

## **Holistic Approaches to Sustainable Habits in Secondary School Teachers**

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### **Abstract**

Sustainable education focuses on how ecosystems function, maintain diversity, and get the resources they need to maintain equilibrium. It also acknowledges that human civilization depends on the usage of resources to support our contemporary way of life. Sustainability takes into account how we may coexist peacefully with the natural world while simultaneously protecting it from harm and exploitation. The three pillars of sustainability—the environment, society, and economy—as well as a cultural component and sustainability of instructors as a component must be included in all programmes for sustainable development. As instructors prepare the next generations' decision-makers of the communities, teachers have been shown to be crucial in promoting agency in the face of the major global concerns of our day, such as environment and innovative technology in teaching- learning. The aim of this study was to analyse sustainable habits of 100 secondary school teachers with respect to type of school and gender. Teachers should focus more on a holistic view and development of sustainable habits among them. This study revealed the significant difference in the sustainable habits of male and female teachers and on the basis of type of school. These findings might be useful in developing the sustainable habits in teachers as holistic approaches of sustainability.

***Key words: Diversification, Human Values, Sustainability, Environment, Society, Economy, Teaching-Learning, Innovative Technology, Sustainable Habits, Holistic Approaches.***

## **INTRODUCTION**

Our world is going through a significant transition. Societies will be set up as a result of this shift in a way that makes the pursuit of a happy life feasible within the constraints of the one and only planet Earth. The greatest threat to a sustainable future is humanity itself, making sustainable cultures and livelihoods essential. The diversification of human values in recent decades does not pose a danger to sustainable development. Most people's deepest, most fundamental principles favour a sustainable future. After all, very few people truly wish to hasten climate change, for instance. The actual obstacle is what we do. Our actions don't always follow the course of our beliefs. Everyone aspires to live a happy life, thus it is crucial to translate positive thoughts into practical activities. What we eat, how we get from point A to point B, and how we use commodities and services are all factors in achieving a happy life.

In the global society that we are rapidly becoming, a sense of belonging to a broader human family, recognising variety within our inherent unity, and living in a spirit of intercultural harmony are crucial. A teacher's responsibility is supposed to be significantly different from what it is in a traditional classroom. Education is critical for realising one's full human potential, creating an equal society, and encouraging national progress. Providing widespread access to high-quality education is critical to India's sustained rise and worldwide leadership in economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation.

People are social creatures. An illustration of a non-material aspect of life pleasure is social ties. Humans establish their identities through reflecting themselves in other individuals. People are accustomed to believing they are since we are in communal cultures. People gain strength and find life pleasure when they have the chance to share the triumphs and tragedies of daily life. Additionally, unconditional acceptance in interpersonal relationships lessens the significance of financial possessions. The effectiveness of education for life happiness resides on the fact that constructive methods rather than punitive ones are used to try to modify behaviour. In this sense, the inherent selfishness of people Sustainability may be used to achieve goals that are beneficial to everyone. We might be able to bridge the gap between our

ideals and deeds with the aid of this strategy. Systems thinking are the foundation of the phenomena known as sustainability. Studying the relationship between life happiness and sustainable lifestyles might help us think about the prospects for ESD more thoroughly. Sustainability is concerned with the things that make life worthwhile—it is with education for a fulfilling life. The Particular Issue In the quest for a good existence on the finite planet, Teaching and Learning for Sustainability brings together scientific and theoretical peer-reviewed pieces of research from many domains.

Using the resources at hand to fulfil people's current needs while protecting the environment is known as sustainable development. This type of innovation avoids depleting or destroying resources since future generations will depend on them to survive (Breiting, 2000). Therefore, combining social, economic, and environmental aspects is necessary because none of them can be comprehended alone (Gough, 2002). The goal of implementing sustainable development, it may be claimed, is to eliminate the artificial divisions between the environment, economy, and society.

To create cogent contents, theories, and methods that implement Education for Sustainability, it is essential to design the training of future teachers through comprehensive and multidisciplinary perspectives. According to studies, it is important to stimulate cross-disciplinary collaboration in order to include teachers in the transition to sustainability and motivate them to take part in the research process. International pleas and national legislation have both long emphasised the urgency, complexity, and multidimensionality of many socio-environmental problems as well as the necessity of beginning efforts to address them. "We resolve, between now and 2030, to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just, and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the long-term protection of the planet and its natural resources," states the United Nations' 2030 Agenda for Sustainable Development. What causes people to feel content and happy? Should the emphasis on life contentment be increased in education for sustainable development (ESD)? The most recent attempts include the adoption of the 2030 Agenda for Sustainable Development, also known as "Transforming Our World: the 2030 Agenda for Sustainable Development," and the 17 Sustainable Development Goals (SDGs) and 169 Targets during the 2015 United Nations Summit in New York. This Agenda lays forth 17 interconnected objectives to tackle various social, economic, and environmental

issues. They will need to be deeply altered, both in terms of how individuals act and behave as well as in terms of how communities and economies operate. Goal 4 of the SDGs, which focuses on education, calls for ensuring that every student has the knowledge and skills necessary to advance sustainable development. The instructor is crucial to attaining this aim, thus it's important to pay particular attention to their initial and ongoing sustainability training. Years prior, Agenda 21 specifically called on teachers at all levels and in all subject areas in formal and informal education to participate to Education for Sustainable Development (ESD) in order to prepare responsible citizens for the challenges that humanity is currently facing. The United Nations Decade of Education for Sustainable Development emphasised these objectives (2005–2014). The World Conference on Education for Sustainable Development in November 2014, when its final report was given, not only evaluated the decade's worth of progress but also endorsed a global action plan to further the ESD's objectives. However, anthropocentric inertias nonetheless coexist alongside speech on sustainability and all of its normative references in modern society.

In order to achieve socio-economic and ecological sustainability, states should be committed to promoting education, public awareness, and training, according to Agenda 21 Chapter 36, which is where the concept of education for sustainable development first appeared. As a result, it can be said that education aims to give people the responsibility to work for a sustainable future.

Therefore, the primary goal of the study is to examine secondary school teachers' attitudes, expertise, and understanding of holistic approaches to sustainable habits, and how these topics relate to protection of environment, socio-economic and innovative teaching-learning components.

### **Concept of Sustainability**

Sustainable Education is the study of how natural systems work, remain diversified, and provide what they require to keep the ecosystem in balance. It also recognises that human civilization requires the use of resources in order to maintain our modern way of life. Sustainability considers how we might live in harmony with the natural environment around us while also guarding it from harm and destruction.

It is essential for individuals to pursue a sustainable lifestyle. Only the cultivation of long-term habits will be able to do this. Sustainable habits are the individual decisions we make on a daily basis that have an influence on the world we live in now and the prospects for our future. Students and instructors will gain insight into most parts of the human world, from business to technology to the environment and social sciences, via sustainable practices.

The United Nations' overriding philosophy is sustainable development. The Brundtland Commission Report from 1987 defined sustainable development as "development that fulfils current demands without jeopardising future generations' ability to satisfy their own needs." Sustainability is a way of thinking about the future in which environmental, social, and economic concerns are all balanced in the goal of progress and better living standards. These three sectors are strongly intertwined: society, environment, and economics. A healthy community, for example, relies on a healthy ecosystem to give food and resources to its people, as well as safe drinking water and clean air. The sustainability paradigm is a significant departure from the previous economic development paradigm, which had disastrous sustainability aspects. These effects were formerly thought to be necessary and reasonable. However, we now acknowledge that major harm or serious threats to human and environmental well-being in the name of economic development have no place in the sustainability paradigm. (UNESCO, 2012, Education for Sustainable Development, Source Book). Sustainability is sometimes conceived of as a long-term objective (i.e., a more sustainable world), whereas sustainable development refers to the many procedures and paths that might be used to attain it (e.g., sustainable agriculture and forestry, sustainable production and consumption, good government, research and technology transfer, education and training, etc).

### **Components of Sustainability**

All programmes for sustainable development must take into account the three sectors of sustainability-environment, society, and economy-as well as a cultural dimension. Sustainable development will take diverse shapes throughout the world because it addresses the local settings of these three sectors (ibid, UNESCO, 2012). Along with the aforementioned three components, sustainable habits also incorporate teaching as a component. One more component is related to teaching profession as sustainability in teachers must be added in the sustainable programmes.

Thus, main components of Sustainable Habits are:



Figure-1 showing main Components of Sustainability

- As a result, when people pursue different careers, their sustainable habits and lifestyles will influence civic making plans, ecologic advisory (both built and natural environments), food production, strategic initiatives, nutrition assessment and planning and even legislation and decision-making. All of these activities support the social and economic progress at the core of sustainability while promoting good environmental practices.
- It is crucial to create sustainable habits in teachers as part of their professional development since these habits have an impact on their ability to advance in their field.
- A long-term approach to a more wealthy society, a profitable business, and a healthy environment is known as sustainable development. A vital element in accomplishing SD's goals is education. As a result, ESD, which emphasizes knowledge, beliefs, and abilities, is essential in today's global society. A generation that understands the importance of sustainable development must be raised. This is only possible if teachers focus on the ESD's components while putting it into practise.

Therefore, the aspects of education for sustainable development have to be introduced to the curriculum of teacher training programmes. Through a variety of in-service programmes, including seminars, workshops, and conferences, teachers may grow professionally and cut

back on their free time while also forming durable habits. The purpose of education, which is to create a sustainable future, can then only be attained.

### **Holistic Approaches to Sustainable Habits of teachers**

- 1. Critical reflection** – Along with the more conventional lecture, it also uses more innovative techniques including discussion groups, learning notebooks, and reflective accounts.
- 2. Systemic thinking and analysis** – the use of real-world case studies and critical incidents, project-based learning, stimulus activities, and the use of the campus as a learning resource.
- 3. Participatory learning** – with emphasis on group or peer learning, developing dialogue, experiential learning, action research/learning to act, and developing case studies with local community groups and business
- 4. Thinking creatively for future scenarios** – by using role play, real-world inquiry, futures visioning, problem-based learning, and providing space for emergence.
- 5. Collaborative learning** – including contributions from guest speakers, work-based learning, interdisciplinary/ multidisciplinary working, and collaborative learning and co-inquiry.
- 6. Knowledge of Online Open Resources** – including Moocs' of interdisciplinary domains, etc.
- 7. Moral Development** – promoting collectivist and socialist values in the classroom that directly impacts sustainable habits of teachers as well as pupils.

Therefore, the components of Education for Sustainable Development should be added to the curriculum of teacher education programmes. Teachers develop sustainable habits through various In-service Programs such as seminars, workshops, and conferences, which help them, improve professionally and reduce their leisure time. Only then will education be able to achieve its goal of creating a sustainable society.

### **LITERATURE REVIEW**

Much of today's work in sustainable development can be traced back for several decades. Many milestones have marked the journey towards Sustainable development which include the 'United Nations Conference on Human Environment', Stockholm (1972) which led to the

establishment of the organization-United Nations Environmental Programme (UNEP). The Brundtland Commission (1987) has first endorsed the concept of Sustainable Development. From then onwards the UN General assembly explored the parallel concept of education to support sustainable development. From 1987-1992, the concept of sustainable development matured as committees discussed, negotiated and wrote the 40 chapters of Agenda 21. Thoughts concerning education and sustainability were initially captured in chapter 36 of Agenda 21 (Rio summit, 1992). Chapter 36 of Agenda 21 has identified 4 major thrusts of education to support a sustainable future. They are; improving access to quality basic education, reorienting existing education programmes, developing public understanding and awareness of sustainability and providing training. In order to implement these and to move forward, the United Nations Decade of Education for Sustainable Development has suggested 7 strategies which are; vision building and advocacy, consultation and ownership, partnership and networks, capacitybuilding and training, research and innovation, use of information and communication technologies (ICTs), monitoring and evaluation. Behara (2007) in a study on plea for sustainable learning through Vygotsky's approach of constructivism suggested that teaching-learning process should be linked with the development of problem-solving, critical thinking, empathy, interpersonal relationships and communication skills which will help in SD. A sustainable development model was prepared by employing the five E's i.e. engage, explore, explain, elaborate and evaluate. Swain (1996) looked at how elementary teachers changed over the course of a year-long professional development programme that included mentorship and peer support. They found that professional development providers should approach the teachers' transformation processes with curiosity; that professional development should include a support network where teachers can openly express their goals, concerns, and frustrations; and that teachers can orchestrate change. Watling and Zhou (2011) investigated people's attitudes about sustainability to determine if they are favourable or unfavourable as well as how information impacts views. The research results demonstrated that education and information about sustainability foster favourable views toward sustainability. The study's conclusions demonstrated that age, gender, or power do not affect whether or not one has a good attitude toward sustainability.

## **NEED AND SIGNIFICANCE OF THE STUDY**

Sustainable habits of people are significantly different from each other and contribute either positively or negatively to their lives and surroundings. Likewise, the sustainable habits



possessed by the teachers affect their personal and professional life and also the lives of their students. Institutional leadership and support play an important role in the growth and professional development of teachers. Therefore, “teachers should be provided sustainable mentorship and peer support” (Swain, 1996) to develop sustainable habits. Many studies have been conducted on the education of sustainable development, but hardly any study was come across on the development of sustainable habits of secondary school teachers of private and government schools in order to improve their professional development. Hence, this study will help the teachers working in private and government secondary schools to enhance the holistic approaches to sustainable habits towards socio-economic, environmental, teaching and increase in participation of various educational activities. This study will also help the schools administration and the government to provide better and best facilities to enhance the sustainable habits of teachers, Students and Parents.

### **OBJECTIVE OF THE STUDY**

- To investigate sustainable habits of private and government secondary school teachers.
- To investigate sustainable habits of male and female private and government secondary school teachers.

### **HYPOTHESIS OF THE STUDY**

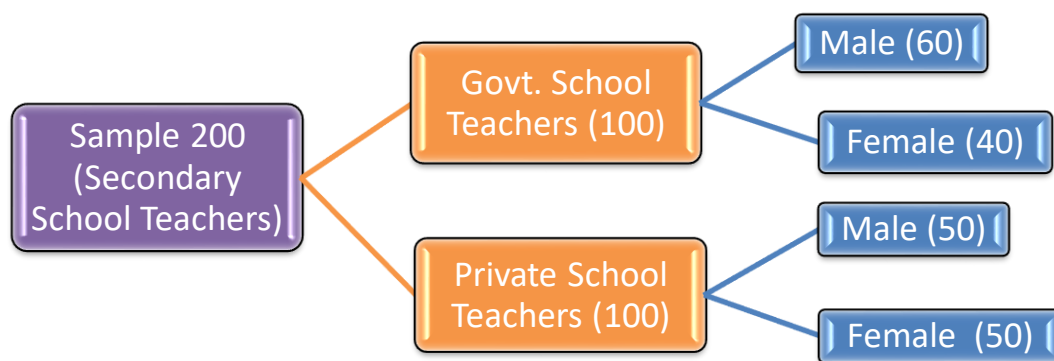
- There is no significant difference in sustainable habits of male and female of secondary school teachers.
- There is no significant difference in sustainable habits of male and female of secondary school teachers teaching in govt. and private schools.

### **RESEARCH DESIGN**

The present study aims at examining the sustainable habits of private and government secondary school teachers of Gurugram district. Hence, descriptive survey method is used to collect data. The present study is descriptive in nature because its objective is to describe the present status of the phenomenon and it is concerned with conditions or relationships that exist and opinions that are held.

### **POPULATION AND SAMPLE**

Secondary school teachers of private and government schools of Gurugram district constituted the population of the study for the present study. The sample of 200 secondary school teachers was taken for the study by using simple random sampling technique. The classification of Teachers of secondary school has given below:



## TOOLS USED

Sustainable Habits Scale standardized by Sona Dixit and Laxmi Khandelwal. (2018)

This scale consists 58 items divided into Three Dimensions—I. Environmental, II. Social, III. Economic. It was administered on Undergraduate Level Students, age group 18 to 21 years. Investigator adapted the tool for secondary school teachers by adding questions related to teaching-learning as a fourth component in this. Now four Dimensions are- I. Environmental, II. Social, III. Economic, IV. Instructional Process.

## STATISTICAL TECHNIQUES USED

To analyse the data, differential statistics techniques such as mean, standard deviation and t-value were employed and to measure the significant difference among groups.

## ANALYSIS OF DATA

**Table: 1**

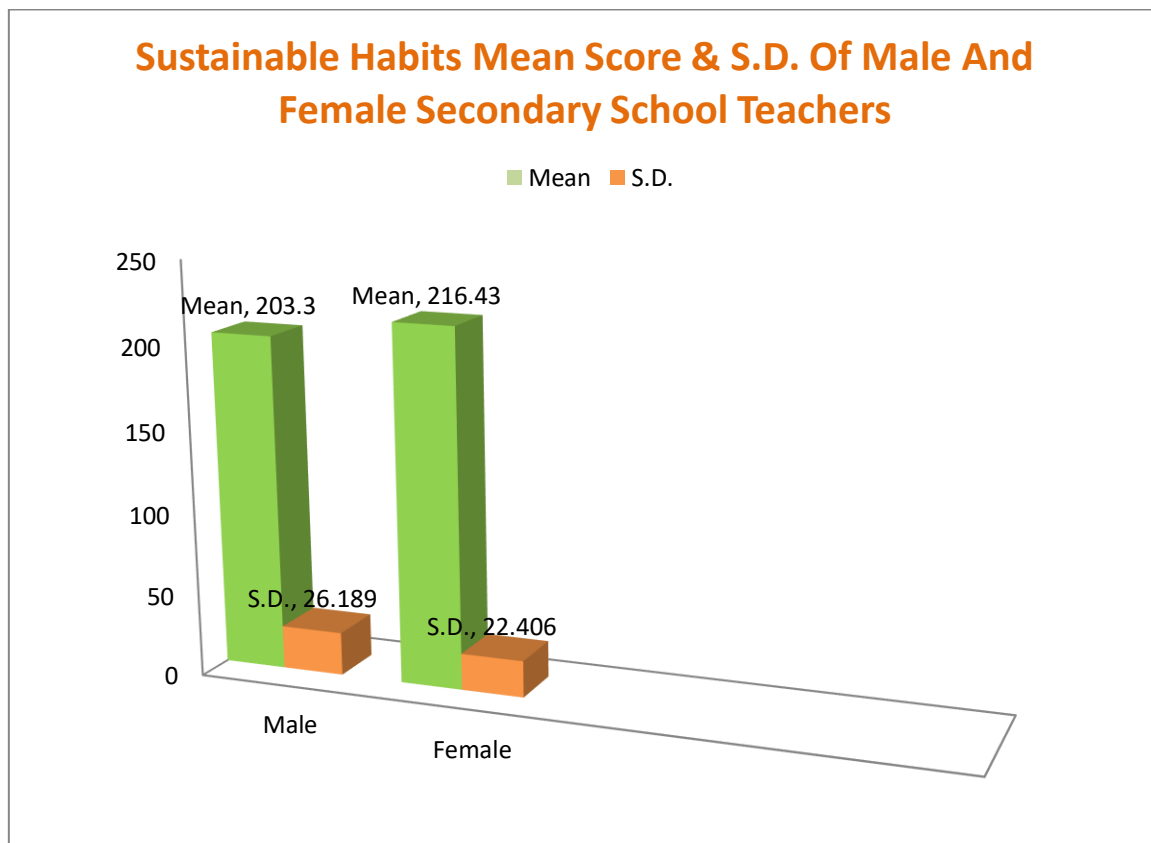
### **Gender wise difference in sustainable habits of secondary school teachers**

Gender	N	Mean	SD	SEd	t	Sig.
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Male	90	203.30	26.189	2.838	4.627	.000
Female	110	216.43	22.406			
**Significant at 0.01 Level						

Table 1 shows significance of difference in sustainable habits of secondary school teachers on the basis of gender. The t value for difference in sustainable habits on the basis of gender is 4.627, which is significant at .01 level. It means that there is significant difference in sustainable habits of male and female secondary school teachers. Further, the mean score of sustainable habits of female teachers is more than male teachers. It can be said that Female secondary school teachers have significantly higher sustainable habits than male secondary school teacher.

Graph 1: showing sustainable habits mean score of male and female secondary school teachers



**Table: 2**

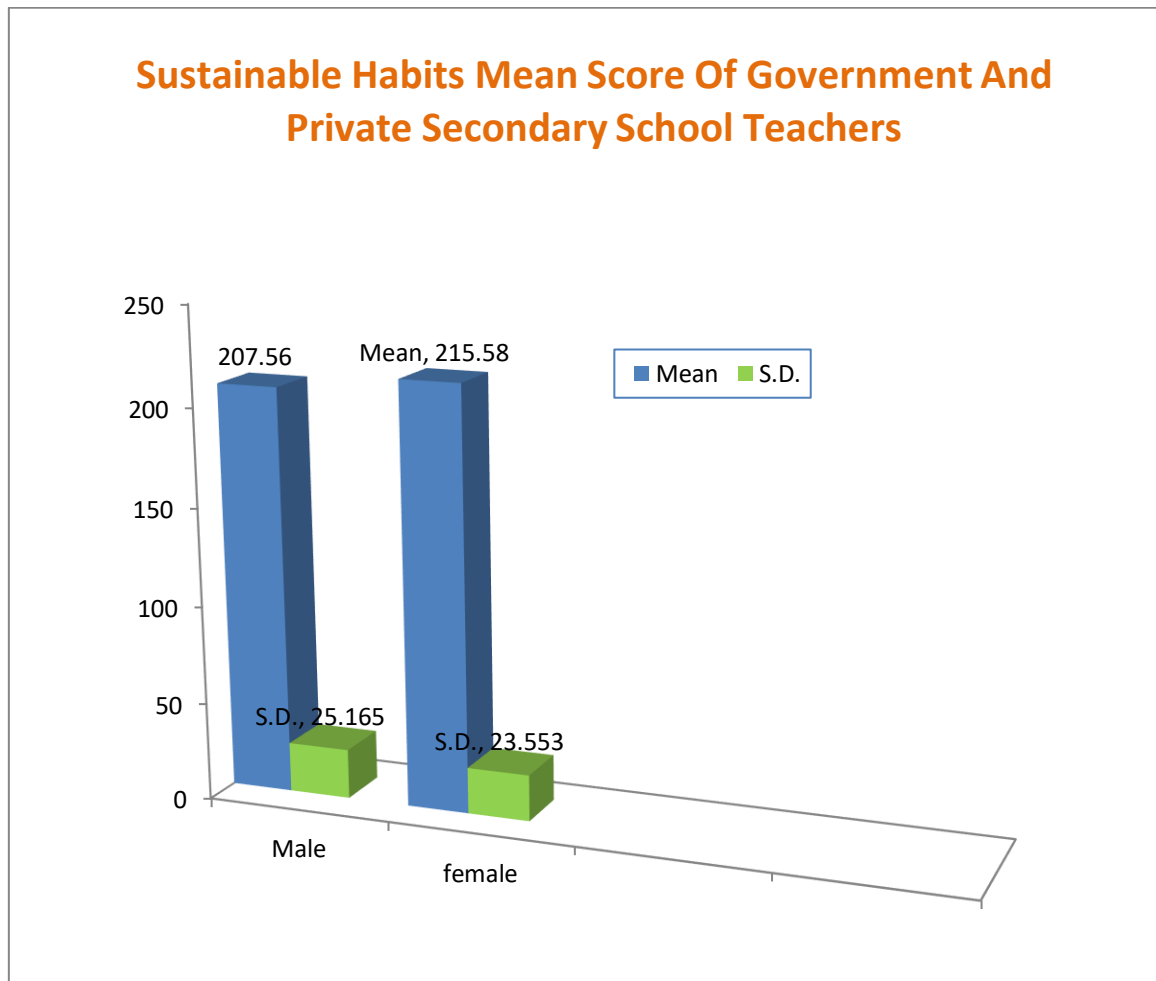
**Type of school wise difference in sustainable habits of secondary school teachers**

Type of School	N	Mean	SD	SEd	t	Sig.
Govt.	100	207.56	25.165	2.795	2.871	.004
Private	100	215.58	23.553			

\*\*Significant at 0.01 Level

Table 4.8 shows significance of difference in sustainable habits of secondary school teachers on the basis of type of school. The t value for difference in sustainable habits on the basis of type of school is 2.871, which is significant at .01 level. It means that there is significant difference in sustainable habits of secondary school teachers of government and private schools. Further, the mean score of sustainable habits of teachers of private schools is more than teachers of government schools. It can be said that teachers of private secondary schools have significantly higher sustainable habits than teachers of government secondary schools.

Graph-2 Showing sustainable habits mean score of government and private secondary school teachers



## **FINDINGS**

After the analysis and interpretation of data, the following finding were laid down

1. The result revealed that there is significant difference in sustainable habits of male and female secondary school teachers. Further, the mean score of sustainable habits of female teachers is more than male teachers. It can be said that female secondary school teachers have significantly higher sustainable habits than male secondary school teacher.
2. The present study showed that there is a significant difference in sustainable habits of secondary school teachers of government and private schools. Further, the mean score of sustainable habits of teachers of private schools is more than teachers of government schools.

It can be said that teachers of private secondary schools have significantly higher sustainable habits than teachers of government secondary schools.

## **EDUCATIONAL IMPLICATIONS**

1. In the present study sustainable habits of private and government school teachers are significantly different also level of their sustainable habits perceived significant. The private secondary school teachers have significantly higher sustainable habits than teachers of government secondary schools. So this study will help the teachers working in government secondary schools to enhance the holistic approaches to sustainable habits towards socio-economic, environmental, teaching and increase in participation of various educational activities. The sustainable habits of government and private teachers may not remain undeveloped in the absence of sustainable development. According to the current study, educational authorities should focus their attention on teachers' personal traits as well as their professional qualifications when making decisions on their way of life or sustainable habits.
2. This study will also help the schools administration and the government to provide better and best facilities to enhance the sustainable habits of teachers, Students and Parents. School management provide training programmes, orientation programme, as well as refresher courses for the development of sustainable habits can be organized for the betterment of secondary school teachers. Encourage secondary school teachers to participate in such programmes to enhance the knowledge and skills about dimensions of sustainable habits.
3. This study suggests if a teacher sows the seeds of sustainable habits among his or her pupils, then its roots will be firmly ingrained in society. He or she assists in training of responsible citizens and guides people to obey the norms and regulations of the society in order to maintain sustainable habits.
4. This study suggests that teachers should teach and prepare their students to follow a healthy lifestyle and help them in making their attitude positive towards sustainability. They should bring up them with scientific outlook and reason so that they can modify their lifestyle and help in achieving sustainable habits.

5. According to the findings of the current study, learning systems should be made more adaptable and sensitive to the ever-changing demands of society. There aren't enough programmes out there to spread the word about sustainability and the objectives of sustainable development.

6. School authorities should implement new rules that might give secondary school teachers additional chances and abilities. It is imperative that a course be created that would enable teachers to adopt healthier sustainable habits and to have a more optimistic perspective on sustainability.

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