**QUESTIONS**

O: Were the same students questioned with both questionnaires –

A: The same students were presented both questionnaire items.

O: and was this per-requisite for comparison necessary? - “Data were collected with relatively large sample of students”

A: this has been removed, it is not necessary.

“For RQ1, two objectives were formulated:

1. to evaluate the environmental awareness of Nigerian university students,

2. to assess the overall sustainability literacy of Nigerian university students;”

O: if environmental awareness is measured by sustainability literacy test, why are these two research questions? I understand it from the questionnaire but not here.

A: The sustainability literacy questionnaire contains 4 categories of questions – environmental, social, economic & ESD. The first objective assesses the environmental performance as one of the focal points of the research while the second objective looks collectively at the overall performance of all four categories.

**COMMENTS:**

Similarly, here H3 is also accepted

O: Please repeat what H3 was about.

A: H3 -: Subjective norm positively impacts waste sorting intentions of Nigerian students (Added to research text)

“assess or evaluate”

O: What is the difference?

A: one synonym has been removed.

O: “I am impressed by the number of assessment tools available for HEIs that are introduced by the author; however, I am not sure all of them are related to literacy (some of the mentioned assess campus etc.). It might be useful to distinguish these different discourses here – select only those relevant for research questions posed here. Also it might be useful to distinguish between different tools that are used by universities to develop knowledge and raise awareness among students – there are policy tools (university strategies and commitments) and curricular instruments (reorienting courses and programs); in the field of management is relevant whole institution approach (creating supporting environment); the research field may include interest in transition processes and action research. There are other possibilities and it is not possible to mention all of them (and it is also not desirable)”

A: As suggested the policy tools have been distinguished from curricular instrument in thesis.

The author described SLT assessment tools as “A few examples of SLT assessment tools include curricular instruments like Sulitest® (Sulitest.org, 2021), ASK – Assessment of Sustainability Knowledge (Zwickle et al., 2014; Callewaert, 2018), STAUNCH - Sustainability Tool for Assessing Universities' Curricula Holistically, and policy instruments like the green plan, CSAF – Campus Sustainability Assessment Framework, SLA – Sustainability Livelihood Approaches, the green metric, SCIP – Sustainability Cultural Indicator’s Program (Callewaert 2018; Rao et al., 2010) and college sustainability report card (Zainordin and Ismail, 2018).”