

# Attitude of Government B.Ed. Trainee-Students Toward Sustainable Development in West Bengal

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## ABSTRACT

Today Sustainable development is a global concept. United Nations Conference on Environment and Development in Rio de Janeiro in 1992 introduced sustainable development for the first time. Sustainable development is the process of addressing the demands of the present without sacrificing the capacity of future generations to address their own needs. The aim of the study is to measure students' attitude towards sustainable development. The objectives of the study were to determine whether there were any gender differences in the B.Ed. trainee-students attitude towards sustainable development and to ascertain the locality variations in the trainee-students attitude towards sustainable development who were pursuing their B.Ed. One hundred ninety-seven B.Ed. trainee-students that participated in the study served as the samples. The descriptive survey method followed by quantitative approach was used in this study. The samples were chosen by applying the purposive sampling technique. The present study used a self-made scale to measure the attitude of B.Ed. trainee-students towards sustainable development. The results were interpreted using the Means, Standard Deviation, and t-test. The outcomes of the study demonstrate that B.Ed. trainee-students have a positive attitude towards sustainable development and there are significant differences between trainee-students with respect to gender and locality.

**Keywords:** Attitude, B.Ed. Trainee -students, Sustainable Development.

## INTRODUCTION

Today the world faces many problems related to the national-international and local environment, such as- Resource Depletion, Global Warming, Soil Erosion, Water Pollution, Water Wasting, Creation of Waste, Deforestation, Concretization of Land. The Various national and international NGO forums say that environment is the main agenda of sustainable development. The word Sustainable development first define World Commission on Environment and Development's Brundtland report (1987) in their publication 'Our Common Future'. The Commission stated that 'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.' There are three pillars of sustainable development economic, environmental, and social. The United Nations 2005 'World Summit' noted that these three aspects are dependent on Sustainable Development. The eight Millennium Development Goals established by the United Nations to ensure sustainable development converge at the Millennium Summit. Where all member states have agreed to achieve this target by 2015. In the formal education system, students play a very dynamic role in imparting knowledge, attitude, and concern to reverse or control environmental damage. In this regard, students must have the skills to educate and sensitise students about environmental issues. The inclusion of Sustainable Development in the B.Ed. curriculum of teacher training programmes is of great

relevance. The NPE- 1986 and NCFSE-2005 highlight the need to include environmental education at all levels of schooling. The Hon'ble Supreme Court has approved a model syllabus (2004) by NCERT to study environmental subject as a compulsory school subject. Sustainable development was first raised in 1992 at the United Nations Conference on the Environment in Rio de Janeiro. We all know that the world's resources will run out if we continue to exploit them, many resources are at their end. Therefore, with all the efforts of various organisations to determine the quality of education, the main responsibility of school students is to inculcate ideal attitudes and values in students through the subjects taught in schools, so that they can behave towards sustainable development and the environment.

#### **REVIEW OF RELATED LITERATURE**

Ozili (2022) Conducted a study on sustainability and sustainable development research around the world. According to the study's findings, every region of the world has made some progress towards achieving high levels of sustainable development; however, each region faces difficulties that hinder the achievement of the region's sustainable development goals. These difficulties can be social, political, structural, institutional, or economic in nature.

Bask et al., (2020) conducted a study Business students value priorities and attitudes towards sustainable development. The study's goals were to learn more about business students' objectives in terms of values and attitudes towards sustainable development. Recent research has demonstrated that values can shift even during the typically brief time that adolescents spend in school. University teaching is given possibilities and, as a result, is subject to obligations.

Balakrishnan et al., (2020) conducted a study on perceptions and attitudes towards sustainable development among Malaysian

undergraduates. The purpose of the survey was to determine how Malaysian undergraduates felt about sustainable development. the research's survey approach. Every higher education institution must use the comprehensive strategy in order to generate undergraduates who will uphold a strong sense of responsibility towards sustainability challenges in Malaysia and other nations as well. This study has demonstrated that ESD at Malaysian higher education institutions has improved undergraduates' attitudes and perceptions of SD.

Nousheen et al., (2019) conducted a study on "Education for Sustainable Development: Effects of Sustainability Education on Pre-Service Teachers' Attitude Towards Sustainable Development. The study's goals were to evaluate how pre-service teachers felt about sustainable development. to contrast the students in the experimental group's and control group's perspectives on sustainability. Also, it was found that teachers' dedication to and support of sustainable development and education were key elements in raising students' motivation and influencing their attitudes towards sustainable development.

Bhakta & Guha (2017) Conducted on the study Knowledge and Attitude of M.Ed. Trainees Towards Environmental Sustainability. Simple random sampling technique was used for this study. According to the results of the current investigation, there was little difference in the environmental sustainability knowledge of the trainees who were male and female. The study also found a substantial positive association between environmental sustainability knowledge and environmental sustainability attitudes. So, developing an attitude towards environmental sustainability greatly depends on the trainees' knowledge of environmental sustainability.

Jeong, Jung, & Koo (2015) conducted a study on "College Students' Perceptions of Sustainability". The study's findings confirm the growing significance of promoting

sustainable behaviour in college students and serve as a baseline for evaluating the success of upcoming initiatives to enhance sustainability education and promote sustainable behaviour.

Singh et al., (2014) conducted a study on A Comparative Study of Environmental Awareness Among Secondary School Teachers in Bareilly, U.P., India. According to the study's findings, female instructors were more aware of the environment than male teachers were because women generally have a stronger emotional connection to the environment and are more closely connected to society. Compared to commerce instructors, science and arts teachers showed more environmental awareness. Because of the rich educational environment and teaching style of CBSE schools as compared to UP-board schools, CBSE teachers had greater environmental awareness than UP-board teachers.

Arunkumar (2012) Conducted a study on the assessment of environmental awareness among teacher trainees in teacher training institutes. The investigator has been compelled to draw the conclusion that the independent variable and the background variables included in the present study are to be developed for the welfare of the teacher training students as a result of the completion of the investigation. The researcher believes that by forcing the proposed study topics presented above, accurate information about environmental awareness may be gained.

Arbuthnott (2009) Conducted a study on education for sustainable development beyond attitude change. The results of this study showed a minimal association between intention and behaviour; therefore, regardless of our beliefs or intentions, ESD educators' efforts should benefit from further information about the elements that affect behaviour. In order to target behaviour, change as well as attitudes and values towards the natural environment, both public and university-based ESD programmes should incorporate specialised

techniques, such as choosing behavioural objectives or offering model actions.

#### **OBJECTIVES OF THE STUDY:**

1. To find out the gender difference regarding the attitudes of B.Ed. Trainee students towards sustainable development.
2. To find out the locality difference regarding the attitudes of B.Ed. Trainee students towards sustainable development.

#### **HYPOTHESIS OF THE STUDY:**

**H<sub>0</sub>1:** There is no significant difference between attitudes of male and female B.Ed. Trainee students towards Sustainable Development.

**H<sub>0</sub>2:** There is no significant difference between attitudes of rural and urban B.Ed. Trainee students towards Sustainable Development.

**H<sub>0</sub>3:** There is no significant difference between attitudes of rural male and urban male B.Ed. Trainee students towards Sustainable Development.

**H<sub>0</sub>4:** There is no significant difference between attitudes of rural female and urban female B.Ed. Trainee students towards Sustainable Development.

**H<sub>0</sub>5:** There is no significant difference between attitudes of rural male and urban female B.Ed. Trainee students towards Sustainable Development.

**H<sub>0</sub>6:** There is no significant difference between attitudes of rural female and urban male B.Ed. Trainee students towards Sustainable Development.

#### **METHODOLOGY OF THE STUDY**

**Method:** The present study is based on Descriptive survey method.

**Population of the study:** All the B.Ed. Trainee-students of West Bengal comprised the population of this study.

**Sample and Sampling Procedure:** As sample of the study, the Researcher was taken 197 B.Ed. Trainee Students from the selected 5 Government B.Ed. training college under the Baba Saheb Ambedkar

Education University. Formerly, WBUTTEPA. The Purposive sampling technique used for selecting the institution and ultimately the simple random sampling techniques was used for collecting of B.Ed. Trainee Students as sample.

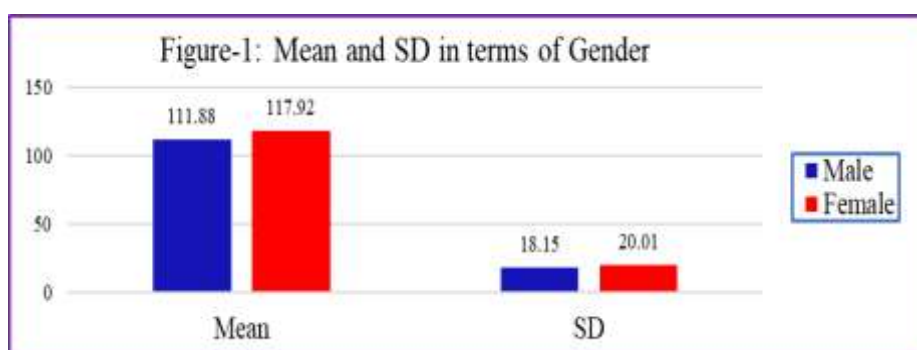
**Tool:** The researcher developed a tool entitled “Attitude of B.Ed. Trainee-Students towards Sustainable Development Scale” which was used to collecting data for this

study. This was a five-point Likert type scale consists of 35 items.

### DATA ANALYSIS AND INTERPRETATION

**H01:** There is no significant difference between attitudes of male and female B.Ed. Trainee students towards Sustainable Development.

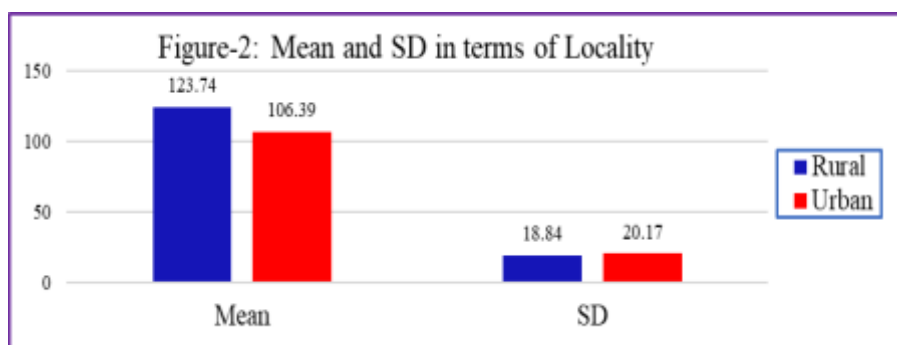
Variable	Group	N	Mean	SD	df	t value	Level of significance
Gender	Male	94	111.88	18.15	195	2.21	Significant at 0.05 level
	Female	103	117.92	20.01			



The value is significant. The corresponding null hypothesis is rejected. So, the researcher concluded that there is significant difference of Sustainable Development score between the B.Ed. Trainees male and female students.

**H02:** There is no significant difference between attitudes of rural and urban B.Ed. Trainee students towards Sustainable Development.

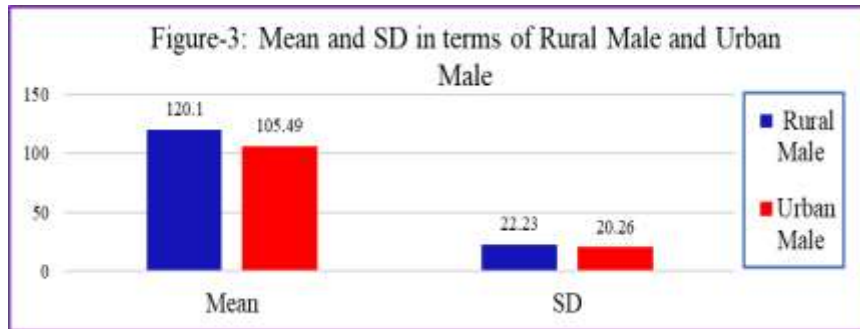
Variable	Group	N	Mean	SD	df	t value	Level of significance
Gender	Rural	104	123.74	18.84	195	6.24	Significant at 0.05 level
	Urban	93	106.39	20.17			



The value is significant. The corresponding null hypothesis is rejected. So, the researcher concluded that there is significant difference of Sustainable Development score between the B.Ed. Trainees rural and urban students.

**H03:** There is no significant difference between attitudes of rural male and urban male B.Ed. Trainee students towards Sustainable Development.

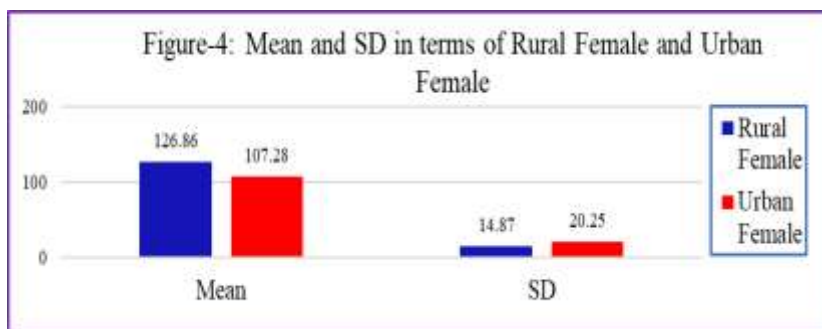
Variable	Group	N	Mean	SD	df	t value	Level of significance
Gender	Rural male	48	120.10	22.23	92	3.33	Significant at 0.05 level
	Urban male	46	105.49	20.26			



The value is significant. The corresponding null hypothesis is rejected. So, the researcher concluded that there is significant difference of Sustainable Development score between the B.Ed. Trainees rural male and urban male students.

**H<sub>0</sub>4:** There is no significant difference between attitudes of rural female and urban female B.Ed. Trainee students towards Sustainable Development.

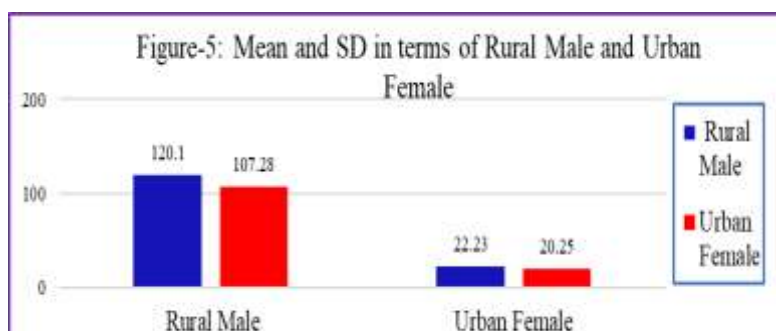
Variable	Group	N	Mean	SD	df	t value	Level of significance
Gender	Rural female	56	126.86	14.87	101	5.65	Significant at 0.05 level
	Urban female	47	107.28	20.25			



The value is significant. The corresponding null hypothesis is rejected. So, the researcher concluded that there is significant difference of Sustainable Development score between the B.Ed. Trainees rural female and urban female students.

**H<sub>0</sub>5:** There is no significant difference between attitudes of rural male and urban female B.Ed. Trainee students towards Sustainable Development.

Variable	Group	N	Mean	SD	df	t value	Level of significance
Gender	Rural male	48	120.10	22.23	93	2.94	Significant at 0.05 level
	Urban female	47	107.28	20.25			

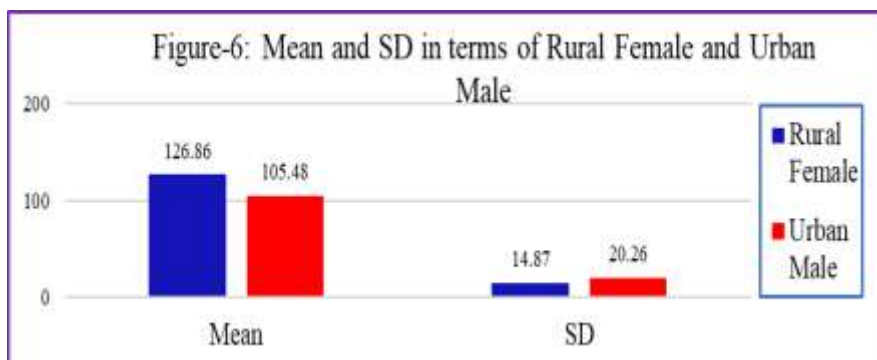




The value is significant. The corresponding null hypothesis is rejected. So, the researcher concluded that there is significant difference of Sustainable Development score between the B.Ed. Trainees rural male and urban female students.

**H<sub>0</sub>6:** There is no significant difference between attitudes of rural female and urban male B.Ed. Trainee students towards Sustainable Development.

Variable	Group	N	Mean	SD	df	t value	Level of significance
Gender	Rural female	56	126.86	14.87	100	6.14	Significant at 0.05 level
	Urban male	46	105.48	20.26			



The value is significant. The corresponding null hypothesis is rejected. So, the researcher concluded that there is significant difference of Sustainable Development score between the B.Ed. Trainees rural female and urban male students.

## DISCUSSION AND CONCLUSION

From the present investigation, it was found that male and female trainees had significant difference in their attitudes of sustainable development. Similarly, the same findings Singh, Kumari, and Singh (2014). But it was contradicted with the findings of Kar, Bauri and Kundu (2018) Arunkumar (2012). From the above findings and discussion, it can be said that B.Ed. trainee- teacher attitude towards sustainable development is independent regarding gender, residence. Both male and female, rural and urban trainee are high attitude towards sustainable development and female students have slightly higher attitude towards sustainable development than their male counterpart, and rural students are more attitude towards sustainable development than urban students. The study also revealed that the rural male students is more attitude towards urban male students, and Rural female

students have higher attitude towards sustainable development than Urban female students. Moreover, it was found that Rural male students are more attitude towards Urban female students. It can be concluded that the Rural female students have higher attitude towards sustainable development than Urban male students. The present study revealed that the female students and rural students have comparatively higher attitude towards sustainable development.

### Declaration by Authors

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**Conflict of Interest:** The authors declare no conflict of interest.

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