

CONFLUX

JOURNAL OF EDUCATION

ISSN 2320-9305 (PRINT) ISSN 2347-5706 (ONLINE)

A PEER REVIEWED JOURNAL PUBLISHED SINCE 2013

VOLUME 12

ISSUE 2

JUNE 2024

cjoe.naspublishers.com

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**Life Style and Attitude towards Sustainable Development Goals among Prospective
Teachers at Secondary Level**

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Abstract

The 2030 agenda for sustainable development adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. Essentially the agenda contains 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries, developed and developing in a global partnership. Sustainable development is an organized factor that leads to keeping renewable and restricted recourses on earth. Sustainable living means understanding how the lifestyle choices impact the world around us and finding ways for everyone to live better and lighter. Sustainable living and lifestyles for the first time appear in the Sustainable Development Goals. Change in attitude towards sustainable development (SD) means a change in one's feelings towards the issues related to environment, society, or economy. This study discusses the role of different lifestyles and attitude of prospective teachers at secondary level for achieving sustainable development goals. The present study is being conducted in Thrissur District in Kerala. For the study, the investigators adopted the survey method and data was collected from five B.Ed. colleges in Thrissur district by using stratified random sampling technique. The tools used were lifestyle scale and self-made questionnaire for study the attitude of prospective

teachers at secondary level towards sustainable development goals. The sample is selected from 300 students from five B.Ed. colleges in Thrissur district. On the basis of analysis, the investigators concluded that there is a significant difference in the mean scores of prospective teachers at secondary level regarding lifestyle and attitude towards sustainable development goals. The study proved to be a great asset in the field of sustainability and sustainable development goals. Training institution is to be provide preservice training to prospective teachers at secondary level, so that they could guide students to follow sustainable life style. Courses are to be developed by which pupil teachers could become more responsible in achieving the target of SDG by 2030.

Keywords: lifestyle, attitude, sustainable development goals

Introduction

We use natural resources for various day to day requirements. These uses of natural resources in unsustainable way creates many problems and pose a question on the survival of human race. Development should be in such a way that these natural resources should be available in future too. The focus from development is now shifting to Sustainable Development (SD). SD concerns for the capacity of nature to fulfil the needs with the social, political, and economic challenges faced by us. Sustainability is like a never-ending staircase with steps in the right direction but with no vision to reach ‘the nirvana of complete sustainability’ (Lourdell et al., 2006). Many misunderstandings about sustainable development goals and low probability of making a difference provoke a lack of positivity and inspiration. Societies sustainable behavior will make sustainable society which in turn will help in establishing sustainable development

goals and this concept of development is known as SD. Development in all the fields must be inclusive and environmentally sound so as to reduce poverty and enhance shared prosperity of all the people today and always.

Lifestyle is the pattern of living which a person expresses through activities, interests and opinions. Lifestyle is a blend of motivations, needs, and wants and is influenced by factors such as culture, family and social class. Life style of an individual is a function of education, relationships, socialization, personality, physical and mental ability and many other resources. A person may have health oriented, career oriented, trend seeking lifestyle. To make sustainable society, every person must be healthy and always should remain conscious for keeping himself physically fit and fine. Career oriented lifestyle increases the knowledge and skills of the individual. This lifestyle will help in getting good job which in turn will increase economic growth of the society. Trend seeking lifestyle makes the person modern and willing to update himself with new trends and makes him thoughtful for the changes which could happen in future, thereby making him responsible for promoting sustainable change in the society. Lifestyle influences thinking process which in turn activates people's activity in society. Sustainable society will be made, if we will have above three life styles.

Attitude is one's own inclination or peoples tendency to react positively or negatively towards a particular object, person, situation or idea. It influences the choice of action and how to response to various challenges, rewards and incentives. Attitude is a psychological construct, an emotional and mental entity that describes a person. These are complex and are acquired through experiences. Attitude is an individual's pericline state of mind regarding a value and it is shown through a responsive expression toward a particular person, event, thing, or place and this

in turn influences the individual's thought and action. Attitude of a person can be formed from a person's past and present. Jung defined that attitude is an individual's readiness to act or react in a certain way. By learning, we can develop one's own attitude. Attitude is formed through evaluations of persons, places or things. Also, theories of classical conditioning, instrumental conditioning and social learning are mainly responsible for formation of attitude. Attitudes are expected to change with experience.

Education for SD is very important to ensure a clear understanding of sustainable development goals among the local decision makers, stakeholders and the general population, and it would be a long run investment in promoting SD in developing or developed countries. There was an agreement between all 191 UN Member States that they will try to achieve 17 goals with 169 targets by the year 2030. These 17 goals are known as SDGs. To end poverty, inequality and climate change, world leaders assembled on 25 September, 2015, at the United Nations in New York to adopt the 2030 Agenda for SD. The 2030 Agenda comprises 17 SDGs, to give direction to every policy and every funding for the next 15 years, give direction to every policy and every funding for the next 15 years, forever. These goals could only be achieved if we work together to provide food to everyone, practice gender equality, work for improving health services and provide quality education to every child, free of cost. To achieve this, the world must be directed to move in a sustainable track. The 2030 agenda is for all nations, works to make stable and happy societies, generates better jobs and give solutions to face and resolve the environmental challenges of time, i.e., 'the climate change'. Also, the aim of the SDGs to do that, is with the target date of 2030.

The 17 sustainable development goals are:

Goals	Objective	Description
Goal -1	No Poverty	By 2030, eradicate extreme poverty for all people everywhere.
Goal -2	Zero Hunger	End hunger, achieve food security and improved nutrition by 2030.
Goal -3	Good Health and Well-being	Ensure healthy lives and promote well-being for all at all ages by 2030.
Goal -4	Quality Education	Ensure that all girls and boys complete free, equitable and quality primary and secondary education by 2030.
Goal -5	Gender Equality	To achieve gender equality and empower all women and girls.
Goal -6	Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all by 2030.
Goal -7	Affordable and Clean Energy	Ensure access to affordable, reliable, sustainable and modern energy for all by 2030.
Goal -8	Decent Work and Economic Growth	Promote sustained, inclusive and sustainable economic growth.
Goal -9	Industry, Innovation and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation by 2030.

Goal -10	Reduced Inequality	Reduce inequality within and among countries by 2030.
Goal -11	Sustainable Cities and Communities	Make cities and human settlements inclusive, safe, resilient and sustainable.
Goal -12	Responsible Consumption and Production	Ensure sustainable consumption and production patterns.
Goal -13	Climate Action	Take urgent action to combat climate change and its impacts.
Goal -14	Life Below Water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
Goal -15	Life on Land	Protect, restore and promote sustainable use of terrestrial ecosystems, combat desertification and halt biodiversity loss.
Goal -16	Peace and Justice Strong Institutions	Promote peaceful and inclusive societies for sustainable development; provide access to justice for all.
Goal -17	Partnerships to achieve the Goal	Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Need And Significance of the Study

The study of factors like lifestyle and attitude towards sustainable development goals, which are responsible for making prospective teachers at secondary level contributors towards achieving SDGs in Thrissur District of Kerala. The investigators liked to study the present problem on prospective teachers at secondary level in Thrissur District of Kerala. Also, the investigators chose to study the subject of lifestyle and attitude towards sustainable development goals due to their personal interests in this field.

Adarmaja et al., (2010) studied the influence of demographic factors on the lifestyles of tertiary institutions students in Kwara state, Nigeria. The objectives of this research were to study the lifestyles of students in tertiary institutions in Kwara state and to study the influence of gender, mode of residence (on and off campus) and marital status on the lifestyles of students of tertiary institutions in Kwara state. Descriptive survey method was used to study population comprised of all students of governments owned tertiary institution in Kwara state. The sample of 750 students were selected by multistage sampling technique. A significant difference in the lifestyles male and female respondents was found. Lifestyle of female students was found better than male students. Lifestyle of students was influenced by residence. Off campus students had better lifestyle than on campus students. There was no significant difference in the lifestyles of married or unmarried respondents.

Dash et al.,(2008) conducted a study on the attitude of 450 secondary (243 pre-service and 207 in-service) school teachers from Orissa towards Sustainable development by using a Likert type five point attitude scale and found that both pre and in-service teachers had a positive attitude for sustainable development. Teachers having two years complete programme were more

favorable than 1 year and 4-year pre service teachers. For the relationships between age, teaching experience and socio-economic status and attitude towards Sustainable development, the study suggested that age and socio-economic status contributed more for the development of attitude towards sustainable development than experience of teaching.

This study is expected to fill the gaps in the existing knowledge to resolve some of the inconsistencies in previous studies. Also, this study will help in the reinterpretation of the known facts. This study's results can be considered fair and authentic. Moreover, the results of the study will be beneficial for psychologists, educationists and school teachers. Socially, the study on this topic was very much needed as we know that education helps in the overall development and free growth of the individual's potential of which he or she is capable with. India, is a developing country. So country needs successful doctors, educators, technicians so that they can contribute in achieving doctors, educators, technicians so that they can contribute in achieving education is to provide us with concerned citizens who would leave no stone unturned in achieving SDGs. So, the investigators have selected this topic for the study. This study will prove a great asset in the field of SD.

Objectives

1. To study the lifestyle of prospective teachers at secondary level.
2. To study the attitude of prospective teachers at secondary level
3. To find out the relationship between lifestyle of prospective teachers at secondary level and their attitude towards sustainable development goals.

Hypotheses

1. There is no significant difference between the lifestyle of prospective teachers at secondary level.
2. There is no significant difference between attitude of prospective teachers at secondary level towards sustainable development goals.
3. There is no relation between lifestyle and attitude of prospective teachers at secondary level towards sustainable development goals.

The Procedure of the Study

The purpose of this study is to investigate about lifestyle and attitude towards sustainable development goals in prospective teachers at secondary level. The present study comes under quantitative research. Considering the nature of the problem under investigation and the data required for the study, the investigators adopted the survey method. The present study is being conducted in Thrissur District of Kerala. Students from different B.Ed. colleges in the district of Thrissur in Kerala, constitute the population of the study. A sample of 300 students from NCT Irinjalakuda, IASE, Thrissur, JTC, Mala, SVTEC, Akkikavu and MOT Perumpilavu in Thrissur, Kerala, were chosen for the study.

Tools Used for the Study

1. 'Lifestyle Scale' constructed by 'S.K. Bawa and S. Kaur' (2008)
2. A self-made questionnaire has been used to study the attitude of prospective teachers at secondary level

Data Analysis

The data collected from the students was examined to meet the objectives of the study. A quantitative analysis of the data was performed. Detailed information on each objective is given below.

1.To Study the Lifestyle of prospective teachers at secondary level

The data and the results of the first objective are given below.

Table 1

Categorization of Prospective Teachers at Secondary Level on the basis of their Lifestyle

Areas of lifestyle	N	Status of lifestyle		
		Low	Average	High
Health-conscious lifestyle	300	3 1%	221 73.67%	76 25.33%
Career oriented lifestyle	300	6 2%	56 18.67%	238 79.33%
Trend seeking lifestyle	300	41 13.67%	243 81%	16 5.33%

Note: Table 1 shows the lifestyle of prospective teachers at secondary level. Out of total number of prospective teachers at secondary level studied, 57 were male and 243 were female prospective teachers at secondary level. The table indicates that for health-conscious Lifestyle maximum number of prospective teachers at secondary level 73.67% adopted average level

followed by 25.33% in high level and only 1% in low level. This may be due to the fact that prospective teachers at secondary level are generally concerned for their health and they follow a healthy lifestyle on an average. In case of Career Oriented Lifestyle, maximum number of prospective teachers at secondary level 79.33% were found in high level followed by 18.67% in average and 2% in low level. Maximum number of prospective teachers at secondary level 79.33% were in high level, this may be due to the fact that prospective teachers at secondary level are always concerned for their career. In case of Trend Seeking Lifestyle, maximum number of prospective teachers at secondary level in case of Trend Seeking Lifestyle, maximum number of prospective teachers at secondary level' high level. The result shows that prospective teachers at secondary level on an average adapt trend seeking lifestyle. Thus, it can be stated that prospective teachers at secondary level adapt career-oriented lifestyle most and health-conscious lifestyle and trend seeking lifestyle on an average.

2.To study the attitude of prospective teachers at secondary level

The data and the results of the second objective are given below.

Table 2

Attitude of Prospective Teachers at Secondary Level towards Sustainable Development Goals

Levels	1	2	3	4	5	6	7
Attitude towards sustainable development goals	Poor	Very low	Low	Average	High	Very high	Excellent
No. of prospective teachers at secondary level	1	6	10	81	179	23	0
% of prospective teachers at secondary level	0.33%	2%	3.33%	27%	59.67%	7.67%	0%

Note: Table presents the categorization of prospective teachers at secondary level on the basis of their attitude towards sustainable development goals. Maximum number of prospective teachers at secondary level ,179 were found in level 5 (high level), followed by 81 students at level 4, 23 students at level 6, 10 students were at level 3, 6 students were at level 2 and it is good to note that minimum number of prospective teachers at secondary level were found at level 1 and it is surprising to note that even not a single prospective teachers at secondary level was found at level 7.The data revealed that very few i.e.0.33% prospective teachers at secondary level showed poor attitude towards sustainable development goals, 2% prospective teachers at secondary level reflected very low attitude towards sustainable development goals, 3.33%

prospective teachers at secondary level were found to have low attitude towards sustainable development goals, 27% prospective teachers at secondary level showed average attitude towards sustainable development goals, many prospective teachers at secondary level, 59.67% had high attitude towards sustainable development goals, 7.67% prospective teachers at secondary level showed very high attitude towards sustainable development goals and none of the prospective teachers at secondary level had excellent attitude towards sustainable development goals.

3.To find out the relationship between lifestyle of prospective teachers at secondary level and their attitude towards sustainable development goals

The third objective of the study was to find out the relationship between lifestyle of prospective teachers at secondary level and their attitude towards sustainable development goals. The data was analysed and interpreted using Pearson's Correlation Coefficient (r) to test the hypothesis: there exists a significant relationship between lifestyle of prospective teachers at secondary level and their attitude towards sustainable development goals.

Table 3

Relationship between Lifestyle of Prospective Teachers at Secondary Level and their Attitude towards Sustainable Development Goals

	Health-conscious lifestyle	Career oriented lifestyle	Trend seeking lifestyle
Attitude	0.16**	0.21**	0.02

** . Correlation is significant at the 0.01 level (2-tailed).

Note: Table presents the relationship between lifestyle of prospective teachers at

secondary level and their attitude towards sustainable development goals. Total number of prospective teachers at secondary level studied were 300. The relationship between three dimensions of lifestyle and attitude towards sustainable development goals have been calculated. The coefficient of correlation between attitude towards sustainable development goals and health-conscious lifestyle of prospective teachers at secondary level was found to be 0.16, which shows very low positive correlation. The coefficient of correlation between attitude towards sustainable development goals and career-oriented lifestyle of prospective teachers at secondary level was found to be 0.21, which shows weak positive correlation. The coefficient of correlation between attitude towards sustainable development goals and trend seeking lifestyle of prospective teachers at secondary level was found to be 0.02, which shows no relationship between Attitude towards sustainable development goals and trend seeking lifestyle of prospective teachers at secondary level.

Discussion

- Findings of the study revealed that, there is significant difference between the mean scores of lifestyles of prospective teachers at secondary level in Thrissur district. Maximum number of prospective teachers at secondary level were found in high level of Career Oriented lifestyle. Maximum number of prospective teachers at secondary level adapt average level of Health Conscious and Trend Seeking Lifestyle.
- Findings of the study revealed that, there is significant difference in the mean scores of attitudes of prospective teachers at secondary level towards sustainable development goals. Maximum number of prospective teachers at secondary level had high attitude

towards sustainable development goals. Few prospective teachers at secondary level had poor and very low attitude towards sustainable development goals.

- Findings of the study revealed that, there will be relation between lifestyle and attitude of prospective teachers at secondary level towards sustainable development goals. There existed significant correlation between attitude for sustainable development goals and different types of lifestyles of prospective teachers at secondary level.

Conclusion

Prospective teachers at secondary level should be trained not only in the various methods of teaching but also in educating the students to follow a good and healthy lifestyle. Training institution should provide pre-service and in-service training to teachers, so that they could guide students to follow sustainable life style. Courses should also be developed by which prospective teachers at secondary level could become more responsible in achieving the target of SDG by 2030. Training is required in almost all the aspects of SDGs. In various teachers training programs, SDGs must be included as an important part. These programs should be an activity-based awareness programs instead of theory-based programs. In the internship programme of prospective teachers at secondary level, different activities should be conducted related to SDGs. This will help student-teachers to understand the importance of SDGs for themselves and for the society too. This study suggests that teachers should try to develop values, different skills and positive attitude in the students for sustainable life. different skills and positive attitude in the students for sustainable life. motivate them to achieve SDGs. Teachers should make those strategies by which attitude of students towards sustainable development goals would become

more positive, since only due to this SDGs could be achieved by 2030.

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