

A STUDY ON OPINION OF PRE-SERVICE TEACHERS TOWARDS ROLE OF EDUCATION IN SUSTAINABLE DEVELOPMENT

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Abstract:

The present study aimed at investigating the opinion of pre-service teachers (PST) towards role of education in sustainable development. The sample of 50 Pre-service teachers from Mumbai was selected by using random sampling technique. Pre-service Teacher's opinion was collected with the help of opinion Scale about role of education in Sustainable Development constructed by the investigator. The specific objectives behind the study were- To find and assess the opinion of Pre-Service teachers towards role of education in sustainable development. The data collected from the survey was analysed by using percentage analysis. Study found that a majority of the Pre-Service teachers (PST) opine that education plays a key role in bringing environmental awareness, citizenship education, and respect for human life, value change and attitudinal change with respect to sustainable development among its students. Also, most of the Pre-service teachers (PST) opine that education can bring about awareness about sustainable development and students should have to concentrate on utilizing the natural resources for development. Also think about to conserve them for the future. Pre-Service Teachers do not feel that in changing Sustainable Development in their lessons as a class will not burden them.

Key Words: *Sustainable Development, Opinion, Pre-Service Teachers, Education.*

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Introduction:

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy, and sustainable human development” -Kofi Annan

The role of Education for Sustainable Development (ESD) is to help people develop the attitudes, skills, and knowledge to make knowledgeable selections for the advantage of themselves and others, now and for the future, and to behave upon the one's selections. Good quality education is a significant tool for attaining a more sustainable world. This turned into emphasized on the UN World Summit in Johannesburg in 2002 in which the reorientation of present-day training structures turned into mentioned as key to sustainable development. Education for sustainable improvement (ESD) promotes the improvement of the knowledge, skills, understanding, values, and movements required for developing a sustainable world, which guarantees environmental safety and conservation, promotes social fairness and encourages financial sustainability. Education for sustainable development is a “dynamic concept that encompasses a new vision of education that Seeks to empower human beings of every age to anticipate duty for growing and taking part in a sustainable future.” The idea of ESD advanced in large part from environmental education, which has sought to develop. The knowledge, skills, values, attitudes and behaviours in humans to take care of their environment.

Loughran (2006) also looks at teacher education as the pre-service and in-service teacher preparation where student teachers seek to develop knowledge and skills of teaching and to learn how to competently apply these in practice. Education is an inevitable tool for sustainable development and the effectiveness of any educational system depends greatly on the educational attainment of teachers because no system of education can be qualitatively higher than the quality and commitment of its teachers.

It is a known fact that the education of school teachers plays a vital role in achieving changes in teaching and learning in schools. UNESCO-UNEP declaration related to learning for a sustainable development, namely, that of awareness and knowledge stated that “If teachers are to engage their students effectively in Education for Sustainability, it is a reasonable assumption that they should have an understanding of Education for Sustainability as a concept and a secure knowledge of key contemporary environmental issues (Taylor, Kenelly, Jenkins & Callingham, 2006, p.47).

Teachers are the main pillar of education whose services are important in the realization of educational goals all over the world. Due to their pivot role in the field of education, it is important that prospective teachers, who are able to influence their students, begin their teaching careers with a clear understanding of ESD. But despite global focus on education for sustainable development since the beginning of the 21st century, it is obvious that the pre-service teacher education institutions and programmes are not doing all they can if anything at all to prepare teachers for teaching ESD. Present study was the initiative to draw attention towards understanding opinion about ESD by pre-service teachers (student teachers) as their role is central in teaching for sustainable development.

Need and Significance:

The present study mainly intends to measure the opinion of Pre-Service teachers (PST) towards the role of education in sustainable development. Education is one of the greatest services provided by teachers. The duties performed by the teachers become a highly significant component and in fact it can be said that they are our nation builders. A teacher helps in building up the future of their students and secondary education plays a vital role to build sustainable development of students.

The goal of education for sustainable development is to impart the knowledge, values, attitudes and skills needs to empower people to bring about the changes required to achieve sustainability. It needs to serve teachers, other professionals, and all citizens as lifelong learners to respond to society’s challenges and opportunities, so that people everywhere can live in freedom from need and fear, and to make their specific contribution to a sustainable future. In this direction there is a need to study the opinion of Pre-Service teachers (PST) towards role of education in sustainable development.

The review of related literature has revealed that there are very few attempts to study the opinion of teachers towards role of education in sustainable development. Hence this study is an initiative in this direction.

Objectives:

The following was the objectives of the study.

1. To assess the opinions of Pre-service Teachers (PST) towards the role of education in sustainable

development.

- To assess the level of opinion of Pre-service Teachers (PST) towards the role of education in sustainable development.

Methodology:

The present study was taken to investigate the opinion of Pre-service Teachers (PST) towards role of education in sustainable development Descriptive survey method of study was followed.

Variables:

The main variables of present study are the Opinion of Pre-service Teachers (PST) with respect to role of education in sustainable development.

Sample:

The study was conducted on a sample of 50 Pre-service teachers (PST) in Mumbai. The selection of these pre-service teachers (PST) was done based on random sampling method.

Tools:

The Scale of opinion about role of education in Sustainable Development: It was constructed by the investigator. The scale contains of 25 statements which represent sustainable development in education.

Procedure for Data Collection:

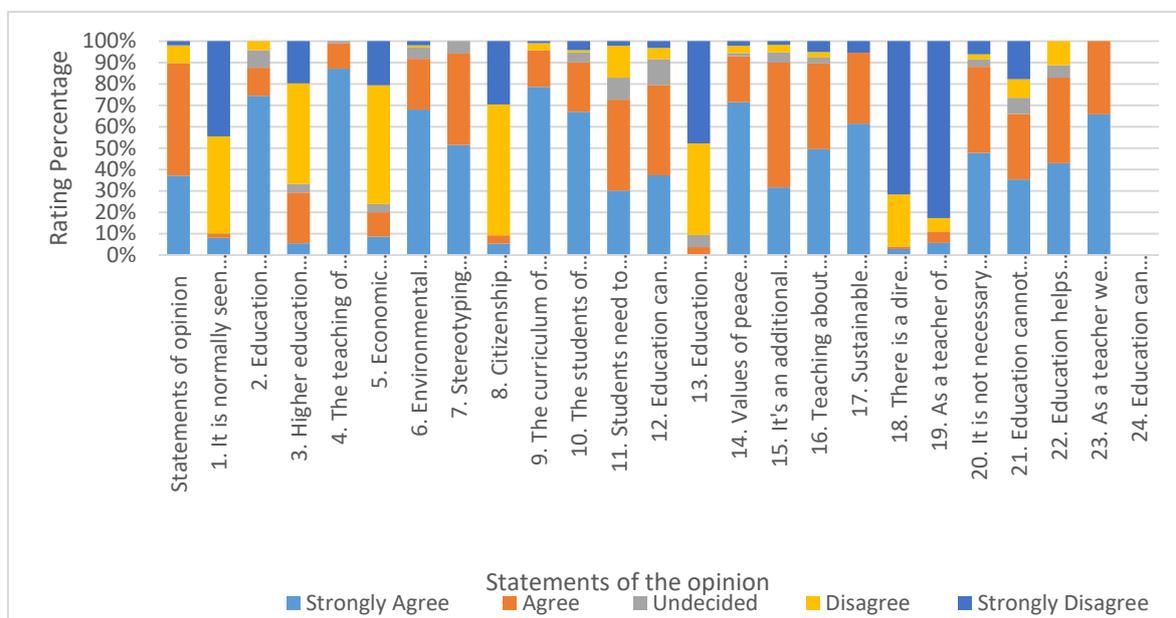
Data collection for the present study was done by administrating the opinion scale on the 50 Pre-service teachers.

Analysis and Interpretation:

The obtained data was analysed by using percentage. The analysis and interpretation of data are presented below:

Table No.1: Percentage of the opinions of Pre-Service teachers (PST) with respect to role of education in sustainable development.

Sr. No.	Statements	Percentage of Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	It is normally seen that lesser the education higher is the environmental ethics.	13.6	44	10.2	21.4	10.8
2.	Education promotes respect for human life and thus sustainable development.	37.20	52.4	0	8.4	2
3.	Higher education should aim at preparing students for job market and not to worry preserving the culture.	8	2.10	0	45.4	44.5
4.	The teaching of sustainability principles should be integrated into the curriculum in all disciplines of education.	74.5	13.10	8.3	4.2	0
5.	Economic development is not possible without ecological deterioration.	5.5	23.8	3.9	47	19.8
6.	Environmental awareness should be enhanced among students of secondary education.	87.10	11.9	1	0	0
7.	Stereotyping behaviour is highly prominent in our culture and education cannot erase it from the minds of the students.	8.7	11.3	3.9	55.4	20.7
8.	Citizenship education is an important component of education for sustainable development and hence it has to be a part of education.	68.1	23.6	5.3	1.1	1.9
9.	The curriculum of education should be imbuing the values of sustainability in the students.	51.4	42.8	5.8	0	0
10.	The students of higher education can concentrate on utilizing natural resource for development without thinking about saving them.	3.7	2.8	0	42.8	50.7
11.	Students need to be taught to change their lifestyle to reduce waste.	78.6	17.2	0	3.2	1
12.	Education can bring positive attitudinal change for sustainable development among its students.	67.6	23.4	4.7	1	4.3
13.	Education removes gender discrimination and hence contributes to sustainable development.	30.2	42.5	10.2	15	2.1
14.	Values of peace and international understanding develops in teachers of higher education helps in sustainable development.	37.3	42.2	12.1	5.2	3.2
15.	It's an additional burden for the teachers to incorporate values of sustainable education among their students	0	3.7	5.7	42.8	47.8
16.	Teaching about sustainable development helps students to know about future needs as it is about what we need today.	71.5	21.4	1.6	3.4	2.1
17.	Sustainable development could be promoted by courses offered in institutions of teacher education.	31.6	58.4	4.7	3.6	1.7
18.	There is a dire need of education to concentrate on enhancement of positive attitude of students towards Sustainable development	49.5	40.2	2.7	2.5	5.1
19.	As a teacher of secondary education, we can sensitize students for issues related to ecological balance	61.3	33	0	0	5.4
20.	It is not necessary that students should think of economic development need not worry about saving the resources for future generations.	2.8	1.2	0	24.3	71.7



Discussion:

The table no. 1 shows that approximately 94.2% of Pre-service teachers (PST) agree with the statement, ‘the curriculum of higher education can imbibe the values of sustainability in the students. Majority of the teachers (91%) agree with the statement, ‘education can bring positive attitudinal change for sustainable development among its students’. Majority of the PST that is 79.5% of them agree with the statement, ‘values of Peace and international understanding developed in teachers of higher education and helps in sustainable development. Approximately 90% of teachers agree with the statement, ‘sustainable development could be promoted by courses offered in institutions of teacher education’. Hence it can be concluded that sustainable development should be promoted by course offered in institutions of higher education. Most of the PST (89.7%) of them agree with the statement, ‘there is a dire need for higher education to concentrate on enhancement of positive attitude of students towards sustainable development’.

Around 88 % of the PST agree with statement education helps in developing certain skills of bringing about balance between individual successes and maintain cultural traditions. Approximately 83 % of the PST agree with statement education brings change in values and makes its students globally responsible citizens. A majority of PST that is 100% of them agree with statement education can take the responsibility of preparing future citizens who can bring in national development and be environmentally friendly. A majority of PST that is 57.6 % of them agree with statement it is normally seen that lesser the education higher is the environmental ethics. It can be concluded that they opine that lesser the education higher is the environmental ethics is contrast with higher education, but it does not play a higher education.

Approximately 90 % of PST disagrees with the statement that higher education should aim at preparing students for a job market and not worry about preserving the culture. Hence it can be concluded that PST support the view that development is possible even if cultural preservation is emphasized. Majority of the PST (71.11 %)

are disagreeing with the statement, 'stereotyping behaviour is highly prominent in our culture and higher education cannot erase it from the minds of the students'. Hence it is concluded that PST opine that stereotyping behaviour of the students is highly prominent and it cannot be erased it from the minds of the students.

From the graph it has been clearly observed that maximum i.e., 93.6% of the PST disagree with the statement- student of higher education should concentrate on utilizing the natural resource for development without thinking about saving them. Approximately 90.6 % of the PST disagree with the statement it's an additional burden for teachers to incorporate values of sustainable development among their students. Hence it can be concluded that it's not additional burden for teachers to incorporate values of sustainable development among their students. A majority of the PST that is 93 % of them disagree with the statement education cannot play a key role in bringing awareness about sustainable development.

Findings of the Study:

Findings of the study revealed that:

1. Maximum Pre-service teachers (PST) opine that education plays a key role in bringing environmental awareness, citizenship education, and respect for human life, value change and attitudinal change with respect to sustainable development among its students.
2. Most of the Pre-service teachers (PST) opine that education can bring about awareness about sustainable development and students should concentrate on utilizing the natural resource for development and think about saving them to the future.
3. All the Pre-service Teachers (PST) opine that education can take the responsibility of preparing future citizens who can bring in national development and also be environmentally friendly.

Educational Implications: The following are the educational implications of the present study.

1. Education should continue and promote to explore and develop approaches to Sustainable Development in teaching, learning and curriculum. For this education related to sustainable development can be provided through the Subject Centres as well as through an interdisciplinary group focusing on subject connections applying systems thinking and practice. Also, must identify ways of implementing and supporting the integration of Sustainable Development into teaching, learning and curriculum.
2. Teachers feel the importance of environmental, social, political and economic aspects to their disciplines and hence felt the need to provide students with a broad and balanced foundation of Sustainable Development, its key fields and interdisciplinary approach can be taken in to consideration by maintaining Cooperation among teachers of different subjects and disciplines can be encouraged and to work together in organizing learning experiences for students both in course work and extra curriculum activities.
3. There is a need to create a stimulating, supportive and favourable environment for inter disciplinary learning and research. To enable and encourage students to think critically about the nature of knowledge, and about the ways in which knowledge is produced and validated. Education must enable students to identify, understand, evaluate, and adopt values conducive to sustainability and to enable students to develop social and environmental responsibility.

Conclusion:

The finding-based conclusion reveals that the Education plays a significant role to not only to train the students in the field of knowledge but also to train them for acceptance and adopting their own local culture. Only education can mould the mind of the students towards achieving the goals of peace and tolerance of society. Education through raising awareness and influencing behaviour has a pivotal function if sustainable development is to be achieved. This role is especially pronounced in the realm of secondary education, higher education and mainly teacher education because at this level of students are being prepared to enter the civil society and emerge with skills to support green economies and as messengers of ideas. Progressively, colleges of education and other education institutions should incorporate sustainable development values and practices into their core activities of teaching and learning.

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