

A STUDY ON TEACHERS' POSITION ON TRANSFORMING FOR SUSTAINABLE DEVELOPMENT IN EDUCATION

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ABSTRACT

Education exploration has recognized the value of conversion, which suggests an occasion for investigating and reconsidering how proper and effective informative observes may be. However, regardless of the role of renovation in higher education and mostly in sustainability learning, there is a lack of educations which inspect the level to which change and learning on substances related to sustainable progress may be integrated. The study required to consider teachers' perspectives on how the teacher enlightenment course could be distorted to be applicable for basics and contribute to sustainable development. The objective was to know the opinions of the teachers in colleges. A qualitative informational approach to make data through semi-structured interviews from teachers in colleges, who were purposively selected was used. The method was used in order to recognize the views of the applicants on how the teacher education curriculum could be transformed in order to be relevant to basics.

Keywords: Sustainable Development, Education and Sustainable, Analysis, and Findings

1. INTRODUCTION - SUSTAINABILITY TRANSFORMATION

Conversion in knowledge is teaching for sustainability needs the commitment of aptitude and teachers. With their efforts, inspiration and advanced ideas, change in contented and systems can materialise. This suggests that changed observations and particular tactics to sustainability are integrated in these position-alone in sequences, often with educations not completely appropriated. Furthermore, the grouping of policies been specified as valuable for entrenching in Higher Educational Institutions.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

ESD allows beginners to take well-versed choices and in charge movements for conservation integrity, financial viability and a just culture, for current and upcoming generations, while regarding cultural assortment. It is about lifelong knowledge, and is an essential part of eminence education. ESD is complete and transformational instruction which reports learning contented and outcomes, pedagogics and the learning atmosphere. It accomplishes its determination by altering society.

LEARNING CONTENTED

Participating critical matters, such as environment change, biodiversity, adversity risk concession, and sustainable consumption and production (SCP), into the prospectus.

PEDAGOGICS AND LEARNING ENVIRONMENTS

Designing teaching and learning in an interactive, learner-centred way that empowers experimental, concerned with action and transformative learning. Reconsidering learning situations, physical as well as simulated and online to inspire beginners to act for sustainability.

SOCIETAL TRANSFORMATION

Authorizing learners of any age, in any education background, to convert themselves and the culture they live in. Permitting an evolution to greener parsimonies and societies. Training learners with skills for green jobs. Inspiring people to approve maintainable lifestyles. Authorizing people to be 'universal citizens' who engage and assume active roles.

LEARNING OUTCOMES

Exciting learning and promoting core competencies, such as dangerous and general thinking, collective decision-making, and taking concern for present and forthcoming generations. Capacity structure and development of sustainability capabilities are essential for the present and future generations in terms of their interim and networking in a sustainable manner.

2. OBJECTIVES OF THE STUDY

- To study the demographic profile of the respondent's teachers in college.
- To identifying the teachers' perspectives on transforming for sustainable development in education.

3. STATEMENT OF PROBLEM

Dimension of issues are of current anxiety to the educational institutions faced with the job of promoting sustainability. Collective indices of sustainable development (SD), primarily designed for use at the general scale, are not readily suitable locally and are a poor guide for decision-makers and citizens requiring to promote limited sustainability. This paper studies the background to SD, including their construction, and outlines essential steps that should be followed to produce of SD. In this research an attempt is made of the teachers' perspectives on transforming for sustainable development in education in Tirunelveli city.

SCOPE OF THE STUDY

An in-depth investigation is being made to find out the teachers' perspectives on transforming for sustainable development in education in Tirunelveli city. Hence the study was thorough to frame the questionnaires and, in such way, to extract reliable information about teachers' perspectives on transforming for sustainable development in education.

METHODOLOGY AND SAMPLING DESIGN

Sample of 135 teachers were selected for this study. The study has been made as descriptive research. In this, the researcher has no control over the variables and used Stratified Random sampling method to select the sample respondents. Questionnaire was used to collect the primary data and secondary data was collected from books, journals, and websites etc.

PROFILE OF THE RESPONDENTS

TABLE NO 1
SHOWING DEMOGRAPHIC PROFILE OF THE RESPONDENTS

VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE
Gender	Male	58	43
	Female	77	57
Total		135	100
Age	30 – 35 year	45	33
	36 - 40 year	36	27
	41 - 45 year	54	40
Total		135	100
Academic Qualification	Post Graduate	95	70
	Under Graduate	40	30
Total		135	100
Residence	Urban	84	62
	Rural	51	38
Total		135	100
Monthly Income	Up to 40000	56	41
	41000 – 50000	43	32
	Above 50000	36	27
Total		135	100
Type of family	Nuclear family	96	71
	Joint family	39	29
Total		135	100
Marital Status	Married	120	89
	Unmarried	15	11
Total		135	100
Experience	Upto 20 year	55	41
	21 to 30 years	26	19
	Above 30 years	54	40
Total		135	100
Designation	Assistant Professor	59	44
	Associate Professor	76	56
Total		135	100

Source: Primary Data

Table.1. Shows about the demographic profile of the respondents according to Gender the majority 57 % were Female and according to the Age, the majority 40 % of the respondents are under 41 –

45 year and Academic qualification wise most of the respondents 41 % were completed their Post Graduate. 62 % of the respondents were resides in urban area and 41 % majority of the respondent's income level upto 40000 and majority of the respondents 71 % under Nuclear family. 89 % majority of the respondents are married, and 41 % majority of the respondents are having experience of upto 20 years. 56 % majority of the respondent's designation was Associate Professor.

TABLE NO 2
SHOWING THE ECONOMIC DEVELOPMENT, SOCIAL DEVELOPMENT AND ENVIRONMENTAL PROTECTION ARE ALL NECESSARY FOR SUSTAINABLE DEVELOPMENT

VALID	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Agree	25	18.5	18.5	85
Strongly agree	42	31	31	-
Neutral	48	35.5	35.5	-
Disagree	12	8.8	8.8	15
Strongly Disagree	8	6	6	-
Total	135	100	100	100

Source: Primary Data

Table 2 shows the data exposed that teacher's knowledge about sustainable development is good and they know that sustainable development addresses the three components of sustainability and the interrelationship of the three components which is social, economic and also environment. Almost all the teachers (85%) agreed that economic development, social development and environmental protection are all necessary for sustainable development in Education.

TABLE NO 3
SHOWING THE EDUCATION FOR SUSTAINABLE DEVELOPMENT EMPHASIZES EDUCATION FOR A CULTURE OF PEACE

VALID	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Agree	72	53	53	89
Strongly agree	25	19	19	-
Neutral	23	17	17	-
Disagree	8	6	6	11
Strongly Disagree	7	5	5	-
Total	135	100	100	100

Source: Primary Data

Table 3 the data showing that teacher's knowledge about sustainable development emphasizes education for a culture of peace and It focused on teacher's understanding about ESD. ESD is education that encourages students to be active citizens who have a role in changing how our societies culture operate. Almost all the teachers (89 %) agreed that ESD emphasizes education for a culture of peace.

TABLE NO 4
SHOWING THE EDUCATION FOR SUSTAINABLE DEVELOPMENT EMPHASIZES
GENDER EQUALITY

VALID	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Agree	59	44	44	90
Strongly agree	35	26	26	-
Neutral	27	20	20	-
Disagree	7	5	5	10
Strongly Disagree	7	5	5	-
Total	135	100	100	100

Source: Primary Data

Table 4 Showing the Education for sustainable development emphasizes gender equality. Sustainable Development seeks to emphasizes the gender equal balance among the people. As shown in Table 4, the percentage of the teachers chooses agree is 90%.

TABLE NO 5
SHOWING THE EDUCATION FOR SUSTAINABLE DEVELOPMENT SEEKS TO
BALANCE HUMAN AND ECONOMIC WELL-BEING WITH CULTURAL TRADITIONS
AND RESPECT FOR THE EARTH'S NATURAL RESOURCES

VALID	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENT
Agree	84	62	62	62
Disagree	51	38	38	38
Total	135	100	100	100

Source: Primary Data

Table 5 Showing the Education for sustainable development seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources. As shown in Table 5, the percentage of the teachers chooses agree is 62 %, and that they understand the interrelationship between the three components because knowledge from the natural sciences, social sciences and humanities are needed to understand the principles of sustainable development.

4. CONCLUSION

The research outcomes analysed in this study indicate that in-service, teachers' overall knowledge about the concept of ESD is good. However, some teachers hold misunderstandings about the concept of ESD. They understand the three components of ESD but the understanding about the interrelationships between them is still minimal. Thus, there is a need for future studies directed towards identifying the needs of teacher training programme to enhance teacher's knowledge about ESD. The paper recommends that there is a need to transmute the teacher education prospectus so that it becomes applicable and contributes to sustainable development.

5. REFERENCE

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