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An Analysis of the Perception of Teachers on the Inclusion of Education for Sustainable Development (ESD) In the Curriculum of Teacher Education

Qurratulain Ershad

Assistant Professor of Education, Kinnaird College, Lahore, Pakistan.

Email: qurratulain.rehan@kinnaird.edu.pk

Umaima Kamran

Associate Professor, Department of English, Quaid-I-Azam University Islamabad, Pakistan.

Email: umaima@qau.edu.pk

Lubna Umar

Lecturer, Department of English Language and Applied Linguistics,
Allama Iqbal Open University Islamabad, Pakistan.

Email: lubna.umar@aiou.edu.pk

ABSTRACT

The aim of this study is to explore the perception of aspiring teachers on promoting the education of sustainability (ESD). The ideology of ESD is paramount being one of the lifelong skills of 21st century. ESD empowers pupils to take informed decisions about the integrity of environment and economy keeping in view the cultural diversity. The study aims to explore the perception of aspiring teachers on promoting the education of sustainability (ESD) in the curriculum of teachers' education. The fundamental emphasizes of this paper is gathering a variety of participants' perception of the implementation of ESD in teachers' education curriculum. The paper utilized the primary qualitative design and conducted semi-structured interviews to have an in-depth analysis of the perception of final year students enrolled in B.Ed. program. The data is analyzed using the technique of thematic analysis. Three themes emerged out of the analysis (1) the role of primary education, (2) sustainability issues such as knowledge, understanding and attitudes, and (3) attitudes towards ESD. The findings reflected that teacher (enrolled in B.Ed.) positively opined incorporating ESD in the curriculum of teaching education to allow them to improve the existing practices. They suggested that this inclusion will help them save environment while promoting such practices among their students. Resultantly, it would lead to environmentally sustainable future. All the participants were of the view that ESD was no doubt highly desirable. The participants comprehended that ESD could be incorporated in various disciplines like science, history, geography etc. to promote the idea of sustainability across all the disciplines. In this Research Context ESD carries a lot of importance as the interview questions and answers provided a very clear-cut insight of the novice teachers who were enthusiastic to bring this innovation in the primary education by volunteering themselves to learn and educate themselves first for a

successful implementation of ESD.

Introduction

This study is focused on examining the opinions of final-year student teachers on the implementation of Education for Sustainable Development (ESD) in the teaching curriculum. Since teacher education plays a vital role in the smooth execution of teaching -learning process, the design of teacher education curriculum carries a vital importance to enhance student performance (Cebrián & Junyent, 2015). Many authentic research studies claimed that the ESD is believed to be related to the philosophy of education for environmental protection. ESD entails the efficient use of all available tools for current and future generations. Teacher education and ESD are interconnected because teachers are seen as central agents in fostering ESD among students and societies (Anyolo, Kärkkäinen&Keinonen, 2018). The B.Ed. 4-year elementary curriculum deals with teaching ideology and instructions to prepare teachers to teach practically in classrooms to children enrolled in primary levels of multiple Pakistani schools. Primary school is a vital phase in education, as at this period a teacher develops the perceptions on young learners. The incorporation of ESD will result in learners' awareness of sustainability which can be effectively nurtured in their minds by educating them in initial years of education (Fuentes-Camacho et al., 2019). On the other hand, it was stated that multiple reports have shown that including ESD in teacher preparation improves teachers' knowledge, motivation, and the ability for promoting sustainable education among the pupils (Biasutti et al., 2018). According to Albareda-Tiana et al.'s (2019) research, teachers of elementary education in Greece have a limited understanding of the environmental aspect of ESD, resulting in formulating a belief that ozone layer degradation is linked to greenhouse gases. In a similar context, Garner, Siol & Eilks (2015) claimed that the inclusion of an ESD course in pre-service teacher education programmes is critical for promoting an idea of sustainable education in the mind-set of students in classrooms.

Pakistan presently encountering many dangerous environmental issues that have detrimental impact on the health, social and financial development in many ways. A huge number of factories almost four hundred out of four hundred and twenty are the releasing greenhouse gases in the environment, but not at all taking any measures for environmental sustainability. It's now the government and policymakers who have to take the responsibility to implement strict rules and regulations against the adoption of environmental sustainability (Tanveer, Answer & Umar, 2021).

Although there are only a few environmental education-specific educators in Pakistan, several pre-service teacher-learning lecturers chose to include ESD in their courses (Saqib et al., 2020). The responsibility of primary teachers is to assist and encourage organizations in undertaking environmentally sustainable programmes that include both learners and educators. As a result, students' understanding on their environment will improve, and they will recognize the value of programmes and try to encourage recycling activities (Barth & Rieckmann, 2012). Therefore, to introduce environmental education at all four stages of instructor learning in the region, efforts have been made to improve training and other promotional material (Jeronen, Palmberg, & Yli-Panula, 2017). Moreover, incorporating environmental education into teacher education necessitates reconsideration of a number of issues pertaining to information, education and learning techniques, materials production, and sustainable development criteria for its successful execution (Saqib et al., 2020).

Teacher preparation is undeniably crucial for improving ESD. Educators are main demographic factors for enhancing ESD, with approximately 59 million in number internationally and an average turnover level of 5-10%. The challenge is figuring out how to get in touch with them and inform them of overall ESD program (Cebrián & Junyent, 2015). The management structure for the UN Decade of Education for Sustainable Development acknowledged that teachers and instructors required assistance with appropriate expertise and details to implement ESD. The degree to which ESD has been incorporated into teacher preparation programmes remains uncertain, according to the 2009 study of frameworks and systems for curriculum for sustainable development. Since insufficient awareness of ESD at all scales remains a major obstacle, and many academic interventions still rely on the setting, ESD has yet to progress beyond that limited scope (Anyolo, Kärkkäinen & Keinonen, 2018). At the national scale, ESD is only conducted out by a small range of educator education establishments that need to be fully integrated. In fact, more policy guidance is required to direct ESD in teachers' learning and career growth (Fuertes-Camacho et al., 2019). While teacher preparation was not included in the supervision and assessment brief for the follow-up survey, it was also mentioned as an important aspect of secondary and primary learning (Biasutti et al., 2018).

Keeping in mind the importance of ESD, environmentally aware educator teachers replied to these demands for environmental protection in teacher education with a variety of individual and

community programmes for both pre-service and in-service teacher training (Albareda-Tiana et al., 2019). To elaborate, it was researched by Garner, Siol & Eilks (2015) that many of these programmes focused on raising teachers' understanding of ecological problems and comprehension of ecological information, but a few were more involved with teaching methods and acknowledging the need for evolving views of the world.

However, within the boundaries of learning's authentication standards, teacher-learning firms are usually independent in what has been taught, and they sometimes bend the law. Educators in Scotland, for instance, are expected to be informative about environmental sustainability and capable to relate to ESD, as per the regulation (Barth & Rieckmann, 2012). Nonetheless, teacher-training organisations have the possibility of teaching ESD and determining how much focus is placed on it. If educators, and eventually their pupils, are to recognise ESD, more rigorous strategies and guidelines are needed to ensure that ESD is included in the core material of all teacher training initiatives worldwide (Jeronen, Palmberg, & Yli-Panula, 2017).

Literature Review

Comprehending the Education for Sustainable Development (ESD)

Cebrián & Junyent (2015) defined that Education for Sustainable Development (ESD) facilitates the development of the expertise, skills, awareness, principles, and attitudes necessary to build a society that protects and conserves the environment, facilitates social justice, and enhances economic stability. According to the research conducted by Lozano et al. (2013) Education for Sustainable Development (ESD) comprises individual training and developing of knowledge and skills for the developing practical solution of the problems. These include economic, environmental and social problems of their surroundings. On the other hand, the research of Huckle and Wals (2015) demonstrated that the training institution and the teacher are recognized as the primary agent. These agents are thereby able to shift and promote the ESD toward younger student. The energy, environmental and economic crises in Pakistani economy encompasses adverse impact on the quality of lives and the population. Thus, it might be critical to develop awareness among the population in order to adopt habits that are sustainable (Barth and Rieckmann, 2016). More precisely, the role and training of teachers are now becoming a vital part of the economy. This is due to the fact that the teachers are deemed to be responsible for transferring the ESD theme into the knowledge of student. This will increasingly help in developing such human being that thereby respect and indorse the culture and traditions of other

along with the ecosystem. According to the research conducted by Lozano et al. (2013) ESD certainly promote and encourages the development of skills, values, knowledge and action. These all are required for creating and developing sustainable world. This factor also increasingly ensures environmental conservation and protection. Moreover, the notion greatly assists in promoting and encouraging social equity (Barth and Rieckmann, 2016). Consequently, it empowers and encourage the learner to undertake informed decision and thereby are accountable for the environmental integrity. It also assists in respecting the cultural diversity. ESD is recognised as transformational and holistic education that thereby addresses the learning outcomes and content. Similarly, the research of Lozano et al. (2013) further demonstrated that ESD means involving key sustainable developmental issues into learning and teaching. These includes change, sustainable consumption and biodiversity (Barth and Rieckmann, 2016).

Perception of Aspiring teachers on ESD

The study conducted by Cebrián and Junyent (2015) display that the ESD course encompasses positive impact on the prospective teacher perception. Additionally, it also teaches issues linked with ESD to the student. As per the research conducted by Saqib et al. (2020) the ESD must be included in the training of the teachers. According to the findings, educators keep themselves informed on topics such as waste recycling, water contamination, global warming, energy conservation, and intercultural awareness in order to pass on ESD information to the students. The study conducted by Zeegers and Clark (2014) reported that it is not possible to teach student the environmental problem unless the teacher does not have friendly and positive attitude toward the environmental concern. Similarly, the teachers of vocational and technical education play a critical role in empowering community development and societal wellbeing. The teachers are the one that can empower the culture of healthy environment and sustainability among the distinct communities through appropriate training. These are highly based on the values such as respect, tolerance, and resolving conflict. The three-core element of the ESD has been found by the research of (Anyolo et al., 2018). The research further demonstrates that these include economic, culture, environment and social issues. Consequently, there exist further sub-components of these categories which include polluted environment, damages to the environment, resource utilization, environmental cleanliness and population. Thus, it can be said that teacher play a vital role in promoting the notion of sustainability. Similarly, the education of the teacher along with training institution such as school also play a vital role in encouraging and promoting the basic knowledge

of ESD. The research of Cebrián and Junyent (2015) demonstrated that teachers have the ability to have a direct contact with the student. Hence, they are increasingly able to better guide the young generation toward the phenomenon of sustainable development.

Significance of ESD for Teachers

It was reported that terrorism, peace and conflict, ecological challenges diversity, homelessness, injustice, and other ESD elements that endanger life and peace must be discussed by educators. However, these teachers need appropriate preparation in beginning with their pre-service development, which is not practiced in Pakistan (Saqib et al., 2020). Teachers are expected to complete a variety of activities in the classroom and addressing the significance or problems of ESD can be overlooked due to their intense workload (Cebrián&Junyent, 2015). As a result, programmes on ESD, especially realistic activities focused on ESD during teacher education, are deemed necessary to allow student teachers to make deliberate efforts to educate about ESD to learners in the classroom. Anyolo, Kärkkäinen&Keinonen (2018) published a report on behaviour of pre-service educators on sustainability education after they had completed the ESD program. The results revealed that after taking a course, teachers' attitudes regarding environmental issues were positively improved, and they gained information, disposition, and ability for educating ESD in classrooms. Likewise, the research of Fuertes-Camacho et al. (2019) found that integrating ESD into teacher preparation activities contributes to better teaching in a variety of ways at the elementary and secondary levels. The study also found that when ESD is used in teacher training, the learning mechanism of teaching changed significantly. As a result, learning methods encourage ideals, experiences, and abilities in the classroom, which are critical for society's progress.

Theoretical Framework

Considering the focus of this paper, which is on exploring the views of aspiring teachers on integration of ESD in the curriculum of teaching education. The author has employed the behaviourism learning theory to support the theoretical approach of this paper.

As per the views of Bryant et al. (2013), an interaction with the environment is the central idea of theory of behaviourism. To comprehend, the prior source explained that this theory of learning claims that habits are acquired from their surroundings, and that natural or genetic influences have no impact on behaviour. The importance of repercussions, reinforcement, stimuli and urgency of outcomes, formation, elimination, reward patterns, preservation, and the function of antecedent variables are all principles of behavioural learning (Guney& Al, 2012).

Research Methodology

Research Approach

This article uses inductive approach as it helped the researcher in presenting the comprehensive opinion of research participants on the role of teachers in ESD, which eventually generated the subjective results to provide clear answer to the research question

From the investigation of Snyder (2019), it was explored that there are three approaches of research available in the capacity of scholars entitled as deductive approach, inductive approach, and an abductive approach. The difference between the inductive and deductive approaches is that the deductive method goes from a generic point to a particular point (Kumar, 2018). The researcher examines an existing theory in order to form a hypothesis; this approach is oriented toward the implementation of quantitative and mathematical analysis skills in order to provide a logical conclusion (Flick, 2015). In contrast, it was unveiled that the inductive approach emphasises on current findings and tests, trend examination and the formation of fresh theories about research phenomena. On the other hand, it was reported that the abductive method emphasised the simultaneous use of both deductive and inductive methods to collect and explain data, with an emphasis on explaining unexpected details and imperfect conclusions (Mackey & Gass, 2015).

Methodology

The study used a qualitative method and interpretivist philosophy since the aim was to classify, explain, and explain the potential teacher's perspectives and obtain insights. It was considered as a suitable methodology to use in ESD study because it has deep principles foundation and addresses both personal and societal improvement (Dźwigoł & Dźwigoł-Barosz, 2018).

Sample

The sample selected for this research was 12 aspiring students enrolled in the final year of Bachelors of Education (B.Ed) program. The primary rationale for selecting the aforementioned participants was the researcher presumed that final year students have extensive knowledge on the role of teacher, which would help this study in generalising different opinion based on role of educators in encouraging the education for sustainable development. The sample belonged to distinct age groups and background.

Data Collection Procedure

To collect data from respondents, semi-structured interviews were undertaken. This was used for a variety of purposes, as Choy (2014) indicated that it is perceived to be a relatively good approach

for a research technique that is mostly immersive and interpretative. Therefore, semi-structured interviews are helpful in a small-scale investigation with insufficient time and funding. However, respondents of an interview seldom have visibility into the triggers of their conduct, as claimed by Cohen, Manion, and Morrison (2000). They may be uncomfortable expressing their emotions verbally; they may refuse to confess to socially unacceptable characteristics; or they may be too polite, asking only what they think the investigator wishes to know. During the interviews, the former did come up, and participants hesitated to reply several questions. Their replies, on the other hand, included remarks in which they understood the interviewer would disagree or that might be deemed racially insensitive.

Data Collection Tool

The interview was centred towards gathering the insight relevant to knowledge and perceptions of students on teacher's education related to sustainable development. As the researcher aimed to find the answer for the following research question:

How do the prospective teachers perceive the importance of ESD in teacher education curriculum?

Analysis of the data

The data interpretation followed the research's overall approach, which was informative and interpretative. The interview recordings were fully transcribed. The information was split into parts, with each section being coded to classify groups. Clear codes that were mutually incompatible and incorporated in multiple scenarios have been used. The data was then analysed for patterns or trends. Principle, experience, and piloting had proposed certain codes, definitions, and themes, but few themes were built based on the available data, which facilitated the author producing detailed results. However, it was not expected that participants would bring implementing a complete school programme as a major challenge. The results are interpreted via the technique of thematic analysis that obtained the overall experiences of participants about ESD. The key focus was to classify and explain a variety of thoughts and perceptions rather than how many people share the viewpoint as well as how firmly they hold it.

Findings

The study has extensively analysed the literature of distinct researches. On the other hand, several qualitative findings have been emerged from the present study. The current section has thereby demonstrated the responses of teachers. The themes that have been emerged in this section are related to the primary education role, issues of sustainability and the attitude toward the ESD.

The role of primary education

Most of the student teachers believed that it was essential to teach basic skills to read write and numeracy. It was because either it was essential for their future or because this is what was expected from them. Teacher A said “they are important if you want get anywhere in this world which is not possible without them”

However, a balanced curriculum was considered essential for the whole development of the child some also saw social skills as a basic skill. It was also seen that it was important to teach children to be reflective and critical in order to make them independent thinker. According to Teacher G “to enable them to express their viewpoint on various issues and ideas and have their own critique about and how it is linked to their lives.”

Majority of the prospective teachers believes that they are responsible for transmitting the values of the society. “children need to be taught the right values as they come to school without it.” As stated by Teacher C

“it is essential to inculcate these values in the students and cannot wait for them to develop with the passage of time” was commented by Teacher D

Most of the student teachers believed that the essential attitude that needs to be developed is the respect for others. They all agreed that they should proactively engage in developing the required attitudes and values by incorporating them in their teaching plans. According to teacher F “it is essential that students should be presented with the alternatives to what they have experienced and should be given chance to have their own opinion about various problems”

Majority of the student teacher hoped that their teaching 'would have an impact would make a difference' but they did not agree with this about the influence that a teacher has over children. Teacher B said “many students were of the view that what the teacher says is always correct”

Sustainability issues: knowledge, understanding and attitudes

Majority of the student teachers were quite optimistic and were positive about their future except for the two student teachers. Whereas when asked about the future of their planet, The Earth and human beings they gave mixed answers and most of them were of the opinion that it was not in their control. As stated by teacher A “media reports on predicted ecological disasters will happen someday but soon may be after hundreds or thousands of years down the line.” Most students were aware of the fact that the problem does exist and was not directly related to them however, they were of the view that something ought to be done. “this attitude is not appropriate and by the time

something bad will happen we will be not here, so we need to make more measures for the future generation,” commented by teacher C. Problems like of wars, ethnicity, cleanliness and not equal distribution of wealth were more crucial and important than the environmental issues. According to Teacher D “so many people are blessed with so many things and on the other hand many were deprived of it” and teacher E “I am not worried about the global warmingI'm quite sure these problems will be resolved with the help of technology”

They viewed sustainable development was something which is idealistic and thought it was not easy to achieve it. Stated by Teacher G “SD is a nice idea but not realistic” and teacher C “if we have not achieved SD so far with all the efforts then I believe it will not be achieved in the future.’ not happened up to now with all the attempts that have been made I can't see it happening in the future”

They also pointed out number of hindrances such as lack of interest. Expense, difficulty of grasping the understanding the problems and also how to resolve it The teacher F said “if I am able to afford it I would buy solar panel and have it on my roof” and also added “is buying a recycled appropriate?” moreover Teacher C’s view was “ I really want to do something but don't know what to do”

Another problem pointed out was the 'Human nature' as people by nature are selfish or too set in their ways and are reluctant to bring about a change. Some student teachers strongly believed in the status quo. According to Teacher B “people are reluctant to make a conscious effort –hesitant in dropping their standard of living - would go for simpler things such as usage of energy savers tube-lights and bulbs - people are reluctant to give up their comforts” “There will be always rich and poor people working for the society”

Most of the student teacher thereby acknowledged the fact that there exists little control of individual over their life. However, this does not significantly apply to them as some of them saw voting as critical while other indicated cynicism, lack of interest, political disenchantment and powerlessness toward implementing change. As stated by Teacher F “ I don't get too involved - it's a bit of an ostrich thing - I suppose it's wrong and this is why things don't get altered, it's out of your immediate control - other people will sort it out”

Though, most of the student teacher demonstrated they tend to listen or watch news program or glances of the news. However, none of them are able to recall them. For instances, with regards to latest world summit demonstration all the teacher indicated they encompasses limited knowledge.

According to Teacher F “I feel I should know more - children are expected to discuss and debate current issues”.

The responses of the teacher indicated that almost all the teacher has undertaken green initiative except the two prospective teachers. Their responses demonstrated that they made conscious effort to utilised CFC and recycled product such as plastic bag, bottles, recycling newspaper and energy savers. One of the participants was generally aware regarding the fair trade products. However, taking care of environment was not necessarily the driving forces. Instead the driving forces were financial reason or lack of choice. Teacher G said “Difficult to choose between values and money” Thus, the overall responses depicted that range of obstacles were identified from no potential desire toward change to lack of money.

Attitudes towards ESD

All the participants were of the view that ESD was no doubt highly desirable. All the prospective teachers pinpointed the importance of active or collaborative learning. As stated by Teacher A “No doubt children learn and recall things when they practically do themactive learning” abs Teacher B stated “ need to inculcate this quality in our studentscollaborative learning . . . which is for sure a good idea especially . . . if you want to bring a change, then they must learn to work together”.

The participants were of the view that ESD can be incorporated in various disciplines like science, history, geography etc rather across the curriculum along with the subject focus. According to Teacher G “no doubt children benefit the most when things are taught across the curricular work” The idea the ESD easily permeate school's traditional culture and would make the students feel experience real and motivating and tend to be more motivating. As stated by Teacher F “It does not sound good and ethically right that you bring these topics up in the class and practically do nothing”

As far as whole school initiatives are concerned some reservations were noted. According to Teacher C “however its implementation is not an easy taskto do so one has to have the support of the entire staff.....which is quite difficult”.

The socially critical dimension of ESD was totally rejected but the participants as inappropriate. Teacher E stated “children should be encouraged to think that they are one who can make a difference” and teacher B “I simply love the idea of involving the children in life, in society, and the related issues”

They were of the view that the agenda of the teacher should not be predominating and there were varied emotions about exploring the local issues. All the prospective students identified the chances of confrontation between the school authorities and parents or the local community members. They also expressed doubt about children raising questions about their lifestyle, which can be taken as critical of parents. Teacher A believed “you will not want to ostracized a student as he comes by car to his school”

All the participants were of the view that a carefully designed and balanced approach should be emphasized; teachers need to have sufficient background knowledge, and students should have appropriate information to listen to each other then come up with some decisions. The also pinpointed the need of training in order to handle controversial issues in the classroom.

All the participants were of the view that a carefully designed and balanced approach should be emphasized; teachers need to have sufficient background knowledge, and students should have appropriate information to listen to each other then come up with some decisions. The also pinpointed the need of training in order to handle debated issues in the classroom.

Discussion

The answers of the teachers thereby suggest that they perceive primary teacher as a reflective practitioner. They further demonstrated that primary teacher act with moral purpose and are increasingly engaged in the child development. For instance, many teachers believes that they are responsible for transmitting the values of the society but for this purpose they think constructive approach would be more appropriate. As in constructive approach the children are increasingly involved in co-operative, reflective and active learning. Consequently, attitudes and values are deemed to be critical in teaching. The teacher responses also demonstrated inconsistencies in their belief with regards to the autonomy of children. In initial stages the responses of the teacher demonstrated that they would likely to support and encourage liberal approach however, later responses revealed that some of the attitudes and values must be appropriately taught. The responses displayed that these teachers are leaning toward an approach that is deterministic.

The responses of the student teacher with regards to the question of sustainable development certainly supported adequate finding of the literature. Teachers revealed that the denial of crises toward concern and future problem would likely to be solved by technology and science. This can be thereby supported by the finding of Brandt et al. (2019) that teaching is recognised as an optimistic activity. Additionally the society and human nature are generally

perceived as thing that cannot be changed. On the other hand, basic greed of people is usually seen as the factor that is against the sustainable development phenomenon. The findings also demonstrated these people certainly encompass less awareness and information regarding the present issues or event. It is due to the fact their insight is attained from low level informational media. Due to this they are less aware of the international system and the structural forces that modify the choices and actions of individuals. It can be evidenced by the research of Zeegers and Clark (2014) which demonstrated that the ESD has displayed a gradual shift. The reason behind this is that ESD is being added to the teacher education gradually and teacher are playing vital role in educating student regarding ESD concept. On the other hand, the research of Cebrián et al. (2015) demonstrated that in Pakistan, teachers are generally ignoring the aspect of developing awareness regarding the ESD. For this purpose, the research of Saqib et al. (2020) revealed that to address the potential problem such as resource wastage, pollution, issue of peace and enthusiasm it is vital to offer adequate training to individual. These training can be materialise through the capacity building of teachers. Additionally, the responses of the teacher indicate that they encompass limited knowledge regarding ESD.

It can be supported by the finding of Anyolo et al. (2018) which demonstrated that teacher comprises few or limited knowledge with regards to ESD. Similarly, they are unable to relate the existing problem with their knowledge. The research of Brandt et al. (2019) further denoted that it is extremely critical to improve the teacher capacity through pre-service education to the teacher. These can be achieved by introducing several courses based on creating awareness of ESD among teacher regarding environmental and social problems. The research of Zeegers and Clark (2014) demonstrated that individual has now realised that the present economic progress cannot be perceived as sustainable. Thus, there exists increasing need to emphasis on the citizen training and educating them by developing awareness among the communities. The research indicates they these are considered as the primary factor that led the society toward the phenomenon of sustainability. According to the research conducted by Saqib et al. (2020) the aim of the pre-service training is to evaluate the pragmatic techniques that will be beneficial and profitable for the future teachers as well as for the students. Therefore, the critical attitude, knowledge and skills for the ESD can be shift from training of teachers toward community at wider scale. The research of Anyolo et al. (2018) critically argued that the globalisation challenges have thereby modified the educational trend across the world. It is due to the fact that now many countries are increasingly

working on the capacity building of teachers. The research further demonstrated that the educational system depends highly on the teacher as they are a source of education. Thus, for achieving the ESD goal the training of teachers is highly critical. It is now the duty and responsibility of the management to gauge its short-term and long-term impact on the women's performance, commitment, involvement as well as motivational levels (Rasool & Shoukat (2021).

Conclusion

The study aimed to evaluate and analyse the perception of the teacher toward ESD. The findings of this study have revealed that teachers generally want to deliver the ESD commitment; however, they encompass little or low knowledge regarding the phenomenon. On the other hand, these were the views of few teachers who might not represent the overall perception of the teacher regarding ESD. Still, the finding of the study suggests that there must be adequate input by the higher authority to effectively engage these teachers with ESD. The findings of the research further demonstrated that with regards to attitude, perception, and knowledge related to ESD teachers display a lack of knowledge and displayed unclear perceptions regarding the ESD. Thus, it can be thereby concluded that these teachers understand the sustainable development and environmental dimension quite well but are generally uncertain regarding the financial and societal issues. As the findings of the current research have confirmed the lack of knowledge among teachers, therefore, teaching techniques can be utilised to integrate the concept of ESD into the subject that is needed to be enhanced. The article further concludes that the phenomenon of sustainable development certainly involves society, economics, and the environment. Thus, the individual is required to attain basic knowledge from social sciences, humanities, and natural sciences. This will greatly assist in understanding the principle of sustainable development and how these can be executed. The article further concludes that the ESD is considered a vital knowledge base for working toward society, economy, and environment. It greatly assists in addressing the values, perspectives, and learning skills that guide people to attain sustainable livelihood. The article further concludes that individual has now realised that the present economic progress cannot be perceived as sustainable. Thus, there exists an increasing need to emphasis the citizen training and educating them by developing awareness among the communities. The research indicates that these are considered as the primary factor that led the society toward the phenomenon of sustainability. Additionally, it has been found through the study that ESD has displayed a gradual shift. It is because ESD is being added to the teacher education gradually and the teacher is playing a vital role in educating students

regarding the ESD concept. Moreover, In Pakistan, the teachers are generally ignoring the aspect of developing awareness regarding the ESD. Therefore, to address the complexities related to the ESD and the limited knowledge of teachers it is vital to offer appropriate services and training to these teachers. Hence, future researches are required to evaluate the phenomenon of pre-service training for the teachers. As through findings and literature, it has been identified that the pre-service training is utilized to evaluate the pragmatic techniques that will be beneficial and profitable for the future teachers as well as for the students.

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