



## Knowledge regarding social equity in sustainable development with relationship to health among nursing students

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### Abstract

**Background:** Healthy lives and promote well-being for all ages. Poor health can be attributed to inequity in the conditions in which people are born, grow, live, work and age. The case studies showing the amazing work that nurses around the world are doing to improve access to health care, to educate populations. The sustainable development requires nursing students to think critically about issues related to such as climate change, poverty, and inequality. By engaging with these issues, students can develop critical thinking and problem-solving skills that are essential for success in the modern world.

### Objectives

1. To assess the level of knowledge regarding social equity in sustainable development among nursing students.
2. To find out the association between the level of knowledge among nursing students with their selected socio demographic variables.

**Methods:** A quantitative research approach and non-experimental descriptive design was adopted for the study. The study was conducted in Gauritai Tilak College of Nursing Solapur, Maharashtra, India. Sample of 30 students based on inclusion criteria were chosen by purposive sampling technique.

**Results:** Self-administered questionnaire was administered to participants in less than 70% was had inadequate knowledge and 23.33% participant had moderate knowledge. The finding showed that the mean level of knowledge mean score of the subjects was 14.5. The chi-square test was applied to check the association of socio-demographic variables with level of knowledge showed that age, sex, place of residence, source of information was no significant.

**Conclusion:** The result of the study showed that there was a significant inadequate knowledge about social equity in sustainable development there is an need for any type academic awareness programme to improve the knowledge.

**Keywords:** Healthy lives, well-being, inequity, health conditions

### Introduction

Equity is the absence of unfair, avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically or by other dimensions of inequality (e.g. sex, gender, ethnicity, disability, or sexual orientation figure 1). One of Healthy People 2030's 5 overarching goals is specifically related to SDOH: "Create social, physical, and economic environments that promote attaining the full potential for health and well-being for all." The greatest global challenge and an indispensable requirement for sustainable development, social equity addresses issues of unequal distribution of resources such as clean air, water, housing, and public space. Social sustainability occurs when the formal and informal processes, systems, structures, and relationships actively support the capacity of current and future generations to create healthy and livable communities [1].

Socially sustainable communities are equitable, diverse,

connected and democratic and provide a good quality of life. The fair, just and equitable management of all institutions serving the public directly or by contract; and the fair and equitable distribution of public services, and implementation of public policy; and the commitment to promote fairness, justice and equity in the formation of public policy [2].

Social equity is, as defined by the National Academy of Public Administration, "the fair, just and equitable management of all institutions serving the public directly or by contract; and the fair and equitable distribution of public services, and implementation of public policy; and the commitment to promote fairness, justice and equity in the formation of public policy" [3].

### Need for Study

The social determinants of health (SDH) are the non-medical factors that influence health outcomes. The SDH have an important influence on health inequities - the unfair

and avoidable differences in health status seen within and between countries. SDH are conditions in the places where people live, learn, work, and play that affect a wide range of health and quality-of life-risks and outcomes. Safe housing, transportation, and neighborhoods, Racism, discrimination, and violence, Education, job opportunities, and income, access to nutritious foods and physical activity opportunities, Polluted air and water, Language and literacy skills [4]. The sustainable development awareness levels of nursing students were found to be higher than the average. While more than half of the participants stated not hearing

of the sustainable development concept before and three quarters of them did not know about Sustainable Development Goals [5]. Nursing academics can progress the *liberation* of the next generation of nurses by supporting students to recognize their positionality in society and empowering them to strive for social justice for themselves and others. The use of Freire's critical pedagogy in nursing curricula contributes to transformative education that makes an impact and ultimately leads to action. Further research is needed on practical applications of critical pedagogy, and the impact this has on future nursing graduates [6].



**Fig 1:** United Nations Sustainable Development Goals (SDGs)

Student’s knowledge and practice towards sustainable development goals should be enhanced in order to keep a breast with latest and high-quality care [7]. Social determinants can be more important than health care or lifestyle choices in influencing health. For example, numerous studies suggest that SDH account for between 30-55% of health outcomes. Social equality is a social situation where everyone in the society is treated equally. They have equal Civil Rights, Freedom of Speech Rights, Property Rights, Right to Vote and equal access to social goods and services [8]. Promoting intergenerational equity in sustainable development is essential for ensuring a viable and thriving future for all generations. By adopting ethical, sustainable, and inclusive practices, current development efforts can be aligned with the needs and rights of future generations. Continued research, policy innovation, and societal commitment are crucial for advancing intergenerational equity and achieving sustainable development goals [9]. The critical approach to education is essential for creating the necessary transformation, enabling nursing students to acquire knowledge and skills related to the SDGs, since it enables future nurses to act effectively, both in the field of research and in clinical practice and the formulation of health policies. In this context, by adopting this educational approach, nursing students not only acquire theoretical knowledge about the SDGs, but also develop an in-depth understanding of the underlying social, economic and environmental issues, promoting more conscious and

engaged action in promoting sustainable development. The convergence between the Sustainable Development Goals (SDGs) and nursing practice plays a crucial role in promoting a more equitable, healthy and sustainable future. As an advocate of holistic care, nursing occupies a prominent position in the realization of the SDGs, ranging from health promotion to the reduction of inequalities and the pursuit of peace and justice [10].

**Objectives**

1. To assess the level of knowledge regarding social equity in sustainable development among nursing students.
2. To find out the association between the level of knowledge among nursing students with their selected socio demographic variables.

**Methods**

A quantitative research approach and non-experimental descriptive design was adopted for the study. A total of 30 Degree nursing students enrolled from Gauritai Tilak College of Nursing Solapur, Maharashtra, India was selected through purposive sampling technique. Ethical clearance was obtained from the ethical committee of the college. Formal written permission was obtained from the nursing college of Solapur. The written consent of the participant was obtained before data collection.

**Inclusion criteria**

was the Nursing Students; who are; Studying 1<sup>st</sup> year to 4<sup>th</sup> Year in the colleges at Solapur, Co-operative and willing to participate in the study and available during the time of data collection.

**Exclusion criteria**

The Students who are; not co-operative and non-willing to participate, not available at the time of data collection. Data collection tool consists of 8 items for obtaining information about the selected background factors such as Age, gender, religion, residence, type of the family, source of information, studying year and Economic Status used was a structured proforma for socio demographic variables. A self-administered knowledge questionnaire was used to assess level of knowledge of nursing students regarding socio equity in sustainable development. The tool had a total of 30 item. All the items were multiple choice questions. Correct answer was given one score. Data was collected from the Dec 2022 to 15th Jan 2023 and the collected data will be analyzed using descriptive statistics.

**Table 1:** Score Interpretation

Sr. No.	Knowledge	Score
1.	Inadequate	Below 50%
2.	Moderate	50-75%
3.	Adequate	Above 76%

**Operational Definition**

- **Knowledge:** In this study knowledge refers to the correct information gained by the students regarding social equity
- **Sustainable development:** is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.<sup>6</sup>
- **Nursing Students:** Basic. B.Sc. Nursing students studying in Gauritai Tilak College of nursing, Solapur.

**Table 3:** Mean, standard deviation, and knowledge scores on social equity in sustainable development among nursing students

Max statements	Max score	Mean	N	Std. Deviation	Std. Error Mean
30	30	14.5	30	4.651	0.849

Statistical outcome such as mean, standard deviation std. errors mean of level of knowledge of social equity in sustainable development. Out of the maximum score of 30,

**Results**

**Findings related to socio-demographic variables of subjects**

- According to age in years, 2(6.67%) were between the ages of 18-19 years, 28(93.33%) were between 20-21 years of age. According to gender, 10(33.33%) were males, 20(66.67%) were females and no transgender.
- On the basis of religion, majority of the samples 23(76.67%) were Hindu, 3(10%) were Muslim and 3(10%) were Christian, and rest of other 1(3.33%). According to place of residence, Majority of the samples 24(80.0%) were from urban, 3(10%) from semi-urban area and 3(10%) rest of rural area.
- In regard to the type of family 21(70%) of the study respondents were belongs to the nuclear family followed by 9(30%) belongs to the joint family, and no extended family.
- The Majority of Source of information 21(70%) from college, 5(16.67%) through family/relatives, 3(10%) of them heard about it through mass media and only 1(3.33%) had through books/magazines.
- The majority of the samples 13(43.33%) of belongs to middle economic status, 9(30%) of them high economic, 8(26.67%) of them were low economic status.

**Table 2:** The level of knowledge regarding social equity in sustainable development among nursing students

Sl. No.	Knowledge	Score	Frequency (f)	Percentage (%)
1.	Inadequate	≤50%	21	70
2.	Moderate	50-75%	7	23.33
3.	Adequate	≥76%	2	6.67
Total			30	100

Mean, standard deviation, level of knowledge scores of regarding social equity in sustainable development among nursing students.

the students had mean knowledge of 14.5 with standard deviation of 4.651.

**Table 4:** The association between the levels of knowledge among nursing students with their selected socio demographic variables

Sr. No.	Age in Years	f	%	Level of Knowledge			DF	Chi square	P	Result
				Inadequate	Moderate	Adequate				
1.	18-19	2	6.67	0	2	0	2	1.07	0.585	NS
	20-21	28	93.33	6	18	4				
	21-22	0	0	0	0	0				
	22-23	0	0	0	0	0				
2.	<b>Gender</b>	f	%				2	2.4	0.301	NS
	Male	10	33.33	2	8	0				
	Female	20	66.67	4	12	4				
	Transgender	0	0							
3.	<b>Religion</b>	f	%				6	4.04	0.671	NS
	Hindu	23	76.67	6	14	3				
	Muslim	3	10.00	0	3	0				
	Chirstian	3	10.00	0	2	1				
	Other	1	3.33	0	1	0				
4.	Residence	f	%							

	Rural	3	10	1	2	0	4	1.667	0.797	NS
	Semi urban	3	10	1	2	0				
	Urban	24	80	4	16	4				
5.	<b>Type of family</b>	<i>f</i>	%							
	Nuclear	21	70	3	15	3	2	1.429	0.49	NS
	Joint	9	30	3	5	1				
	Extended	0	0	0	0	0				
6.	<b>Source of Information</b>	<i>f</i>	%							
	Family/ Relatives	5	16.67	1	4	0	6	2.562	0.861	NS
	Social med	3	10.00	1	2	0				
	Books/ Magazines	1	3.33	0	1	0				
	College	21	70.00	4	13	4				
<b>Studying year</b>	<i>f</i>	%								
7.	1 <sup>st</sup> Year	0	0	0	0	0	2	1.667	0.435	NS
	2 <sup>nd</sup> Year	0	10	0	0	0				
	3 <sup>rd</sup> Year	24	80	4	16	4				
	4 <sup>th</sup> Year	6	20	2	4	0				
	<b>Economic Status</b>	<i>f</i>	%							
8.	High Economic	9	30	1	6	2	4	5.86	0.21	NS
	Middle Economic	13	43.33	5	7	1				
	Low Economic	8	26.67	0	7	1				

NS-Not Significant

The results of Chi-square analysis indicate that there was no significant association between knowledge with sociodemographic variables

### Conclusion

The attainment of goal social, physical, and economic environments that promote attaining the full potential for health and well-being for all, the social equity in sustainable development levels of knowledge of nursing students were found inadequate. While few of participants have moderate knowledge and two participants know about 17 Sustainable Development Goals. In this study, Sociodemographic variable shows non-significant according to age, gender, and sex and other, based on this study nursing students need knowledge regarding sustainable developmental goals because they also work in feature in community.

### Recommendation

Planning the education programme on sustainable development goals for nursing students in academic and creating awareness programme on this same will help to improve the knowledge

### Disclosure

The authors report no conflicts of interest in this work.

### Conflict of Interest

Not available.

### Financial Support

Not available.

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