



A STUDY OF SOCIAL MATURITY AND AWARENESS REGARDING SUSTAINABLE DEVELOPMENT

Dr. Amol Shivaji Chavan, Assistant Professor, AES College of Education (B.Ed.),
Ambegaon BK, Pune

Sangita Uttam Dere, Research Scholar, Tilak College of Education, Tilak Road, Pune

ABSTRACT

Education is essential for sustainable development. Education today is crucial in enhancing the ability of the leaders and citizens of tomorrow to create solutions and find new paths to a better, more sustainable future. Effective teacher education is a vital first step in producing an environmentally literate population which can, in turn, advance the transition towards sustainability. A special commitment from teacher education institutions is necessary to reorient teacher education towards sustainability.

The awareness and understanding of sustainable development have become increasingly crucial. Unfortunately, our current collective pool of human knowledge, skills, and experience does not contain the solutions to all the contemporary global environmental, societal, and economic problems. Teacher education is important in that it helps to professionalize the teaching field, improve student learning, and contribute to the overall welfare of mankind. The crucial role is reflected in the commitment of the international community to the SD Goals.

This research paper aims to study the social maturity of student-teachers in terms of their awareness of sustainable development. The researcher used both quantitative and qualitative methods to assess the knowledge, attitudes, and behaviours of student-teachers about social maturity regarding sustainable development. For the present research survey method is used for the collection of data. The study was conducted on 74 student-teachers. The study reveals that student-teachers are quite socially mature and aware of sustainable development.

Keywords: social maturity, student-teachers, awareness, sustainable development



INTRODUCTION

Sustainable means that something is viable and can be continued in long terms, in ways that do not harm people but benefit them equally and development refers to how the interaction between environment, economy and society progresses and changes. The concept of Sustainable development was described by the 1987 Brundtland Commission Report as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” The report of the World Commission on Environment and Development (1987) states that "the world's teachers have a crucial role to play" in helping to bring about "the extensive social changes" needed along the pathway towards a sustainable future. The international community has always had an ambitious role for teacher education, perceiving it as "potentially the greatest source of educational change in an organized, orderly society" (UNESCO, 1976. In meeting this challenge, teacher education is a key arena for shaping progress toward more sustainable futures. (United Nations,2020).

The concept of sustainable development has gained increasing recognition in educational settings as a means to incorporate environmental, societal, and economical dimensions into teaching and learning practices. As future educators, student-teachers play an important role in imparting knowledge and inculcating values related to sustainable development among the next generation. However, it is important to assess the level of awareness and social maturity of student-teachers regarding sustainable development to ascertain their preparedness to integrate these concepts into their teaching practices. This research aims to address the social maturity and awareness of student-teachers about sustainable development.

REVIEW OF RELATED LITERATURE

1. (Daniel Fischer, et al., 2022) This article offers a systematic literature review based on a qualitative analysis of 158 peer-reviewed publications on TESD research. Results showed that TESD research is a growing field characterized by five types of inquiry: designing learning environments, understanding learner attributes, measuring learning outcomes, promoting systems change, and advancing visions for the field.
2. (Franz Rauch, Regina Steiner & Peter Kurz, 2022) This paper briefly describes the concepts of action research about ESD and gives an overview of the structure of the course. Findings indicate that the systematic collection and analysis of data and the writing of a study are regarded as strenuous but conducive to learning.
3. (Woonsun K., 2021). The author suggested that teacher education institutions need to include content related to ESD in the teacher education curriculum so that pre-service teachers can cultivate positive attitudes toward ESD and improve their self-efficacy in student engagement and instruction in the context of ESD.



4. (Christoforatu E., 2021) Based on current education policy goals and relevant empirical research, the article offers a theory intended to cause coherence between three phases of teacher education and training in Germany, thereby integrating academic theory and ESD practice more consistently. Particular attention is given to teacher educators, educational managers, researchers and decision-makers.
5. (Carlo Daniels & Ewelina K, 2022) This paper brings attention to the need to strengthen the focus on sustainable development in academic activities. The results indicate the need to transfer sustainability-related pedagogical knowledge and competencies to educators and prospective teachers.
6. (Therese Ferguson, et al.,2022) Preliminary findings indicate that students' understanding of SD broadened after the courses, with most students believing that SD involves social, economic, and environmental improvements that do not come at the expense of our natural resources. The findings are significant in highlighting how the intentional infusion of ESD into courses can enhance students' knowledge and awareness of SD and ESD.
7. (Radha, L., & Arumugam, J., 2023). This article discusses the benefits of aligning the National Education Policy (NEP) 2020 with the Sustainable Development Goals (SDGs) to promote quality education and sustainable development in India's higher education institutions. The NEP 2020 and the SDGs share common objectives related to promoting access to quality education, improving learning outcomes, and fostering innovation and research.
8. (Keejoo Kim, et al., 2023) Education for sustainable development (ESD) refers to education on the values and behaviours necessary for a sustainable future and society where everyone receives high-quality benefits. This study aims to derive a model for developing open convergence subjects for ESD.

NEED AND IMPORTANCE OF THE STUDY

Education for sustainable development (ESD) refers to education on the values and behaviours necessary for a sustainable future and society where everyone receives high-quality benefits.

The alignment of NEP 2020 with sustainable development can contribute by promoting the principles of environmental sustainability and social responsibility in the education sector. This can prepare student-teachers to become responsible citizens who can contribute to sustainable development and also guide future generations properly.

Today we are facing many natural calamities and climate change, which if not taken care of properly can cause a lot of disaster to future generations. Due to that mankind can come in danger. So it will be very helpful to study the social maturity of student-teachers regarding awareness of education for sustainable development.



OBJECTIVES OF RESEARCH

- 1) To find the social maturity of student-teachers about sustainable development.
- 2) To find out the awareness of student-teachers regarding sustainable development.

ASSUMPTIONS

1. The international community has always had an ambitious role for teacher education, perceiving it as "potentially the greatest source of educational change in an organized, orderly society" (UNESCO, 1976)
2. As interconnected issues that undermine socio-environmental stability continue to emerge and evolve, education will need to respond to a rapidly changing world. In meeting this challenge, teacher education is a key arena for shaping progress toward more sustainable futures (United Nations [UN], 2020).
3. Education, and education for sustainable development (ESD) in particular, plays a central role in building society's capacity to address some of the most pressing societal challenges faced today (Agbedahin, 2019; Holfelder, 2019)

SCOPE AND LIMITATIONS

1. In this study, the researcher proposed to find the level of social maturity and awareness of student-teachers regarding sustainable development.
2. The conclusion of this research is dependent on the responses given by student-teachers to the "A study of awareness of student-teachers regarding the sustainable development" test.
3. The study is limited to the student-teachers from Pune district only.
4. This research work is delimited to the study of the level of social maturity and awareness of student-teachers regarding sustainable development from the Pune district only.

TOOLS OF DATA COLLECTION

The researcher administered the 'A study of awareness of student-teachers regarding sustainable development' test to the student-teachers in the Pune district. This test was administered through Google form and responses were collected. The researcher wanted to find out the level and level of social maturity and awareness of student-teachers regarding sustainable development. The researcher used a survey method of investigation which is a type of descriptive method.

POPULATION AND SAMPLE

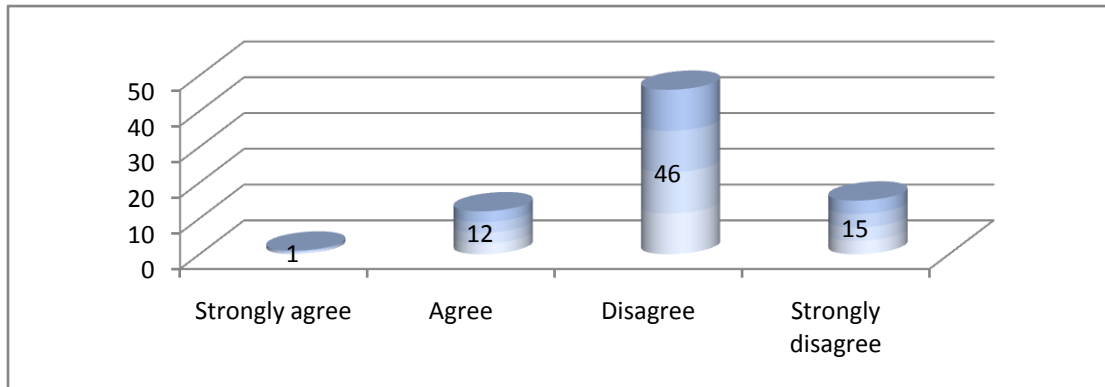
The teachers from the Pune district are the population for this research. The representative group of teachers is the sample for this study. 74 student-teachers were selected randomly from the Pune district. An incidental sampling method was used for the selection of student-teachers from Pune district.

ANALYSIS OF DATA

Responses received were analyzed through qualitative and quantitative methods. 74 respondents responded to the Google form questionnaire.

Analysis of Objective 1

1. I am only a citizen of the local community, not a global citizen.



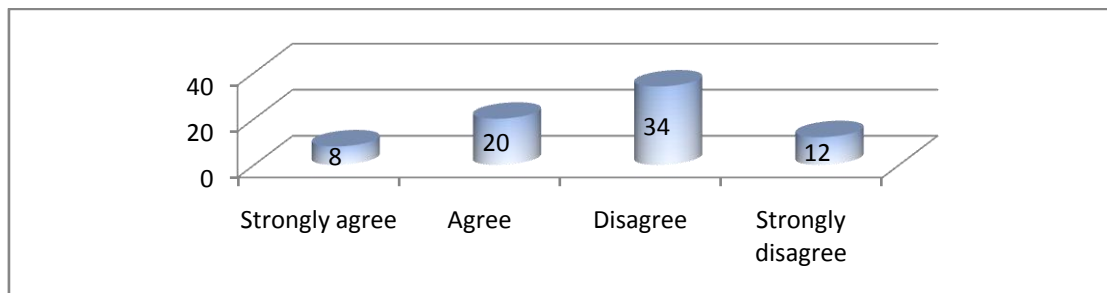
Graph 1

Interpretation and conclusion: The percentage of responses received was strongly agree 1.4%, Agree 16.2%, Disagree 62.2% and Strongly disagree 20.3%. So most of the respondents (82.5) are aware that they are global citizens. So the level of social maturity of respondents is quite high.

2. I feel that communities should be regardless of income, ethnicity and status.

Interpretation and conclusion:The percentage of responses received was strongly agree 29.7%, Agree 48.6%, Disagree 20.3% and Strongly disagree 1.4%. So most of the respondents (78.3) agree that there should be equity and equality in society to maintain sustainable development, So the level of social maturity of respondents is quite high.

3. According to me, warfare is not inherently destructive to sustainable development.



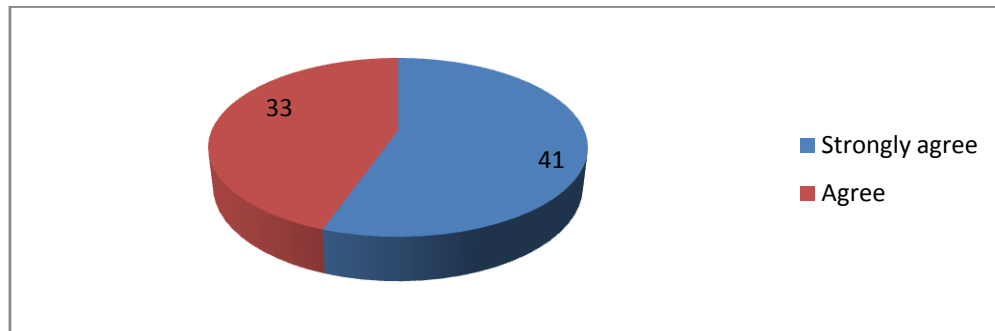
Graph 2

Interpretation and conclusion: The percentage of responses received was strongly agree 10.8%, Agree 27%, Disagree 45.9% and Strongly disagree 16.2%. So more than half of the respondents (62.1) are aware that there should be peace and humanity in the world for SD, So the level of social maturity of respondents is quite good.

4. I am entitled to a healthy and productive life without harmony with nature.

Interpretation and conclusion: The percentage of responses received was strongly agree 6.8%, Agree 8.1%, Disagree 40.5% and Strongly disagree 44.6%. So most of the respondents (85.1) are aware that for a healthy and productive life, there should be harmony with nature for maintaining sustainable development, So the level of social maturity of respondents is quite high.

5. I think that sustainable education will make a concrete contribution to a better world.

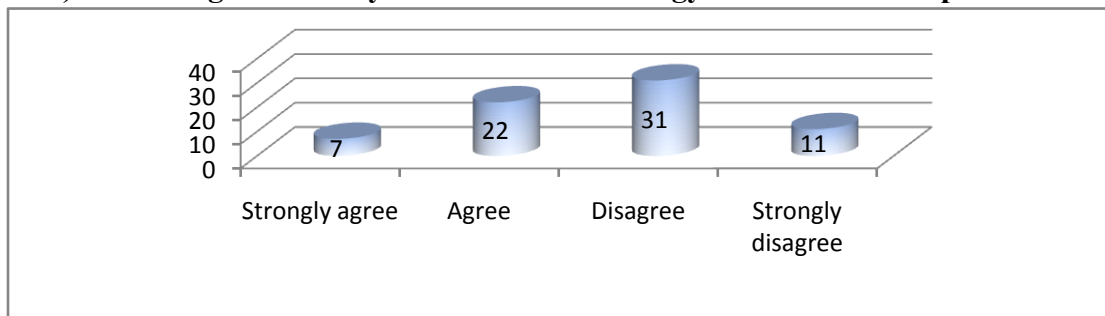


Graph 3

Interpretation and conclusion: The percentage of responses received was strongly agree 55.4%, Agree 44.6%. So almost all respondents' opinion is that sustainable education will make a concrete contribution to a better world. So the level of social maturity of respondents is excellent.

Analysis of Objective 2

6) According to me 'only science and technology can solve all our problems.'



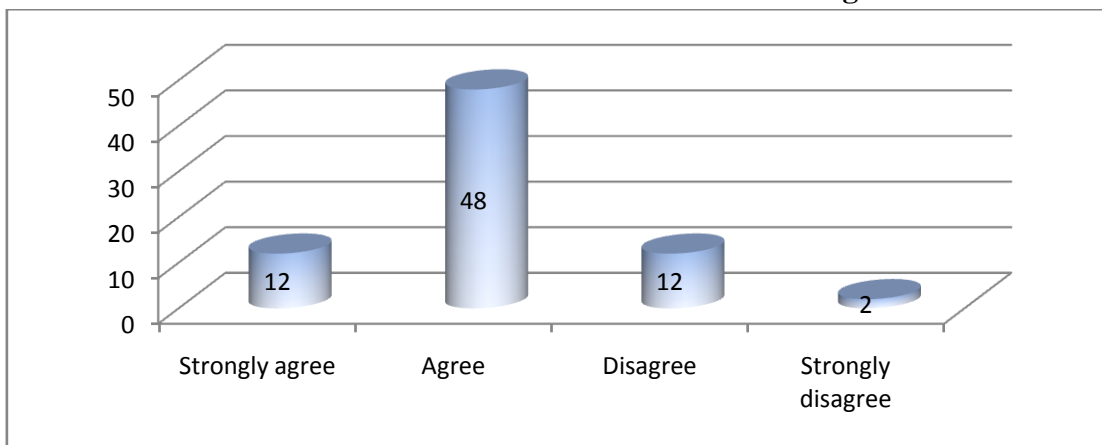
Graph 4

Interpretation and conclusion: The percentage of responses received was strongly agree 9.5%, Agree 29.7%, Disagree 45.9% and Strongly disagree 14.9%. So Out of 100 % more than half of respondents (60.8 %) are aware that only science and technology cannot solve all our problems.

7) I think that the clothes I wear are related to sustainable development.

Interpretation and conclusion: The percentage of responses received was strongly agree 12.2%, Agree 70.3%, Disagree 6.8% and Strongly disagree 10.8%. So most of the respondents (82.5%) are aware that we should use things properly to save the environment.

1) I should not use renewable resources more than its rate of regeneration.



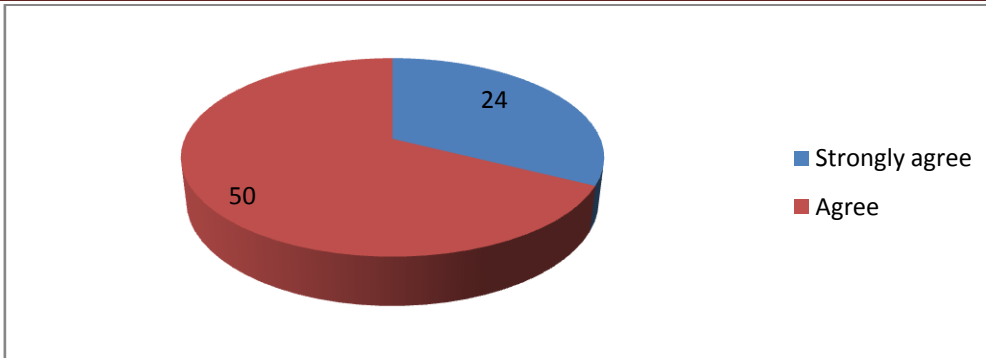
Graph 5

Interpretation and conclusion: The percentage of responses received was strongly agree 16.2%, Agree 64.9%, Disagree 16.2% and Strongly disagree 2.7%. So most of the respondents (81.1) are aware that we should use more and more renewable sources of energy than non-renewable resources.

2) I should not minimize the use of non-renewable resources.

Interpretation and conclusion: The percentage of responses received was strongly agree 5.4%, Agree 25.7%, Disagree 43.2% and Strongly disagree 25.7%. So most of the respondents (68.9) are aware that we should minimize the use of non-renewable resources and use more and more renewable resources.

3) According to me, all education stages' curricullam, and syllabus should be relevant to sustainability.



Graph 5

Interpretation and conclusion: The percentage of responses received was strongly agree 24.4%, Agree 50.6%. So almost all respondent's opinion is that curriculum and syllabus should be relevant to sustainability.

MAJOR FINDINGS

Findings of Objective 1

- 1) Most of the respondents are aware that with local citizens they are global citizens also.
- 2) Most of the respondents agree that there should be equity and equality in society to maintain sustainable development.
- 3) More than half of the respondents were aware that there should be peace and humanity in the world for SD.
- 4) Most of the respondents were aware that for a healthy and productive life, there should be harmony with nature to maintain sustainable development.
- 5) All respondent's opinion is that sustainable education will make a concrete contribution to a better world.

Findings of Objective 2:

- 1) More than half of respondents are aware that only science and technology cannot solve all our problems.
- 2) Most of the respondents are aware that we should use things properly to save the environment.
- 3) Most of the respondents were aware that we should use more and more renewable sources of energy than non-renewable resources.
- 4) Most of the respondents were aware that we should minimize the use of non-renewable resources and use more and more renewable resources.
- 5) Almost all respondent's opinion is that curriculum, syllabus should be relevant to sustainability.



CONCLUSION

1. In the current situation social-maturity regarding SD in student-teachers is found good. Social maturity among student is essential for fostering SD as it can lead a sense of responsibility towards societal and environmental issues.
2. Student-teachers are found aware about SD. The teacher education programs, curriculum development, and professional development initiatives should be aimed at enhancing the social maturity and awareness of student-teachers regarding SD.

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