

Campus as a Catalyst: “Education Developing Personality Traits Towards Responsible Consumption”

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Abstract

Global concerns about responsible consumerism are becoming more and more important, impacting economies and enterprises all around the world. According to recent studies, educating young people for sustainable development is essential to their ability to effect change. However, sustainable education frequently occupies a marginal place in the mainstream curriculum. Even with a wealth of data, more thorough empirical investigations are still required to fully comprehend how responsible conduct may be promoted via education and how responsible aims are incorporated into educational institutions. Such studies are warranted due to the dearth of studies on education behavior and the need to investigate the relationship between the educational system and responsible conduct in Gen 'Z'.

Two main goals are sought by this study: first, to ascertain if ‘HEXACO’ personality traits of Gen 'Z' have an impact on responsible consumption practices, including minimalism, rational consumption, local consumption, sustainable consumption, and consumption that is mindful of the climate. Second, it seeks to comprehend how the educational for sustainable development, modifies the association between responsible consumption and personality traits. The study finds several impact areas where personality factors have direct and indirect effects on responsible consumption among Gen 'Z'. The sample size was 302 students from India, obtained via an online survey. The analysis was conducted using "Structural Equation Modeling" (SEM). The results also highlight how much Gen Z's responsible conduct is influenced by educational institutions on topics related to sustainable development. The findings of the study have a substantial impact on practice and academia, improving our knowledge of responsible consumption behavior and psychology. Additionally, the study emphasizes how crucial it is to include sustainability concerns in education because learning is a key factor in responsible consumption.

Key Words: Education for sustainable development (ESD), HEXACO personality traits, responsible consumption, sustainable future.

INTRODUCTION

In light of the ongoing global challenges, such as resource depletion, socioeconomic disparity, and climate change, the necessity for sustainable development is more pressing than ever. ESD, or education for sustainable development, has emerged as an indispensable approach to equipping individuals with the knowledge, skills, and values necessary to make informed decisions that contribute to the establishment of a sustainable future. This is particularly significant for Generation Z, a group that is recognized for its social conscience, internet expertise, and ability to effect revolutionary change. Responsible consumerism is a critical element of sustainable development. This involves the selection of products that encourage moral and equitable behavior while simultaneously mitigating the negative impacts on society and the environment.

The role of Generation Z members in fostering sustainable development is becoming increasingly important as they become more cognizant of the impact of their consumption patterns on the world in which they reside. Prior research has emphasized the relationship between responsible conduct, awareness, and education, as well as consumers' growing awareness of the ethical implications of their decisions (Harrison et al., 2005). Generation Z is frequently regarded as the future leaders and innovators, and it is both a responsibility and an opportunity to integrate sustainability into their consumer behaviours and education.

The objective of this investigation is to examine the psychological underpinnings of Generation Z's responsible consumerism, as outlined in the HEXACO Trait Theory framework. In particular, it examines the impact of education and personality traits on responsible consumption to identify critical factors that could inform marketing campaigns, educational programs, and policy initiatives aimed at promoting sustainability.

The objectives of this research paper is to address the following research questions,

- How does education for sustainable development influence Generation Z's behavior toward responsible consumption?
- What personality traits are most strongly associated with responsible consumption behavior in Generation Z?
- How can educational interventions be tailored to activate personality dimensions that promote responsible and ethical consumption practices?

By addressing these questions, this research aims to provide actionable insights into fostering a culture of sustainability, empowering Generation Z to act as catalysts for a more responsible and equitable global society.

REVIEW OF LITERATURE AND HYPOTHESIS DEVELOPMENT

Concept of Responsible Consumption

Responsible consumption emerged in the 1960s as a result of grassroots social movements, and it later developed into fair trade and alternative cultural practices. It argues for the careful and effective use of resources to lessen environmental harm and avoid deterioration, and it encourages ethical spending that considers environmental, social, and moral concerns (Jain & Chamola, 2019). By creating a scale that includes minimum, ethical, sustainable, local, and rational consumption, Churchill (1979) examined the many facets of responsible consumption.

Arriving at the initial principle the concept of sustainable consumption behavior is challenging to articulate due to its multifaceted and intricate nature (Sharma & Jha, 2017). It prioritizes the utilization of resources and the consumption of products in a manner that is sustainable and meets the needs of both current and future generations, while simultaneously mitigating the environmental impact (Sargin & Dursun, 2023). Contemporary consumption trends, particularly in emergent nations, have become increasingly unsustainable due to the increased likelihood of overconsumption, excessive waste, and subsequent resource depletion (Lorek & Vergragt, 2020). Furthermore, the concept of sustainable consumption was investigated by Ginevičius (2022) and Mishchuk et al. (2023), who underscored its intricacy, which encompasses elements of the economy, society, health, and environment. Sustainable consumption is a critical element of responsible consumption, as it involves the utilization of environmentally favourable products and services that are produced from recycled resources. The utilization of recycled materials in the production of environmentally favourable products and services is a critical component of responsible consumption.

By ensuring that people make sustainable, thoughtful choices that strike a balance between their own needs and the welfare of the global environment and society, the second pillar, rational consumption, lays the groundwork for responsible consumption. To achieve long-term sustainability goals, rational consumption concepts must be included into larger sustainable development plans. Humans are expected to make choices that maximize their own utility while limiting harm since they are logical beings (Sosa & Galloway, 2000). Preventing unnecessary and wasteful purchasing that is driven by societal pressures or ostentatious behaviours requires rational consumption, which places a high priority on the wise and economical use of resources (Zukin & Maguire, 2004). Given that almost one-third of the world's food is wasted each year, encouraging sensible consumption may significantly reduce waste and resource usage while also advancing environmental sustainability (Baruah & Panda, 2020; Meinecke & Russell, 2018). A key element of responsible consumption is rationality, which encourages sustainable behaviours by making sure that resource use aligns with social and environmental goals (Vergragt et al., 2016).

Ethical consumerism is the term used to describe the act of making purchases based on the social and environmental impacts of commodities or services, which includes both constructive choices and boycotts (Sesini et al., 2020; Stoner, 2021). Alan Warde's (2014) paradigm emphasizes the broader cultural and social components of responsible consumer behavior by distinguishing three phases of ethical consumption: acquisition, appropriation, and appreciation. Fairtrade is a prominent example of ethical consumerism, as it promotes sustainable practices and offers certified commodities that satisfy social and environmental standards (Raynolds, 2012; Brown, 2013). This strategy fosters a culture of responsibility by promoting concern for people, materials, and the environment, in addition to promoting consumer demand for transparency and sustainable practices (Karimzadeh, 2023). As a result, ethical consumption continues to increase, particularly in developed markets where consumers are more inclined to endorse ethical production practices (Laroche et al., 2001; Kimberly, 2012).

Globalization has interconnected people and markets worldwide, enabling the consumption of goods produced far from their origin, but local consumption focuses on reducing the distance between production and consumption to support sustainability (Amir et al., 2016; Hubacek et al., 2016). Local consumption promotes economic resilience by fostering job creation, boosting local industries, and retaining wealth within communities, while also enhancing competition among smaller businesses for greater affordability and accessibility (Bianchi & Mortimer, 2015; Heda et al., 2017). Environmentally, it minimizes transportation distances, reduces greenhouse gas emissions, lowers energy use, and decreases packaging needs, thereby contributing significantly to sustainability (Blake, 2019; Tang et al., 2014). Socially, it strengthens community ties, raises consumer awareness about product origins, and aligns with the principles of responsible consumption, emphasizing the shared benefits of local production (Schonhart et al., 2009). As extensive research shows a strong link between consumer attitudes and intentions toward local products, local consumption is a vital strategy for achieving environmental, economic, and social sustainability (Campbell, 2013).

A lifestyle trend known as minimalism advocates for the reduction of expenditures and the restriction of possessions to essential items, all in accordance with the principle that "less is more." Having its origins in countries such as Japan, it has become increasingly prevalent as a sustainable approach to production and consumption (Karunungan, 2017). By selecting durable products and making fewer purchases, minimalism promotes environmental responsibility and sustainability, while also challenging excessive consumerism (Blonski & Witek, 2019). This way of life assists individuals in attaining harmony, a high quality of life, and effective administration of their essential possessions by discarding superfluous and non-functional items. Lloyds and Pennington (2020) have suggested that communities that share commodities have more robust social relationships and reduce the environmental consequences of excessive consumption. Minimalism generally advocates for the utilization of only what is essential and discourages the acquisition of superfluous items, a practice that is in accordance with responsible consumerism.

HEXACO- Model of Personality and Responsible Consumption

Despite the Big Five model's widespread adoption, the six-dimensional personality model has gained more traction in recent years (Marcus & Roy, 2017). There is a strong correlation between the HEXACO model's extraversion, conscientiousness, and openness traits and their Big Five equivalents. However, Ashton and Lee (2001) developed the Big Five dimensions, of which agreeableness and emotionality are modified versions. Additionally, the creation of HEXACO included a new component: honesty-humility, which some scholars believe is a crucial component of personality that the Big Five model does not sufficiently capture (Ashton et al. 2014). out of the HEXACO paradigm's six parameters.

One of the six HEXACO model variables, honesty-humility (H), and the other, openness to experience (O), are significant personality traits that influence pro-environmental behavior. The results of honesty-humility have been inconsistent, occasionally being attenuated or non-significant. However, openness to experience, which is characterized by curiosity, creativity, and a passion of art and nature, consistently exhibits a substantial positive correlation with such behavior. However, a recent study has shown that these characteristics have a positive impact on pro-environmental perspectives (Soutter et al., 2020), thereby validating their use in sustainability studies. According to research on conscientiousness (C) and agreeableness (A), individuals who are highly agreeable exhibit attributes such as patience, compassion, forgiveness, and flexibility, as well as being cooperative, patient, and forgiving.

Conscientious people are disciplined, well-organized, and detail-oriented; they also exhibit organization, diligence, perfectionism, and caution. Minton and Khale (2014) found that higher levels of conscientiousness and agreeableness were significantly correlated with higher environmental values. Similarly, Pavalache-Ilie (2018) showed that the HEXACO counterparts of these characteristics also promote pro-environmental attitudes and actions, but not as strongly as openness and honesty-humility. According to Soutter et al. (2020), extraversion and the outcome variable had a negative connection, whereas emotionality and extraversion had a marginal link with pro-environmental attitudes and actions. Finally, they discussed the principles of extraversion (X) and emotionality (E). Similarly, a number of research have shown that emotionality is the least accurate predictor of responsible conduct, including Zhao (2023) and Soutter et al. (2020).

The research clearly demonstrates that personality traits have an influence on responsible consumption. The objective of the investigation is to establish a correlation between the personality traits of consumers and their attitudes and behaviors regarding responsible consumption. In consideration of the existing corpus of knowledge and previous discussions, the subsequent hypothesis is developed.

H1: The responsive consumption of an individual is influenced by their HEXACO personality traits

Education for Sustainable Development (ESD)

Education is a critical instrument for the advancement of sustainability, as it enhances awareness, provides training, and equips individuals with the requisite knowledge and skills to confront global issues such as resource depletion, climate change, and inequality. Education for Sustainable Development (ESD), as defined by UNESCO (2024), prioritizes cognitive, socio-emotional, and behavioural learning to foster informed decision-making and collective action, while also safeguarding the needs of future generations. This interdisciplinary approach is designed to transform educational systems, thereby promoting sustainable societal and environmental progress, by empowering individuals to address global challenges in culturally and locally pertinent ways. ESD, in accordance with a socially critical orientation, endeavours to challenge power structures and promote democratic participation, thereby complementing other educational perspectives, such as the vocational approach, which emphasizes labour market skills, and the liberal approach, which emphasizes personal growth and experiential learning (Wade, 2008). Boeve-de Pauw (2015) and Thakram (2015) have conducted studies that substantiate the transformative potential of ESD in enhancing students' knowledge, promoting sustainability behaviours, and integrating curriculum, campus operations, and community partnerships.

Since education has been shown to have a positive and considerable influence on pro-environmental consumption habits, it is the main strategy for putting the concepts of sustainable consumption into practice going forward (Al-Nuaimi 2022). ESD is a thorough and interrelated educational framework that appears in the literature to handle the many sustainability concerns. In view of the current study and earlier debates, the following theories are put forth:

H2: Individuals' responsible consumption is positively correlated with education for sustainable development.

H3: Education for sustainable development mediates the link between a person's personality traits and responsible consumption.

RESEARCH METHEDODOLOGY

This research utilized a convenience sample technique to collect data from Indian social media platforms, specifically Generation Z (born 1995–2010). Over a five-week period, 326 responses were obtained. 302 valid responses were obtained from participants after fragmentary replies were eliminated. Participants were informed that the research was seeking their honest opinions, with no right or incorrect answers, in order to mitigate social desirability bias. A 5-point Likert scale was employed to evaluate established scales from previous research that had been contextually modified. The dependability of these scales was demonstrated by Cronbach's alpha values ($\alpha > 0.7$), which surpassed or matched previous norms. The proposed conceptual model was analyzed in two stages using SmartPLS 4.0 and structural equation modeling (SEM). Initially, the measurement model's validity and reliability were verified, and subsequently, the predicted correlations were

analyzed using the structural model.. The objectives of the investigation were bolstered by this methodical methodology, which ensured a thorough analysis of the data.

RESULT AND DISCUSSION

Data Analysis and Interpretation

Multiple regression and confirmatory factor analysis are combined in Structural Equation Modeling (SEM) to evaluate the reliability, validity, and interrelationships between latent and observed variables. This approach offers a comprehensive framework for the analysis of intricate data relationships. Reflective variables were evaluated for reliability and validity, and all constructs demonstrated composite reliability values exceeding 0.7. Constructs were considered acceptable when factor loadings exceeded 0.4. The Average Variance Extracted (AVE) values were confirmed as convergent validity, as they exceeded the threshold of 0.5 (Table 1), indicating acceptability.

Table 1. Construct validity and reliability of the variables.

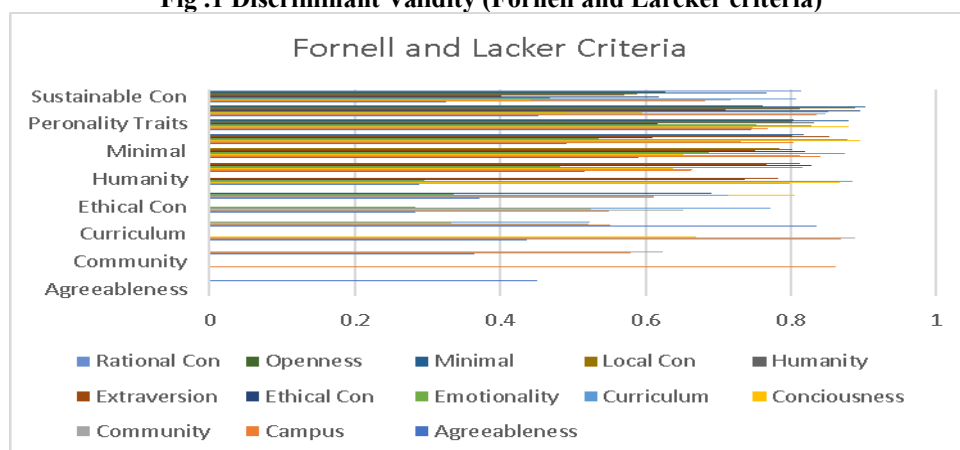
Construct	Construct Items	Loading	Composite Reliability	Cronbach's Alpha	Composite Reliability	AVE
Extraversion	PE1	.833	0.797	0.796	0.880	0.710
	PE2	.855				
	PE3	.840				
Emotionality	PEM1	.911	0.930	0.928	0.949	0.822
	PEM2	.910				
	PEM3	.891				
	EPM4	.915				
Agreeableness	PA1	.906	0.886	0.885	0.929	0.814
	PA2	.889				
	PA3	.911				
Openness	PO1	.789	0.814	0.813	0.877	0.641
	PO2	.809				
	PO3	.830				
	PO4	.776				
Consciousness	PC1	0.872	0.827	0.824	0.895	0.740
	PC2	0.881				
	PC3	0.821				
Humanity	PH1	.840	0.787	0.786	0.875	0.700
	PH2	.828				
	PH3	.842				
Curriculum	CU1	.850	0.816	0.816	0.891	0.731
	CU2	.862				
	CU3	.853				
Community	CL1	.886	0.862	0.862	0.916	0.784
	CL2	.888				
	CL3	.882				
Campus	CA1	.891	0.900	0.899	0.930	0.768
	CA2	.909				
	CA3	.848				
Sustainable Consumption	SC1	.892	0.920	0.919	0.943	0.805
	SC2	.913				
	SC3	.870				
	SC4	.912				
Rational Consumption	R1	.816	0.861	0.861	0.905	0.705
	R2	.849				
	R3	.841				
	R4	.851				
Minimal	M1	.834	0.813	0.814	0.877	0.641
	M2	.881				
	M3	.844				
Local Consumption	LC1	.832	0.893	0.890	0.924	0.754
	LC2	.906				

Ethical Consumption	LC3	.896	0.841	0.837	0.891	0.731
	LC4	.832				
	E1	.783				
	E2	.858				
	E3	.840				
	E4	.797				

Source: Smartpls 4 : own Tabulation

Discriminant validity was assessed to confirm that each concept in the model is unique from the others. According to the Fornell and Larcker criteria, discriminant validity is demonstrated when the square root of a construct's AVE is greater than its correlations with other constructs. By showing that this requirement was met, Figure. 1 validates the discriminant validity. Additionally, the findings of the HTMT analysis, which are shown in further support the discriminant validity of the components. Every value is below 0.9.

Fig .1 Discriminant Validity (Fornell and Larcker criteria)



Source: Smartpls 4

The Collinearity Assessment for Formative Indicators was implemented when all of the findings fell below the recognized threshold value of "5". It confirms that formative indicators are below the critical level of collinearity measurements for formative constructs.

Testing Formative Indicators Outer Weight Significance Level and Relevance: The findings show that the outer weights of all formative indicators, that all construct variables are significant at the 5% level ($p' > .01$) and exceed the crucial 't' value of 1.96 except agreeableness, consciouness and community. They're loading values are evaluated and since it is exceedingly above .5 for the constructs these three are also including in the structure.

Table 2. Outer Weight Significance Level and Relevance

Construct	Indicator	Regression Weight	Loading	T -stat	P values	Significance @ 0.05
HEXACO- Personality Traits	Extraversion	0.255	0.853	22.594	0.000	Sig-
	Emotionality	-0.215	-0.641	12.182	0.000	Sig-
	Agreeableness	-0.024	-0.619	0.285	0.776	Not Sig-
	Openness	0.300	0.917	22.592	0.000	Sig-
	Consciouness	-0.006	0.786	0.089	0.929	Not Sig-
	Humanity	0.303	0.855	22.420	0.000	Sig-
Education for sustainable Development	Curriculum	0.623	0.942	54.700	0.000	Sig-
	Local Community	0.096	0.941	37.130	1.312	Not Sig-
	Campus	0.346	0.945	58.114	0.000	Sig-
Responsible Consumption	Sustainable Consumption	0.207	0.780	21.640	0.000	Sig-
	Ethical Consumption	0.191	0.868	30.331	0.000	Sig-
	Minimal	0.252	0.934	43.405	0.000	Sig-

	Local Consumption	0.227	0.897	37.130	0.000	Sig-
	Rational Consumption	0.250	0.934	37.642	0.000	Sig-

Two-tailed percentile bootstrapping test based on 10,000 sub-sample set 5% significance level (Source: Smartpls 4 : own Tabulation)

Hypothesis Testing and Structural Model

Structural Equation Modelling (SEM), more especially PLS-SEM, was used to test the hypothesis by examining the connections between latent and observable variables in a theoretically sound manner. The results of evaluating the model's goodness-of-fit using accepted criteria from the literature are shown graphically in Figure 2. The study focused on HEXACO personality traits (Openness, Humanity, Conscientiousness, Agreeableness, Emotionality, and Extraversion) as predictors, Education for Sustainable Development (ESD) as a mediating variable (which includes Curriculum, Campus, and Local Community), and Responsible Consumption (RC) as the outcome variable in order to assess the explanatory power of chosen constructs. RC is defined by aspects like local, ethical, rational, sustainable, and low consumption.

The structural model clarified the variation in each predictor, mediating variable, and outcome variable by allocating contributions to the appropriate indicators and mediating components. This illuminated the direct and indirect effects of HEXACO personality characteristics on Responsible Consumption, as well as the mediating role of ESD. The analysis provided a more intricate understanding of the connections and their diverse effects across the components. Collinearity statistics were assessed using Variance Inflation Factor (VIF) values to ensure that multicollinearity was within permissible limits. The VIF values for HEXACO vs ESD (1.000), ESD versus RC (2.233), and HEXACO versus RC (2.311) were all below the 3.000 threshold, which confirmed the absence of a significant degree of collinearity among the components in the structural model.

The structural model is assessed using a bootstrapping approach with 5,000 resamples to look at the R², β coefficients, and their accompanying t-values, in line with Hair et al. (2019). Additionally, impact sizes (f^2) and predictive relevance (Q²) are evaluated. In this research, the greatest path coefficient ($\beta = 0.800$) is found between HEXACO personality characteristics and Education for Sustainable Development (ESD), with ESD and Responsible Consumption (RC) trailing closely behind ($\beta = 0.588$). The personality characteristics with the smallest path coefficient ($\beta = 0.328$) are RC and HEXACO.

The fact that every latent variable route coefficient is positive should be noted. The significant requirements of t-values > 1.96 and $p < 0.05$ in the analysis apply to the path coefficients. The study's R² values, which vary from 0.641 to 0.762 and are all significant at $p < 0.05$, demonstrate that the conceptual model has enough explanatory power and a good match to the data. These results support the overall validity of the model by showing that it can explain variation in the endogenous constructs. The findings support the hypothesized connections between the constructs.

Predictive relevance, as assessed through Q² values, also meets the standards suggested by Hair et al. (2019). The study reports the highest Q² value for ESD at 0.557, while the lowest Q² value for RC is 0.563, both of which are greater than zero. These findings support the assumption that all endogenous constructs in the model possess strong predictive relevance, further validating the structural model's effectiveness.

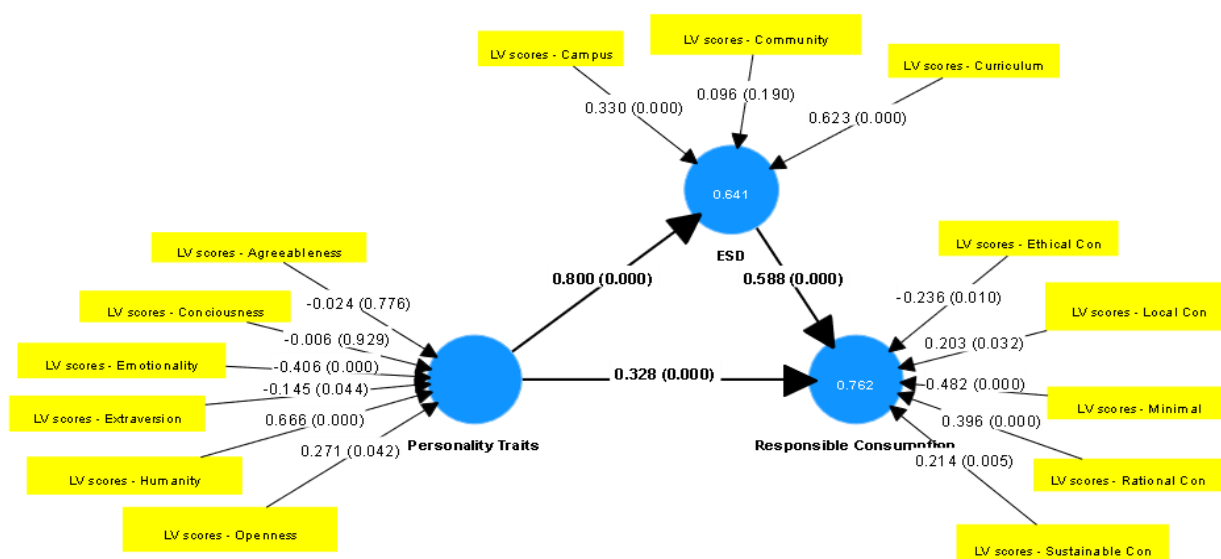


Fig. 2 Theoretical model with Results

Model Fit

The model and data are a perfect fit as the SRMR value of 0.044 is less than the crucial value of 0.08.

Table 3. Model Fit

FIT SUMMERY	Saturated Model	Estimated Model
SRMR	0.044	0.044
d-ULS	0.200	0.223
d-G	0.206	0.243
Chi-square	300.229	338.243
NFI	0.933	0.933

Source: Smartpls 4 : own Tabulation

Table 4. Mediation between HEXACO personality traits and Responsible consumption Via Education for sustainable development

Mediation effect of ESD	Direct Effect	PCI @ 95% with Bias Correction of the Direct Effect	P Value < 0.05	Indirect Effect Via Education for sustainable development	PCI @ 95% with Bias Correction of the Indirect Effect	P Value < 0.05
Personal Traits -> Responsible consumption (PT->RC)	0.799	0.702-0.802	0.000	0.471	0.326-0.491	0.000

Source: Smartpls 4 : own Tabulation

Table 4. demonstrates the strong and substantial ($P < 0.00$) direct relationship between personality traits and responsible consumption (0.754). Therefore, it is possible to infer that the association between PT and RC is partly mediated by education for sustainable development (ESD). Ie $0.799 - 0.471 = 0.328$, the total partial mediation of ESD between PT and RC is somewhat favourable. The word "consistent" was created by Zhao et al. (2010) to characterize the complementary way that ESD partly mediates the impact of PT on RC in this specific case. A rise in PT not only directly raises RC but also intensifies the impact of ESD, which raises RC. Therefore, education for sustainable development explains the clear impact of personality factors on responsible consumption.

DISCUSSION**Theoretical and Practical implications**

Based on the empirical results and the research that came before it, this study makes groundbreaking contributions in three important areas: responsible consumption and education for sustainable development. First, it provides a fresh viewpoint on the connections between HEXACO personality characteristics, education for sustainable development, and responsible consumerism by establishing an empirical connection between them. Second, the study improves knowledge of personality traits and how they relate to certain situations, offering scholars, researchers, and businesses insightful information. This knowledge emphasizes the possible advantages of interacting with younger generations, who naturally care about responsible consumption. Third, the study examines the behavioural aspects of Gen Z in relation to sustainable development education and responsible consumerism. The study's results are validated by the empirical findings, which provide strong evidence to support the suggested linkages and are backed by the theoretical framework of trait activation theory. Hypothesis Testing:

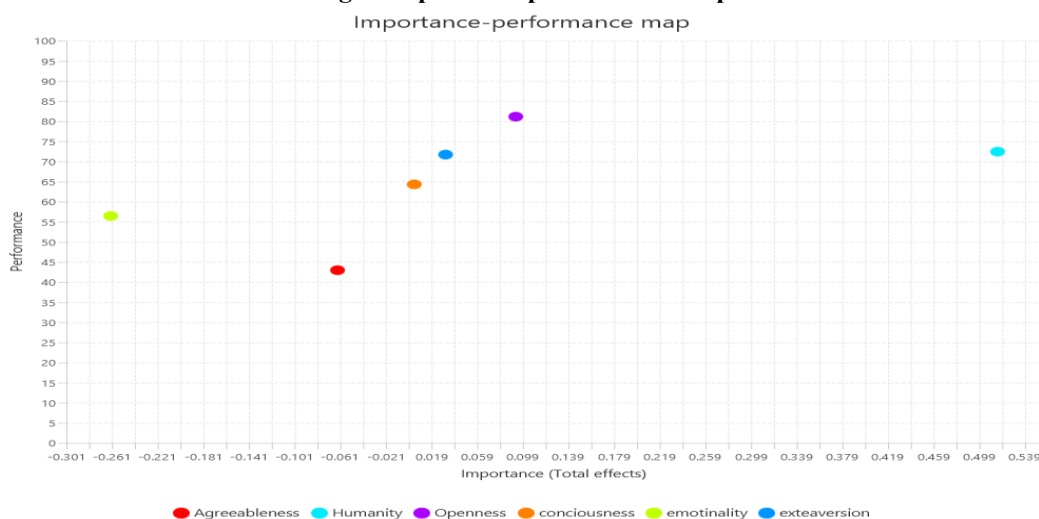
Table 5. Hypothesis Testing

Hypothesis	Variable relationship	Std 'β'	t -Value	'P'Values	Decision
H1	Personality Traits → Responsible Consumption (RC)	0.328	29.867	0.000	Supported
H2	Education for Sustainable Development (ESD) → Responsible Consumption (RC)	0.588	10.652	0.000	Supported

H3	Personality Traits → ESD → Responsible Consumption (RC)	.471	9.842	0.000	Partially supporting
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Source: Smartpls 4 : own Tabulation

The findings highlight the significance of certain personality traits in the formation of responsible consumption. Emphasizing traits like humanism and adaptability that promote responsible consumption might increase the effectiveness of educational initiatives for sustainable development. Aspiring academics, sustainability educators, university administrators, and policymakers can all benefit from the research's significant practical implications for the literature on responsible consumption, education for sustainable development, and personality traits. hypothesis of activation.

Fig .3 Importance-performance map**Table 6. IPMA Result**

IPMA on responsible consumption	Total Effects (importance)	Performance
Agreeableness	-0.063	42.964
Openness to Change	0.093	81.138
Emotionality	-0.262	56.436
Extroversion	0.031	71.706
Humanity	0.515	72.430
Conscientiousness	0.004	64.302

Source: Smartpls 4 : own Tabulation

The importance performance-map analysis (IPMA) is a PLS-SEM technique that is beneficial in that it compares the total effects, which indicate the significance of a construct, with their average latent variable scores. This technique is illustrated in Table 6 and Figure 3. Students who are receptive to change are more likely to accept novel concepts, adapt to alternative perspectives, and challenge established norms, all of which are indispensable elements of responsible consumption. Their actions are consistent with the principles of sustainability, moral decision-making, and simplicity due to their transparency. Extraversion, which is characterized by assertiveness and gregariousness, encourages the adoption and support of responsible consumption through social influence. While humanity, which is characterized by empathy and compassion, motivates individuals to make decisions that are beneficial to society and the environment. Conversely, agreeableness may lead individuals to prioritize social conformity over moral judgments, while emotionality may serve as an impediment to individuals' engagement in the challenging decisions that are associated with sustainable consumption. These characteristics, when combined, have an impact on behavior, either promoting or hindering responsible consumption. The mediating effect of Education for Sustainable Development was evaluated, with a focus on its function in directing policy initiatives to encourage responsible consumption behaviours among students. This discovery is essential for sustainability experts and academics, as it provides a foundation for the development of strategies that are rooted in value-based ideologies. Universities can considerably influence and shape responsible consumption behavior by integrating these principles into educational approaches.

CONCLUSION

Limitation and future direction:

This study has certain limitations, even with the careful attempts to follow the recommendations. First, because of the small sample size, the results have limited application. Future studies might address this by using a bigger sample size. Second, a cross-cultural study might be performed by expanding the research to include a range of cultural situations. Comparing data from other nations to see whether the findings are similar or significantly different might be the focus of future study. Last but not least, future studies might use a range of techniques, such as mediated moderation or moderation, to examine the direct and indirect impacts of personality traits on students' responsible consumption. Furthermore, if the research were extended to include students from a wider range of institutions rather than simply Indian fashion students, the findings would be more trustworthy and relevant to a larger population.

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