Awareness of School Students about Sustainable Development in Education

Samit Kumar Das¹, Ujjwal Kumar Halder², Dr. Shyamsundar Bairagya³
Assistant Teacher, N. G. S. High School (H.S.)¹
Assistant Professor, Department of Education,
University of Gour Banga, Malda, W.B.²
Associate Professor, Department of Education,
University of Gour Banga, Malda, W.B.³

Abstract

Demand of the human society is much more than essential needs but the capacity of ecosystem is limited. Highly increasing population density, luxurious life leading, deforestation, decreasing social values, unscientific over-uses of underground resources, lack of attempting recycling process etc., ecology and ecosystem are going to lose their balancing condition. For safe, secure and sustainable World, awareness of Sustainable Development is necessary to all. In the present research, researchers made an attempt to inspect the awareness of Sustainable Development among the school students. The researchers also tried to find out whether there was any difference between boys and girls; urban and rural students in respect to their awareness of sustainable development. In this present study, researchers selected sample of 322 (166 Boys and 156 Girls student) students randomly from Bengali medium secondary schools. Analyzing the data collected from sample groups, it was clear that there was no significant difference between boys and girls student in urban and rural areas as t-value was 1.043 and 0.927 respectively. It was also clear that there was no significant difference between urban students and rural students as t-value was 1.029 in respect to awareness of Sustainable Development.

Keywords: School Student, Urban, Rural, Bengali Medium Secondary Schools, Awareness, Sustainable Development, Malda District, West Bengal

1 Introduction

There are so many numbers of definitions existing on Sustainable Development of Education (ESD) but the most useful and ever acceptable quoted definition is from ‘Our Common Future’ by Brundtland Report’1987, ‘Sustainable Development is that development which meets the needs of present without compromising the ability of future generations to meet their own needs’. The concept of Sustainable Development was first introduced by Aristotle in 400 BCE through the Greek household concept which
referred Self-Sustaining and differed from modern concept. In the 20th century, ‘The Club of Rome’- a global think tank on Sustainable Development was formed on the issues of global agenda (adaptation of a global approach to World’s problem; long term policies and problem and socio-political issues) in 1968 and their first publication was entitled ‘The Limit To Growth’, published on 1972. The most historical report on Sustainable Development was ‘Our Common Future’ which is familiar as Brundtland report released on 1987 by the United Nations World Commission on Environment and Development. Basically the Brundtland report stands on two prime thoughts; first one is Essential Needs and second, Limitations on the environment’s ability to meet present and future needs. In the year 1992 UN Conference on Environment and Development published their report, ‘The Earth Charter’ in which they emphasized on large number of public participation (Agenda 21). In Johannesburg the World Summit on Sustainable Development was held on 2002 in which they adopted the resolution 57/254 declaring 2005 to 2014 as the ‘Decade of Education for Sustainable Development’ and UNESCO was chosen as a leading agency to construct framework and implementation of outcomes of World Summit at Johannesburg’02 worldwide. For sustainable future it is necessary to make pupils conscious about their responsibility and education is the most universal way to aware the pupils through improving access to quality basic education, reorienting curriculum, training etc. Through the United Nations Stockholm Conference on the Human Environment, the relationship between education and sustainable development was first distinguished on an International level in 1972. Higher education on sustainable development for 21st century was adopted by UN commission on Sustainable Development and UNESCO in 1998. Till now many commission, committee and numbers of recommendation have been taken to introduce sustainable development in educational curriculum throughout the World.

2 Purpose of the Study

It is now crucial time to think ‘One World’, ‘Our World’ for surviving future generation. The concept of Sustainable Development is rooted in ‘ourselves’ and ‘our world’. Due to highly increasing population density, industry, vehicles, township, global warming, deforestation, unscientific over uses of underground water, reduction of mineral resources, decline of social values etc., serious condition would knock the door of this planet very shortly. In upcoming century, the Earth would be a garbage with electronic debris. Still now, there is lack of consciousness of recycling process. Today’s need of the world is genuine and urgent, yet it is important to develop such a way through which future generations can fulfill their needs. Education for Sustainable Development is necessary for that reason. Sustainable Development of Education is not just like environmental education but a complicated multidisciplinary of education which concerns everything connected to the world; - space, time and quality of life. According to the United Nations and other International Organizations, Sustainable Development of education includes- Ecology, Economics, Politics and Culture. So it is necessary to involve all the pupils for sustainable world. Students are a big portion of society, so awareness among them about sustainable development is very necessary to achieve the success.

3 Objectives of the Study

The researchers accomplished their study to investigate the following objectives
i) To find out the difference between boys and girls student in urban area in relation to awareness of Sustainable Development in Education.

ii) To explore the difference between boys and girls student in rural area in relation to awareness of Sustainable Development in Education.

iii) To explore the difference between urban and rural students in relation to awareness of Sustainable Development in Education.

4 Methodology of the Study

4.1 Population and Sample
The population of the present study is considered of all the students of secondary Bengali medium schools in West Bengal. The researchers selected their sample randomly from the students of class VIII-X from Bengali medium urban and rural schools of West Bengal under West Bengal Board of Secondary Education from Malda District. The sample groups were included of 166 boys and 156 girls from class VIII-X of eight (08) urban and rural schools of Malda District, West Bengal.

4.2 Tools used in the Study
For “AWARENESS OF STUDENTS ON SUSTAINABLE DEVELOPMENT”- a criterion test were developed, standardized and applied by the researchers and scores were collected from the sample groups. The test consists of 30 items and six (06) dimensions. To develop the test, valuable opinion of the expert of this field was taken by the researchers.

4.3 Limitations of the Study
In the present study the samples were selected only from Bengali medium secondary schools of Malda District of West Bengal. The researchers also restricted their study within eight (08) schools and the numbers of samples were comprised of 322 among which 166 boys and 156 girls students of Bengali medium Secondary schools of West Bengal Board of Secondary Education.

5 Hypotheses of the Study
The hypotheses of the present study are given below

$H_0^1$: There will be no significant difference between boys and girls student in urban area in relation to awareness of Sustainable Development in Education.

$H_0^2$: There will be no significant difference between boys and girls student in rural area in relation to awareness of Sustainable Development in Education.

$H_0^3$: There will be no significant difference between urban and rural students in relation to awareness of Sustainable Development in Education.

6 Analysis and Interpretation of the Study
The researchers used and analyzed the data collected from sample groups for the present study through descriptive and inferential statistics. Descriptive analysis of data is given below:
Table: 1: Descriptive statistics of the collected data on awareness of ESD

<table>
<thead>
<tr>
<th>Variable</th>
<th>Descriptive statistics</th>
<th>Boys Student</th>
<th>Girls Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of ESD</td>
<td>Mean</td>
<td>29.41</td>
<td>28.62</td>
</tr>
<tr>
<td></td>
<td>S.D</td>
<td>4.54</td>
<td>4.48</td>
</tr>
</tbody>
</table>

Table: 2: Descriptive statistics of the collected data on awareness of ESD

<table>
<thead>
<tr>
<th>Variable</th>
<th>Descriptive statistics</th>
<th>Urban Students (Boys &amp; Girls)</th>
<th>Rural Students (Boys &amp; Girls)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of ESD</td>
<td>Mean</td>
<td>29.13</td>
<td>28.61</td>
</tr>
<tr>
<td></td>
<td>S.D</td>
<td>4.53</td>
<td>4.47</td>
</tr>
</tbody>
</table>

From above Table-1, it is seen that the mean scores of urban boys and girls students is higher than rural boys and girls students respectively. Table -2, also shows that mean scores of urban students is little higher than rural students.

6.1 Analysis and Interpretation of Inferential Statistics

**H_0**: There will be no significant difference between boys and girls student in urban area in relation to awareness of Sustainable Development in Education.

Table: 3. t-test for equality of Means between boys and girls student in urban area

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Student</td>
<td>73</td>
<td>29.41</td>
<td>4.54</td>
<td>1.043</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Girls Students</td>
<td>69</td>
<td>28.62</td>
<td>4.48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table-3, in case of urban students, it is seen that the mean scores of boys is little higher than girls student. Here t-value is 1.043 which implies that the difference between boys and girls student of Awareness of ESD scores was not statically significant. So the first hypothesis was accepted.

**H_0**: There will be no significant difference between boys and girls in rural area in relation to awareness of Sustainable Development in Education.

Table: 4. t-test for equality of Means between boys and girls student in rural area

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Student</td>
<td>93</td>
<td>28.79</td>
<td>4.51</td>
<td>0.927</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Girls Student</td>
<td>87</td>
<td>28.17</td>
<td>4.46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table-4, in case of rural students, t-value is 0.927 which was not significant. In above table the mean scores difference between boys and girls student was not statistically significant. So, the second hypothesis which read there will be no significant difference between boys and girls in rural area in relation to Awareness of ESD was accepted.

**H_0**: There will be no significant difference between urban and rural students in relation to awareness of Sustainable Development in Education.
Table 5: t-test for equality of Means between urban and rural students

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-ratio</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Students</td>
<td>142</td>
<td>29.13</td>
<td>4.53</td>
<td>1.029</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Rural Students</td>
<td>180</td>
<td>28.61</td>
<td>4.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table-5, it is seen that urban students (boys and girls) were slightly better aware than rural students (boys and girls) about Sustainable Development as their mean scores concerned. But the difference is not statistically significant as t-value is 1.029. So, the third hypothesis was accepted.

7 Suggestions for further Study
In the present research, the researchers conducted their study on the students of Bengali medium schools only under West Bengal Board of Secondary Education in Malda District of West Bengal. For improving the awareness on education of sustainable development, curriculum should be modified according to strategy of ESD and various seminars; workshop should be arranged in a regular interval. Further study could be extended in terms of area, medium of school, number of samples of the study.

8 Conclusion
Education for Sustainable Development is necessary to save the inhabitants of this Planet for a long time. Awareness as well as fulfillment of commitment is necessary which are taken by UNESCO and other Organizations. All pupils from every corner of the Planet and every section of the society have to put forward their hand for Sustainable World. Education is the best instrument through which present and future generation could be involved. Students are the most powerful weapons of every society. So, it is necessary to aware them about Sustainable Development as they can play initiative role. But from the above statistical analysis, mean scores of the students is not to the satisfactory level which implies that awareness among students on Sustainable Development is not to the level of necessary. There should be included ESD in curriculum in every level of education. In this case teachers have to play a vital role. Finally appropriate Government, other Non-Govt. Organization and teachers related to Awareness of Sustainable Development in Education has to take more necessary and important steps.

9 References