INFLUENCE OF SUSTAINABLE DEVELOPMENT VALUES ON YOUNG CHILDREN

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Abstract

The purpose of this study was to investegate the influence of sustainable development values on young children. The study was mixed method and phenomenological method was used. Through judgemental sampling technique, 200 preschool children and eight teachers were selected. An observation checklist was prepared to identify the activities of preschool children about SD and interview protocol was developed to identify, in what way teachers perceived the concept of SD and what was their level of preparedness to combine the values of sustainable development with class room activities. Interviews from eight teachers were documented and transcribed. Both the observation checklist and interview protocol were utilized to attain the data linked to activities of preschool youngsters on the three sturdy pillars (economic, social, and environmental) of education for SD and evaluated with inductive analysis grounded on 17 goals of sustainable development. Participants' children and teachers reflected their ideas about sustainable development. It is recommended that SD rehearses should be incorporated in youngsters curriculum and reinforced by parents and teachers.

Keywords

Preschool Children, SD Values, Sustainable Development, Activities, Three Pillars

Context of Research

The context of this research is grounded on the challenges of sustainable development which is agenda of UNESCO. There are 17 goals of sustainable development which are prescribed in agenda. Sustainable development is a complex and evolving concept. Many scholars and

practitioners have invested years in trying to define sustainable development and envisioning how to achieve it on national and local levels. The concept of sustainable development is tough to define and implement, similarly is also difficult to teach. Even more challenging is the task of totally reorienting an entire education system to achieve sustainability. These combined challenges present the need to create and sustain institutional arrangements which will support greater coherence in regional governance and hence provide an important starting point for the research.

1. Introduction

Though sustainability is frequently seen as a fresh notion, it has been with us since the start of the modern environmental movement in the 1960s. It appears in Boulding's (1966) arguments of "Spaceship Earth", as well as in the Club of Rome's 1972 report on The Limits to Growth (Meadows et al. 1972). The outlines of a sustainable society were debated by Pirages (1977) and Hayes (1978), and a series of books on sustainability seemed in the early 1980s (Brown 1981, Cleveland 1981, Coomer 1981), while it was not until the report of the Brundtland Commission (WCED 1987) that the term attained extensive importance within the policy debate. The renowned description is accounted over Brundtland (1987) world commission "sustainable development comes across the present needs instead of making a deal with future demands". As specified by that definition, sustainable development talks the problems of the present deprived of exchange limit of future eras to fulfill their own specific requirements (WCED, 1987). In fact, its backgrounds do not lie in business society at all, but rather with old-fashioned societies and indigenous peoples, who have based their lives on the concept of sustainability for thousands of years. For example, the traditional teaching of Canadian indigenous peoples would not be out of place in a contemporary discussion of sustainability and intergenerational equity (Clarkson et a!. 1992).

Sustainable development in regard to eco-friendly deals with the weaknesses of dropping natural assets, improved greenhouse gas inventions, spilling over landfills, polluted channels, and increasing sea levels directing that how the deprived countries are the worst affected by these challenges in term of migration, poverty, water and food scarcity, increasing death rate and lots of health complications (Bonnett, M. 1999).

Currently, it is broadly accepted that humankind faces crucial difficulties disturbing indigenous, local and overall economic and environmental and social development. The Earths inadequate natural assets are being expended further quickly as being interchanged. Especially the global warming effect on environmental stability and bio-diversity are healthy acknowledged (Siraj-Blatchford, 2010).

1.1 ESD, Education for Sustainable Development

The ideas of "sustainable development" then "education" combine, they get still greater complicated and varied. Students and teachers have coined different terms similar to Education for Sustainable development (González-Gaudiano, 2005). Example encompass "environmental schooling for sustainability" (Kates, 2005), "schooling for sustainability, and "sustainable education" (Kline, 2005). However, ESD is the terms "used most usually at the global level" (Redclift, 2005). In a professional file organized with the aid of the UNESCO (2002), ESD is defined in the following manner. ESD is a promising nevertheless vibrant concept that encompasses brand new imaginative and prescient of schooling that pursues to allow individuals of all ages to expect duty for growing a supportable destiny.

ESD is an awareness which is "additional than mastery base related to the environment, monetary framework, and society; it likewise addresses picking up information of abilities, perspectives, and qualities that guide and inspire individuals to attempt to discover feasible occupations" (UNESCO, 2005, p. 18).

1.2 Three Pillars of Sustainable Development

1.2.1 Environmental

We take our herbal sources for granted and once in a while we overlook that the one's assets are not limitless. Most significantly, our world must be blanketed from company mistreatment and forget (Agyeman, 2005). This pillar helps initiatives like renewable electricity, dropping vestige gas intake and radiations, supportable farming and fishing, recycling, tree planting, organic agricultural and reducing deforestation, and best leftover control.

1.2.2 Economic

The human beings of western international are substantial users. In detail, we eat ways extra than out truthful proportion. Meanwhile, the human beings in growing republics are explosion in the populace and a few are meaning to have excessive-intake lifestyles too. We want a sustainable monetary version that guarantees fair circulation and effective allocation of our assets (Summit, 2005). Economic pillar confirms that our economic growth keeps a healthful stability to environment.

1.2.3 Social

As a global citizen, we need to by no means to try a sightless vision to social interruptions which threaten properly-being of humans and surroundings. We have a moral obligation to do approximately something for human inequality, poverty and social justice

(Ashford, 2004). Social pillar hold initiatives like social fairness, peace, lowering poverty, and different basic actions that sell social justice.

The purpose of three sturdy sustainability pillars is to attain a sustainable world. However what precisely is that intention? How properly has it been described? Unfortunately, it's not been efficiently described, which makes it very hard to obtain. The arena has been pursuing an intention that became deceptive from the start, as defined inside the word list access for sustainability.

1.3 Early Childhood Education for SD

Education for SD is growing theory in childhood education. The early age has an essential part in reaching desires of SD in relations of rearing essential approaches, behaviors, and values closer to economic, environmental and social pillars of sustainability (Hopkins & McKeown, 2002). Gothenburg pointers (Samuelsson & Kaga, 2008) recognized that lifelong learning about sustainable development must start in young age (from the beginning) and need to not be adjourned till upper grades. In this favor, it is important to take into account that early youth duration performs a vital position in creating concentration shift to SD. One more opinion to spotlight is why it's crucial to start education for SD in early formative ages. Many researches had been conducting and consequences decorated significance of youngsters overall development at this stage (J. Davis & Elliott, 2014).

1.4 Significance of Sustainable Development for young children

ESD is a systematic organized and strategic process that aims to disclose the current prospective of young kids (Fien, 2001; Gordon & Browne, 2008).As a result, if schooling for the sustainability is permanent system specially in early years, then it has to begin inside Henceforth, if training for manageability is a long-long-term process, at that level it must begin in the early years of life amid the most remarkable foundational time frame. It should not be left till the point when a kid starts proper schooling. Therefore, youngsters education for Sustainability a combination training and instruction for manageability is long last start to increase as an energetic new field of intrigue (Elliott, 2010).It is a logical and instructing way that expects to demonstrate the present aptitude of youngsters (EGordon and Browne, 2008).The earliest ages of life all through the most extreme goliath formative length. It needs to not be missing till the point that the kid begins off advanced formal tutoring. Thusly, Early childhood education for Sustainability (ECEfS) a synthesis schooling' and 'ESD' is establishing an enthusiastic new field of the leisure activity (Elliott, 2010).

In such manner, it is imperative to deliberate that early youth term plays out an important position in developing a mind move to manageable improvement. Additional point

to attention is the reason it is critical to start ESD in early developmental years. Many investigations had been directed and results featured the importance of early behavior and intellectual improvement of youthful adolescents (Chan, M. 2013).

2. Objectives

 The objectives of existing study:

1. Classify the activities of young children about sustainable development.
2. Identify the awareness of teachers about sustainable development.

3. Questions of research

1. What was preparation of young children on 3 pillars of SD?
2.   How the preschool educators perceived sustainable development and their readiness to integrate the standards of SD in classroom?

4. Method

The study mode was mixed method. The Qual-quan method was used. A qualitative research plan that targets to define the "existed experiences "of characters about a phenomenon (Creswell,2013a).Phenomenology technique was adopted for data collection. Social constructivism was the paradigm of current study. This research aims to explain preschool children activities on SD in terms of social, economic and environmental pillars. In order to complete data collection and data analysis procedures basic qualitative and quantitative research methods were employed. Basic qualitative research design pursues to attain a very comprehensive understanding of a problem. In order to examining the qualitative part of the study the interview protocol was recorded, transcribed then analyzed, categorized and organized into themes and further sub-themes which emerged through the coding process.

In the existing study, to achieve in-depth understanding about preschool children activities on sustainable development, data was collected from public and private sector schools and then evaluated by using quantitative methods. For the quantitative part of the study the check list was analyzed through SPSS and results were gain in tables for each items of check list.

5. Participants

The concept behind a precise sampling approach significantly authoritative and reflect the purposes and questions directing the research (Pringle, 2011).

The judgmental sampling technique was employed for the study. The participants of the study were 200 preschool children. There were 112 boys and 88 girls, all from the public and the private sector. The second category of participants was 8 preschool teachers, four from public and four from private schools.

6. Instrument

In the current study, the self-developed observation checklist (for preschool children) comprised 38 factors were used to identify the activities about three pillars of sustainable development. The interview protocol (for teachers) included 18 questions about 17 goals of SD were used to collect data.

6.1 Observation Checklist

An observation checklist was prepared by researcher to classify the level of involvement of young children regarding the SD. The observation checklist based on three pillars of sustainability (Social, Economic and Environmental). Under these three factors 38 items were prepared for observation. 2 PVT and 2 public schools were carefully chosen for observation. Altogether two hundred (200) preschool children were witnessed.

6.2 Interview Protocol

An interview protocol for preschool teachers was developed by researcher. This interview protocol comprises 18 questions, which are based on 17 goals of sustainable development. Through these questions, the researcher aims to measure that how preschool teachers perceived the concept of sustainable development and their readiness to integrate the beliefs of SD with classroom activities.

7. Data Analysis

The observation sheet was analyzed through SPSS-21 n later the summaries were written to describe the observation. The one-to-one interviews was audio-taped and each interview transcribed by researcher. Later four themes were developed for deep insight.

7.1 Participants (Preschool Teachers)

Eight preschool teachers were nominated for interviews. The four selected from the public school and four from private school. They all belonged from Lahore, and were female. The demographics of teachers are demonstrated in table below.

Table 1: *Demographics of Participants Preschool teacher (N=8)*

Participants	Sector	Age	Marital Status	Job Title	Experience
1	Private	45	Married	Coordinator	12 Years
2	Public	36	Married	Teacher	10 Years
3	Public	32	UnMarried	Head Teacher	6 Years
4	Public	29	Divorced	Teacher	5 Years
5	Public	23	UnMarried	Teacher	11 Months
6	Private	30	UnMarried	Teacher	5 Years
7	Private	27	UnMarried	Teacher	4 Years
8	Private	25	UnMarried	Teacher	3 Years

7.2 Interpretation of Interview Protocol

In order to examining the qualitative part of the study the interview protocol was recorded, transcribed then analyzed, categorized and organized into themes and further sub-themes which emerged through the coding process.

8. Themes

8.1 Growth and Development

First interview question was about growth and development "Development is a process; do you agree it should go on"? All the teachers agreed that development is life in itself and it should go on deprived of any threats.

8.2 Say no to poverty and Hunger

The question no two and three characterize the mandatory necessities which is connected to eradicating hunger and scarceness. All were agreed that there should be no poverty without any discrimination. The 2nd portion of question no 2 was about charity. PVT teachers have confidence that donations concept should be incorporated from early childhood. Otherwise, government teachers were not in favour to encourage charity idea. A teacher from public school narrated an incident in such way….

> *"Once in our school our sweeper was seriously ill, so we decided to collect charity and we asked the class to bring 5 Rs each for this purpose. Next day we found lots of*

complaints from parents that we teachers are collecting money for ourselves so we stopped to promoting such activities".

(Participant 4)

"Yes,i am strongly in the favour of the concept that everyone should be provided all the basic rights (food, job according to one's expertise, shelter, health and education facilities) by the state. This is why I like the concept of Socialism or communism, in which these things are imposed by the state. At the student level, I urge my students to contribute to charity via teaching others what you have learnt. Grab 2,3 children who are labouring and teach them. At least those who cannot afford to attend formal education, give them some basic education to nourish their minds".

(Participant 3)

8.3 Quality education & health

Question no 4, 5, 7 were about basic human rights and needs. In reply to these questions, the answers were mostly similar by admitted about these basics excluding this teacher.

"To some extent, at the time of admission we do ask the parents if their kids have any disability we tried to overcome that, we don't have a doctor or nurse in school to maintain this all, for example, if someone is asthmatic we keep him away from dust or advice to use face marks etc. if someone have the kidney problem we facilitate him with water and he is exempt from permission if he intends to use washroom. In the beginning, we use the growth chart but no medical checkup".

(Participant 1)

8.4 Gender equality & good jobs

The question no 6, 11, numerous concepts were initiate in the response to respective questions. Particularly t a great variance in both sectors teacher's view.

"When nations define that education is a matter of life and death, they promote it and put their efforts and resources to educate their people. But unfortunately, our feudal mindsets even at lower levels of society have not incorporated their ways to understand the concepts of education promotion and even female education is still touching very low rate. When we put our resources and efforts to improve this sect0r, all these solutions will be incorporated as they are not much tough to implement".

(Participant 3)

"If some students are good in their class reputation and habits and teacher likes those students, this is not favouritism according to me. I try to give equal attention to all students".   (Participant 4)

8.5 Participants (Preschool Children)

The 2nd category of contributors was kindergarten youngsters n=200. The surveillance records organized for records. Which was consisted of sustainability pillars (Economic, Environmental and Social). There were 38 items for observation. The 2 PVT and 2 public schools were selected. The observation was recorded through activities of youngsters with the help of teachers.

Table 2: *Descriptive Statistics of observation Checklist*

	N	Mini	Maxi	Mean	Std. Deviation
1. Before leaving room Switch off light	200	1.00	2.00	1.4050	.49212
2. Before leaving room Switch off fan	200	1.00	2.00	1.3650	.48264
3. Take off battery after playing	200	1.00	2.00	1.3750	.48534
4. Close the tap after hand wash	200	1.00	2.00	1.3050	.46156
5. Waste of water	200	1.00	2.00	1.3050	.46156
6. Use paper from both sides	200	1.00	2.00	1.6000	.49113
7. Promote planting	200	1.00	2.00	1.4350	.49700
8. Making noise and like noise	200	1.00	2.00	1.6050	.49008
9. Like to work peacefully	200	1.00	2.00	1.1450	.35298
10. Like to work safely	200	1.00	2.00	1.1850	.38927
11. Play safely with others	200	1.00	2.00	1.3400	.47490
12. Don't harm the pets	200	1.00	2.00	1.5950	.49212
13. No use of plastic begs	200	1.00	2.00	1.3100	.46365
14. Sharpen the pencil	200	1.00	2.00	1.6400	.48120
15. Harmful behavior about plants	200	1.00	2.00	1.5650	.49700
16. Less use of recycle bag	200	1.00	2.00	1.4500	.49874
17. Respect for teacher	200	1.00	2.00	1.0100	.09975
18. Care about peers	200	1.00	2.00	1.3000	.45941
19. Greet the peers and teachers	200	1.00	2.00	1.1800	.38515
20. Don't like to work in isolation	200	1.00	2.00	1.3950	.49008
21. During class collaboration with fellows	200	1.00	2.00	1.2100	.40833
22. Distressing the pets	200	1.00	2.00	1.7350	.44244
23. Scratch hand books	200	1.00	2.00	1.6600	.47490
24. Throw away the sheets	200	1.00	2.00	1.6700	.47139
25. Spiting	200	1.00	2.00	1.5150	.50103
26. Issues of bulling	200	1.00	2.00	1.7800	.41529
27. Mobile phone	200	1.00	2.00	1.4550	.49922
28. Peaceful	200	1.00	2.00	1.1500	.35797
29. Violence	200	1.00	2.00	1.3100	.46365
30. Quarrel with peers	200	1.00	2.00	1.4400	.49763
31. Sharing lunch	200	1.00	2.00	1.5050	.50123
32. Sharing water	200	1.00	2.00	1.3000	.45941
33. Sharing pencils	200	1.00	2.00	1.5850	.49396
34. Saving money	200	1.00	2.00	1.4250	.49558

35. Like charity	200	1.00	2.00	1.7550	.43117
36. Paper wasting	200	1.00	2.00	1.4650	.50003
37. Buys toys	200	1.00	11.00	1.4400	.83660
38. waste of food	200	1.00	2.00	1.4800	.50085

9. Findings

On the basis of result following were the findings of current paper.

9.1 Observation Public Sector Children

At first, the researcher surveyed a government school. Youngsters of kindergarten have no idea about switch off light and fan while exiting. Mostly children played with tape water and waste it. The superfluous clamor was seen in the classroom even within the sight of an instructor. Break time fighting is observed in playground. They all have respect for teacher.

Most of them welcome teacher. Spitting on the floor is likewise seen. There were disposing of sheets of scratch pad and course readings were additionally observed. They have no understanding of money saving. Misuse of food was not found during observation.

9.2 Observation of Private Sector Children

While observing the PVT school youngsters, the researcher assesses that non-public school; shockingly the offspring of preschool have unequivocally seen to turn off fan and light while exit the classroom. This is additionally watched that for the most part, the children close the tap after the hand wash. The kids had an extraordinary plan to plant a tree even in a little pot. They shared that last Saturday the class praised the oxygen day, each child needed to expedite a small houseplant that day. Classroom was truly quiet, no commotion, and the children were attracting bunch serenely. The kids were playing securely in the play area amid break time. Additional sharping of pencils saw from 6 to 7 understudies.

Every one of the understudies requests consent and welcome the teacher when she entered in classroom. Participation with class mates was observed. There were no bulling disputes; no spitting on the flooring is viewed. For the most part, the children utilize cell phone and tablet for play recreations at home. Water sharing isn't seen with the exception of two understudies. The private school kids have an incredible thought regarding charity. The help box in the classroom was placed near the books shelf; they all contributed money on Friday. By the end of the month, they disseminated this collected cash to destitute individuals. There were no misuse of sustenance and paper found throughout observation period.

9.3 Themes of Qualitative Analysis

A. Development

B. No hunger, no poverty at all

C. Good health & quality education

D. Gender equality &, good jobs

10. Research Limitation

The current study was limited to Lahore district, capital of province Punjab, Pakistan.

11. Discussions and Recommendations

The following recommendations were made after the thorough analysis of data, which was about (ESD) education for sustainable development in (ECE) early childhood education. These suggestions were grounded on activities that kids are skilled, dynamic operators in their own particular lives.

The stake holders and education branch should subsidize to enhance and incorporate the standards of sustainable development at preschool level. The SD values should be exercising at home as essential part of children childhood. The teachers should be responsive about significance of sustainable development and the ways to integrate its values at preschool level. ESD approaches need to be more widely adopted into the formal curricula of schooling and into informal and non-formal learning approaches. There is an urgent need to develop a broad-based global alliance to promote early childhood education to collaborate in efforts to raising the profile of sustainable development and implementation.

12. Conclusion

In this study, preschool children expressed their ideas about three pillars of sustainable development, while they did not mention particularly they are aware of these values directly. Children' familiarity with reduce, reuse, recycle and respect can be explained by children's having many experiences about these more concrete concepts in preschool settings (Griggs, 2013). As Hopkins (2002) underlined that different educational activities and projects help children understand sustainable development. This may show the importance of providing stimuli and experiences about sustainable development in early childhood settings. In order to enhance children's ideas, sustainable practices in terms of economic, social and environmental standards can be integrated into early childhood education curriculum (Dahlberg, 2007). Early childhood educators are responsible for

providing opportunities for children to meet sustainability issues and enhance their ideas; therefore they can be trained to be more open to the integration of sustainability issues in their curricula. In addition, teacher can encourage parent and society to accompany this process (Pringle, 2011).

13. Scope of future research

It is acknowledged that the results of the study were contextual grounded. The given study must be conducted as purely qualitative research. It may also conduct in real life settings of children for example in home settings.

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