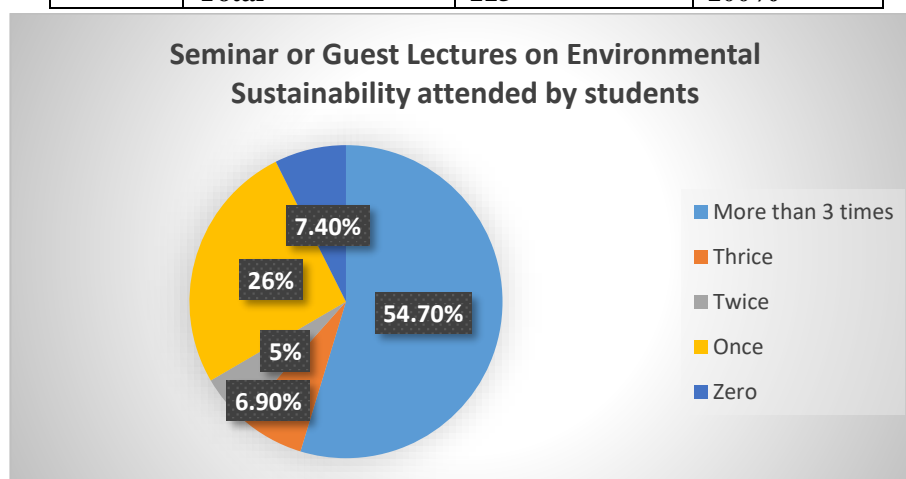


Inference: Over 50% of students get awareness from colleges from friends, family, and television ads. Universities and businesses ought to seize this chance to appropriately educate students about their civic duty to protect the environment.

9. Seminar or Guest Lectures on Environmental Sustainability attended by students: The details regarding the No of Seminar or Guest Lectures on Environmental Sustainability attended by students are as per the following table.

Table No. 9. Seminar or Guest Lectures on Environmental Sustainability attended by students

Sr. No	Particular (Yearly)	No of Students	Percentage
1	More than 3 times	62	54.7%
2	Thrice	8	7%
3	Twice	6	5%
4	Once	30	26%
5	Zero	9	7.4%
	Total	115	100%



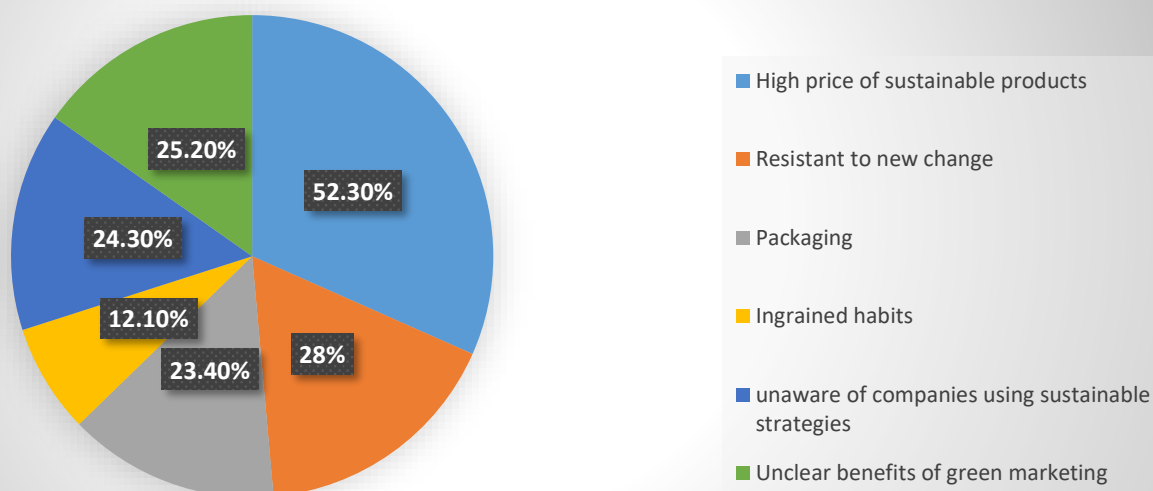
Inference: It is observed that more than half of the respondents that is 54.7% of students have attended Seminar or Guest Lectures on Environmental Sustainability.

10. Barriers to Usage of Sustainable Products: The details regarding the barriers to the usage of sustainable products are as follows.

Table No. 10. Barriers to Usage of Sustainable Products

Sr. No	Description	Number	Percentage
1	High price	60	52.3%
2	Resistant to new change	32	28%
3	Packaging	27	23.4%
4	Ingrained habits	14	12.1%
5	Lack of eco-friendly brands	28	24.3%
6.	Unclear benefits of eco-friendly products	29	25.2%

Barriers to Usage of Sustainable Products

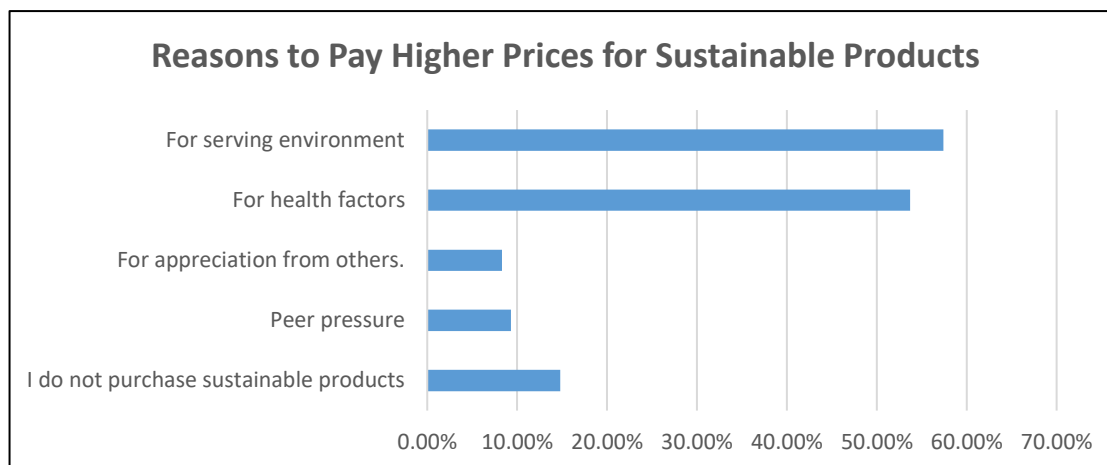


Inference: The cost of sustainable items is cited by 52.3% of students as the biggest obstacle to using eco-friendly products, while 28% of students are unwilling to make new changes to their purchasing habits and 25.2% of students are unaware of the environmental benefits of using eco-friendly products.

11. Reasons to Pay Higher Prices for Sustainable Products: The details regarding the reasons to pay higher prices for eco-friendly products are as follows.

Table No. 11. Reasons to Pay Higher Prices for Sustainable Products

Sr. No.	Description	Number	Percentage
1	Peer pressure	10	9.30%
2	For appreciation from others.	9	8.30%
3	For health factors	62	53.70%
4	For serving environment	66	57.40%
5	I do not purchase sustainable products	17	14.80%



Inference: It is analysed that 57.4 % of students are willing to pay higher prices for eco-friendly products once or twice a month because of their concern and responsibility towards the environment and 53.7% of students will purchase sustainable products due to their concerns about health.

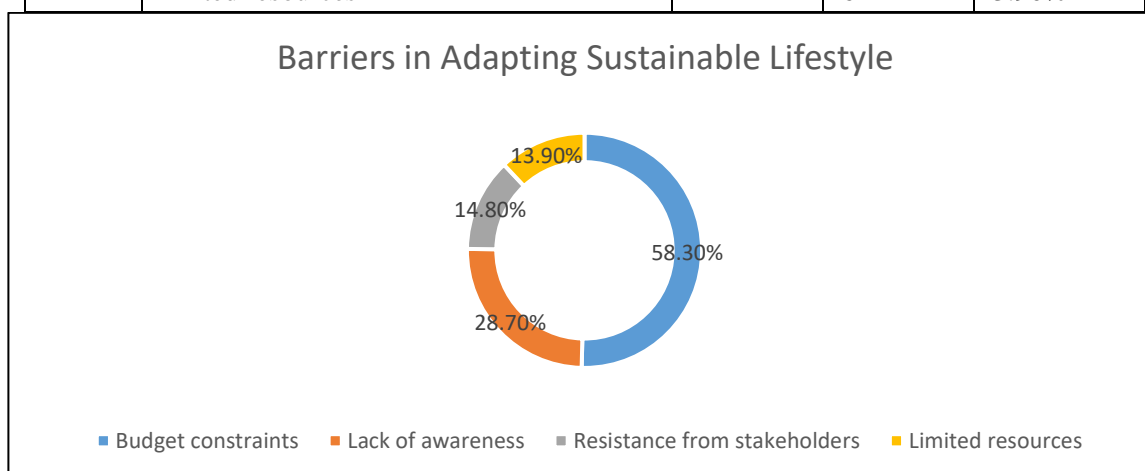
12. Identification of Main Challenges:

The details regarding barriers to adapting sustainable lifestyle are as per the following table.

What do you perceive as the primary challenges faced by the college in implementing effective green marketing strategies for sustainability?

Table No. 12. Identification of Main Challenges

Sr. No	Description	Number	Percentage
1	Budget constraints	67	58.30%
2	Lack of awareness	33	28.70%
3	Resistance from stakeholders	17	14.80%
4	Limited resources	16	13.90%

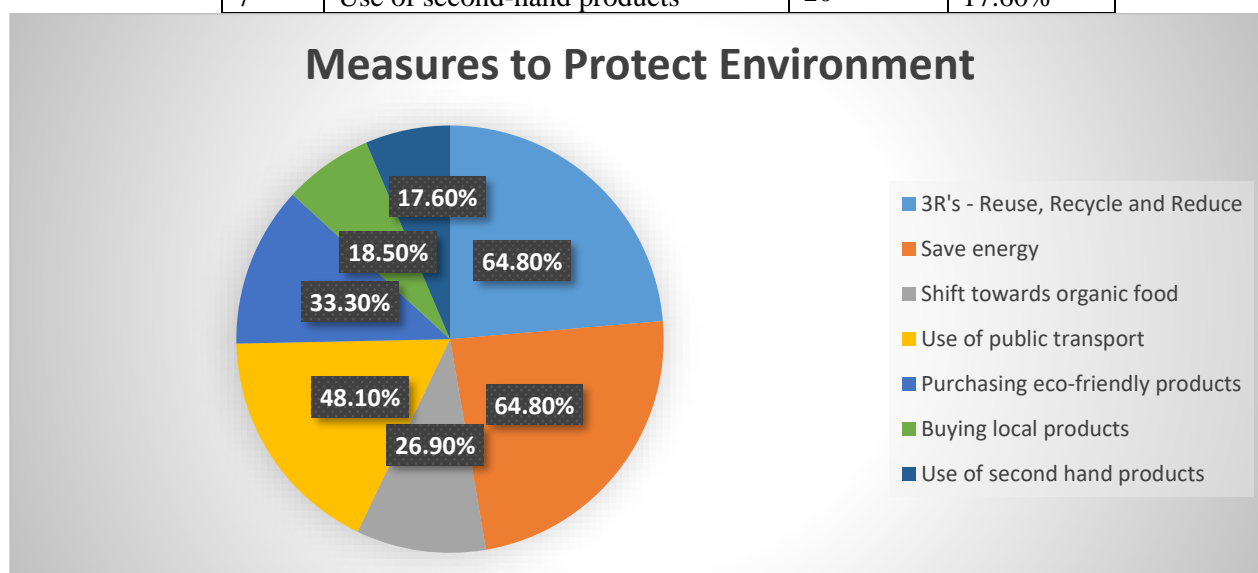


Inference: Stakeholders of colleges are students, teaching and non-teaching staff and members of management. 58.3% of students consider budget constraints as one of the most top reasons to be a barrier and 28.7% of students are unaware of sustainable strategies of green marketing and colleges can take the initiative to make students aware of different ways. The committees of colleges can conduct seminars or workshops based on this.

13. Measures to Protect the Environment: The details are provided in the table below.

Table No. 13. Measures to Protect the Environment

Sr. No.	Description	Number	Percentage
1	3R's - Reuse, Recycle and Reduce	75	64.80%
2	Save energy	75	64.80%
3	Shift towards organic food	31	26.90%
4	Use of public transport	55	48.10%
5	Purchasing eco-friendly products	38	33.30%
6	Buying local products	21	18.50%
7	Use of second-hand products	20	17.60%



Inference: It has been noted that many students are protecting the environment in various ways. 64.8% of students use energy-efficient practices such as recycling, reducing, and reusing to help safeguard the environment. The percentage of students that use public transportation to contribute is 48.10%.

Summary and Conclusion:

Following is the summary and conclusion of the above research.

1. Television advertisements and colleges are the sources of awareness. First-year college students are shown to be less conscious of environmental sustainability, whereas second- and third-year students are aware of it but are hesitant to change their consumption patterns to more environmentally friendly items.
2. Despite having a high level of awareness, there is evidence of a low level of participation in college-

led environmental preservation initiatives. Additionally, knowledge might not be the sole necessary component to increase involvement in environmental concerns.

3. Due to the expensive cost of eco-friendly items and a lack of understanding regarding their proper use and benefits, students are highly reluctant to adopt eco-friendly consumption habits. Furthermore, they are aware of very few brands or businesses that use sustainable business practices.
4. The biggest obstacles to living a sustainable lifestyle include lack of family support, high cost of eco-

friendly products that students buy once a month on average, and ignorance of how to live a green lifestyle. Most students do not have jobs, and their parents pay for their costs.

5. Despite the high price of eco-friendly products being a top issue, students are willing to purchase the eco-friendly products once or twice or month for serving the environment and health factor.

Recommendation and Suggestions:

Students / Staff are recommended the following ideas.

- a) **Buying Green:** Purchasing online as it reduces carbon footprint. Local food, thrift shopping and energy-efficient appliances.
- b) **Save paper:** Purchasing second hand textbooks, use digital communication and event promotion to reduce paper usage.
- c) **Purchase reusable bottles and avoid plastic bottles.**
- d) **Provide sustainable catering options,** such as locally sourced and organic food. Avoid using disposable cups and plates in the canteen.
- e) **Promote the use of bicycles, electric bikes, or public transportation as eco-friendly alternatives to commuting by car.** Provide bike-sharing programs or electric vehicle charging stations on campus. Encourage carpooling among students and staff.

College is recommended the following ideas.

- a) **Integrate Sustainability into Curriculum:** Embed sustainability topics and green marketing principles into the curriculum across various academic disciplines. This data shows that many students are unaware of green marketing and environmental sustainability concepts. As observed in the above analysis, College is a big source of information. Hence colleges should conduct various activities and
- b) **Facilitate Green Marketing Workshops:** Conduct workshops and seminars on green marketing strategies for faculty, staff, and students and to make aware of the types of eco-friendly

products, their benefits, usage, ways to green lifestyle, information on the company's practices sustainability policies, etc.

- c) **Student engagement in activities:** Colleges are advised to increase the activities conducted for environmental protection and make a huge participation from students an important factor.
- d) **Promote Eco-Friendly Initiatives:** Colleges should encourage students to start adapting sustainable practices within college premises such as waste reduction, energy conservation, and sustainable transportation options. Colleges can start making use of solar panels, put a ban on plastic usage in college, and students should be asked to make sustainable products in college.
- e) **Collaborate with Sustainable Brands:** Establish partnerships with sustainable brands for campus services and products, encouraging a commitment to environmentally responsible practices.

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