

## **Awareness among Public Sector School Teachers about Sustainable Development Goals**

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### **Abstract**

All United Nations Member States approved the Sustainable Development Goals (SDGs), also known as the Global Goals, in 2015 as a global call to action to eradicate poverty, safeguard the environment, and ensure that all people experience peace and prosperity by 2030. The purpose of the study was to examine the awareness among public sector school teachers about sustainable development goals. Quantitative research design was used, while survey method was used to collect the data. Elementary level public schools' teachers in the Narowal district were the population of this study. Simple random sampling technique was used to select the sample of the study. Sample comprised of 130 male and 70 female elementary teachers of elementary schools. A self- developed questionnaire was used for data collection. Descriptive statistics was used to analyzed the data. In descriptive statistics Frequencies, Mean, and Standard Deviation were obtained. Findings of the study shows that mostly teachers were agreed about quality of education and clean water and sanitation.

### **Introduction**

During that time 2030, we will see which of these points and targets not really set in stone worldwide agenda will have been accomplished, which center around the disposal of inadequacy, the decline of contrasts, and viable advancement as portions of an indivisible entire, for which human honors structure a huge help. The stages for the worldwide use of the seventeen goals (sustainable development goals) should in a general sense be recognized "locally The 17 worldwide goals of the 2030 Agenda for Sustainable Development were spread on January", Each state, region and area should take part in this agenda 2030 for sustainable development including seventeen goals by its own legitimacy and for their self-improvement (Abdou, 2012).

The report publishing during 2018-2016 regarding Sustainable Development Goals reveals that, there are specific significant reforms on account of the LDC in related to some objects. Therefore, Goal Three describes the affirmation of healthy and enthusiastic lives and motivate prosperity for every individual and, in exact as for definitively in comparative with wellbeing associations and financing. The graph of available statistics depicts the period from 2005 to 2016, that about 45 percent of all countries but 90 percent of developing countries (LDCs) do not have more than one clinical specialist for each 1,000 individuals, and more than 60 percent have more extraordinary than 3 medical caretakers or birthing assistants per 1,000 people. Fairly similar happens in the case of Goal 6, which is associated with the guaranteeing get capacity and reasonable or sustainable organization of water and cleanliness for out and out. In view of computations from 84 countries in 2015, 39 are percent of the widespread occupants utilized reasonably accomplished cleanness offices that rudimentary administrations that immovably discard social waste (Brundtland, 1987). A valuable 29 percent of the overall occupants utilized a rudimentary cleanliness office, a further developed office that isn't shared. That time, 2.3 billion people not have even an unassuming degree of office, and Eight hundred and 92 million people kept on practicing open end. In any case, significantly 27 percent occupants availing hand washing facilities in less industrialized countries. According to Goal 8, In 2016, support kept up with, thorough and sustainable business development, a complete and innovative help for everybody, overall genuine GDP per capita increased by 1.3 percent, less than the normal of 1.7 percent progress rate archived in 2010-2016 in spite of the fact that for LDCs the rate dropped out of the blue from 5.7 percent in 2005-2009 to 2.3 percent in 2010-2016. But, Goal 10, decreases disparity among nations. Positive realities are connected with Goal 7 and 3. All industrialized countries ensure admittance to sensible, reliable, viable and current power for everybody according to Goal 7, how much the people with admittance to energy dramatically increased among 2000 and 2016 (Cheng, 2015).

According to Mokaya, Musau, Wagoki, and Karanja, in (2013), and Ogalo & Gathumbi, in (2011). A significant 29 percent of the general tenants used a simple tidiness office, a further evolved office that isn't shared. Previously, 2.3 billion individuals were without offices, and Eight hundred and 92 million individuals used to rehearses openly. Regardless, particular 27 percent tenants in acute industrialized countries had been using basic hand washing facilities. According to Goal 8, in 2016 support kept up with, intensive and sustainable business development, complete and creative assistance for everyone, , generally real GDP per capita raised at 1.3 percent, not exactly the ordinary of 1.7 percent progress rate documented in 2010-2016 disregarding the way that for LDCs the rate dropped out of the blue from 5.7 percent in 2005-2009 to 2.3 percent in 2010-2016. But, in Goal 10, decline difference inside and among countries. Goal 3 and 7 has the positive facts respectively. By virtue of Goal 7, guarantee induction to reasonable, dependable, practical and current power for everyone, at every single industrialized country, how much individuals with permission to energy significantly expanded among 2000 and 2016.

Concerning Trade, by a break in development process of emerging countries and LDC's reality commercial stocks the overall exchange in the interim 2011 has been affected. In February 2016, Pakistan parliament needed to adopt sustainable development goals as of its own public development. The service of arranging and changes expected sustainable development goals in its advancement system a long time before in Sep 2015, there established a vision 2025 of Sustainable development goals in Pakistan authoritatively. Lastly , Ministry of changes and Planning, Development and Reform perceived a coordination component with the partner units (Abdou, 2012).

In the meantime from 2001, the two Less Industrialized republic's organizations and their development associations have surely tracked positive Foreign Direct Asset (FDI) to enhance the standards. Anyway there was an unanticipated difficulty of the natural pattern in 2009, Foreign Direct Investment developments to fewer Industrialized countries developed at a yearly pace of fifteen percent all through 2001-2010 collectively to run an anticipated \$24 billion by 2010, related with \$7.1 billion of every 2001, and their part in overall Foreign Direct Investment streams rose from 0.9 percent to north of 2%. Unfamiliar Direct Investment rests the significant outside premise of money for arising economies. It increases to 39 percent of whole approaching money in arising economies as a group, yet under an area in the LDCs, with a diminishing inclination in the meantime 2012 (Chang et al., 1997).

Third joined meeting on the more modest measure of industrialized nations were confined in Brussels on May 20, 2001 acknowledged the modified for activity for the most un-industrialized countries for time of 2001 to 2010. In these gathering different adaptations was indicated to smallest industrialized countries how they can stimulate their monetary development and how they can accomplish assorted sustainable targets. According to Van Eijck and Roth in (2007), Up till now, paying little mind to the way that some of them savored the area highest and most proceeded with development charges and they have development potential in by and large, the greater part of their occupants actually exists in absolute insufficiency. Their monetary secrets are being compounded by the current monetary and business fiasco, expanding food and exuberance vulnerability and climate irregularity.

Unfamiliar speculation has played a crucial role in LDCs in the last time frame, because it was a primary benefactor to the gathering's abundance development. FDI gave towards endorsing suitable and viable development, and plunging public and income contrasts. However, the consideration of FDI in cooperatives of product arranged primary assembling with fragmented help, specialized and yield linkages stays the main experience in most LDCs. The piece of LDCs in FDI flows to developing economies as a whole has been similarly steady in the mean time 2010, and extended 4.6 percent in 2015. Thus it was estimated legitimate for LDCs to adhere to arranged guidelines to blow into the development capability of overall FDI as an adjusting premise of development financial aspects as portion of their cross country development plans. Via FDI is more critical, relative to public resource, in the LDCs than in new nations as an assortment since it would assist as a huge backup to public resource and for the development and extension of the LDCs. LDCs ought to dispose of wall to resource, defending agreement execution and indorsing reverence for assets privileges and embrace public-private organization and make a capacity for enlisting and reviewing the updated FDI and other external business streams (Ogalo & Gathumbi, 2011).

The eight basic goals set by the one hundredth are about millennium development goals and 89 joined activity part's states in Sep. 2000. The Millennium Statement was contracted in overall meeting asserted at the assembled country, where New York is the location of the company's headquarters. and the one hundred and 49 general forerunners in appearance gave to battling infection, hunger, neediness, ignorance, ruling against females and ecological need. Millennium Development Objectives and goals were devoted to them (Yadav, Heynen, & Palit, 2019).

Intentions of Millennium Development are:

- Is to get liberated from perilous insufficiency and craving;
- Is to arrive at aggregately principle training;

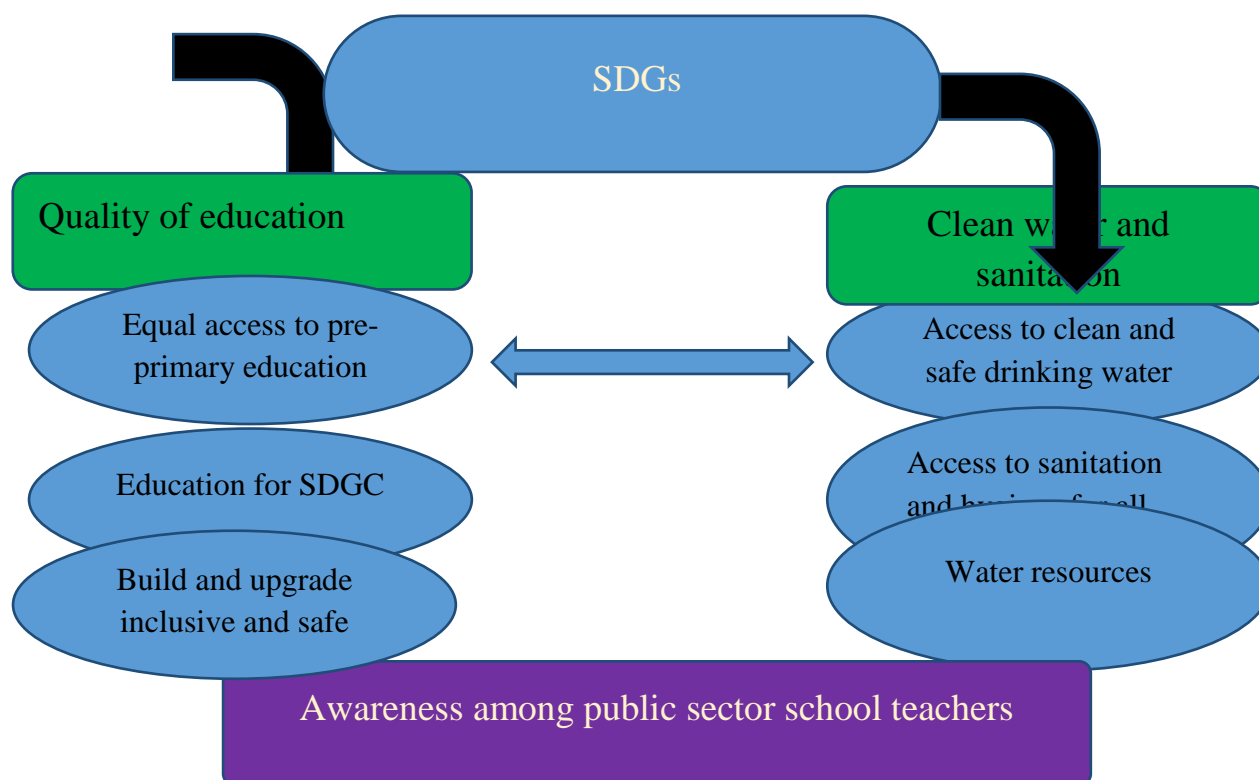
- Is to endorse ladies and stir sex reasonableness;
  - Is to decay youngster humankind;
  - Is to authorize maternal wellness;
  - Is to fight against HIV , Malaria and other diseases;
  - Is to support ecological manageability; and
  - Is to develop an all-inclusive business for development.
  - The Joint Nations overall developing goals contain simple sustainable growth and extensions.
  - These are valiant general arrangements eliminate the poverty in the entirety of its extensions and art a comparable, just and imperiled environment.
  - Sustainable Development Goals (SDG) has seventeen rudimentary aims and one hundred and 69 basic targets and it covers various constructions of development and advancement.
  - These aims are likewise distinguished as Successor Millennium Development Goals.
  - All above aims were adjusted by 193 countries of the United Nations General get-together.
  - Aims for the maintainable growth are likewise reported by as "Modifying our area: the 2030 Agenda for Sustainable Growth."
  - These aims are truly based on the rule that is settled on under their reply, "The Upcoming We Need". The implementation of these 8 units of the destinations of millennium growth was obviously started in January, 1, 2001, and the United States clearly holds such gatherings after each five years to judge its progress to arriving at the Millennium Growth Goals. First development to the Millennium Assembly was confined in 2005 at the 2005 World Conference. United Nations has expected a great deal of place to achieve Millennium Development Goals from 2001, but a large portion of the goals had not been thrived constantly of 2015, a critical motivating advancement has been reported after the fifteen years (Afriza & Daryanto, 2019).
  - The aims and objectives of Millennium growth were eight worldwide expansion objects for the time of 2015.
  - The Millennium Conference of the consolidated Countries in 2000, as a result to experience the Integrated Countries Millennium Announcement. One hundred and 99 United Countries part areas at that set of experiences, and at least 22 all inclusive manifestations, gave to serving achieve the objectives of millennium growth by 2015.
  - Millennium growth goals put forward genuine goals and indicators to inadequate dimensions in bearing to achieve the ethics and morals set prepared in the Announcement.
  - With the dedicated rising living standards the Millennium development goals embellished fundamental three sections: human resources or resource, readiness and social honors.
- Instructors needed to be prepared successfully not just to play out their work obligations of teaching the pupils; however they likewise guide to advance of the public and secure the eventual fate of the country. The importance of the effective and capable educators can't in any capacity be exaggerated. The agenda of public educational program 2005 spots requests and possibilities on the educator are fundamental to be communicated by both starter and progressing instructor schooling. The thought of educator or instructor schooling mostly expresses that the greatness and level of the fulfillment of the still up in the air basically by instructor capacity, affectability and instructor motivation. Educator instruction incorporates of all appropriate and non-formal achievements and abilities that would assist with advancing the ability and qualify an individual to embrace the accountabilities of the

members of the training vocation or to do their work liabilities all the more accurately (Afriza & Daryanto, 2019; Azam & Kingdon, 2014; Cheng, 2015).

The psychosomatic premise assists the researcher instructors to advance experiences into the psychological prosperity of the students. This helps the teachers to fathom their character and the learning capacities. Along these lines, the teachers are able to give positive and encouraging learning environment to their understudies. Along these lines, the understudies can help from training. The parts of educator schooling are, who (educator instructor), whom (student educator), what (satisfied), and how (guidance approach). It helps to set up the educators with the theoretical and scholarly system, inside which they can secure a comprehension of the complexities of the profession. The people get engaged with the abilities and capacities, so they can play out every one of the important assignments and capacities in a usable and effective way.

The fundamental factors that feature the shifting setting of instructor or educator training in the Pakistani arrangement have been indicated as follows. Numerous nations have completed extensive headway in the field of instruction since at the hour of their freedom. This is by respects to the absolute proficiency, set-up, overall access and enrollment in schools. The principle advances that have occurred in current years from the relevant to the present-day change in instructor or educator schooling

### Conceptual Framework of the Study



### Objectives of Study

The objectives of the study were as following:

1. Find out the level of awareness among the teachers regarding quality of education in public schools.
2. Find out the level of awareness among elementary school teachers regarding clean water and sanitation.

### Research method and procedure

The data was collected using a survey method in this quantitative investigation. Elementary level teachers in the public schools of district Narowal were taken as the population of this study. Simple random sampling technique was used to select the sample of the study. The sample comprised of 130 male and female 70 elementary teachers of elementary schools. Data was collected by using a self-developed questionnaire. The questionnaire was divided into three sections. The data were collected from respondents of the study by using five point likerttype scales. The questionnaires were used to find out the awareness among public sector school teachers about sustainable development goals. Part I of the questionnaire consisted of demographic variables (Gender, Experience, Age and Academic Qualification). Part II quality of education (Equivalent access to quality of pre-primary education, Education for sustainable growth and global citizenship, and build and upgrade inclusive and safe schools) which had 15 items. Part III consisted of hygienic water and sanitation (access to safe and clean drinking water, approach to cleanliness and hygiene for all, and water resources which had 15 items. Descriptive statistics was used to analysis the data. In descriptive statistics Frequencies, Mean, and Standard Deviation were obtained

### Results

**Table 1**  
**Mean and Standard Deviation of Quality of Education and its Sub-Factor (Equal access to quality pre-primary education)**

Sr.No	Statements	SD	D	UN	A	SA	Mean	SD
1	My school provides equal opportunities of learning for male and female students in ECE.	38	28	29	49	69	3.39	1.493
2	The students have good understanding of concepts.	7	13	15	124	54	3.96	.931
3	I see the learners equipped with knowledge, skills and positive behavior	7	18	23	100	65	3.93	1.023
4	I think mostly schools are without ECE rooms.	7	27	17	77	85	3.97	1.134
5	There is no equal supply of ECE learning materials (KIT) in every school.	11	13	16	97	76	4.00	1.071

The above table shows that “My school provides equal opportunities of learning for male and female students in ECE”. Largernumber of responses were about to agree. High mean score value and SD score of above statement were( $M=3.39$ ,  $SD=1.493$ ). “The students have good understanding of

concepts”. Popularrespondents were agreed. High mean score and standard deviation of this statement was ( $M=3.96, SD=0.931$ ).” I see the learners equipped with knowledge, skills and positive behavior”. Larger number of responses were about to agree. Great mean score and standard deviation of this statement was ( $M=3.93, SD=1.023$ ). “I think mostly schools are without ECE rooms”. Larger number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.97, SD=1.134$ ). “There is no equal supply of ECE learning materials (KIT) in every school”. Larger number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.00, SD=1.071$ ).

**Table 2**  
**Mean and Standard Deviation of Quality of Education and its Sub-Factor (Education for Sustainable Development and Global Citizenship)s**

Sr.No	Statements	SDA	D	UN	A	SA	Mean	SD
6	My students can communicate with the students of other communities.	7	9	48	105	44	3.80	.927
7	My students are computer literate.	57	73	18	38	27	2.55	1.382
8	My students possess the life skills.	4	24	34	131	20	3.65	.870
9	My school students are able to exchange and adopt the culture of other communities.	4	56	40	91	22	3.33	1.036
10	The professional behavior of the ECE teacher leaves positive impact on my student’s life style and behavior.	1	17	32	128	35	3.84	.808

The above table shows that “My students can communicate with the students of other communities”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.80, SD=0.927$ ). “My students are computer literate”. Majority of respondents were agreed. High mean score and standard deviation of this statement was ( $M=2.55, SD=1.382$ ).” My students possess the life skills”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.65, SD= 0.870$ ). “My school students are able to exchange and adopt the culture of other communities”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.33, SD=1.036$ ). “The professional behavior of the ECE teacher leaves positive impact on my student’s life style and behavior”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.84, SD=0.808$ ).

Table 3

*Mean and Standard Deviation of Quality of Education and its Sub-Factor (Build and upgrade inclusive and safe schools)*

Sr. No.	Statements	SDA	DA	UN	A	SA	Mean	SD
11	I feel that school environment is child friendly.	6	7	3	111	86	4.24	.865
12	My school has a security guard.	39	1	3	105	65	3.73	1.387
13	There is no corporal punishment in my school.	30	5	19	107	52	3.69	1.266
14	My school has boundary wall with barbed wire.	10	16	5	101	81	4.07	1.062
15	The students are harassed in my school.	148	59	6	0	0	1.33	.529

The above table shows that “I feel that school environment is child friendly”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.24$ ,  $SD=0.865$ ).” My school has a security guard”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.73$ ,  $SD=1.387$ ). “There is no corporal punishment in my school”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.69$ ,  $SD=1.266$ ). . “My school has boundary wall with barbed wire”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.07$ ,  $SD=1.062$ ).” The students are harassed in my school”. Greater number of responses were about to strongly disagree High mean score and standard deviation of this statement was ( $M=1.33$ ,  $SD=0.529$ ).

**Table 4****Mean and Standard Deviation of Clean Water and Sanitation and its Sub-Factor (Access to safe and clean drinking water)**

Sr.No.	Statements	SDA	DA	UN	A	SA	Mean	SD
16	This school provides good quality of drinking water	1	4	5	95	108	4.43	.681
17	Every student of this school has the ample quantity of drinking water.	3	4	5	75	126	4.49	.762
18	The students of this school do not make the drinking water dirty	4	7	4	149	49	4.09	.737
19	My school students	2	27	37	135	32	3.69	.909



20	avoid wasting the drinking water. Stored drinking water in my school is covered.	50	31	4	76	52	3.23	1.541
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The above table shows that “This school provides good quality of drinking water”. Greater number of responses were about to strongly agree. High mean score and standard deviation of this statement was ( $M=4.43, SD=0.681$ ). “Every student of this school has the ample quantity of drinking water”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.49, SD=0.762$ ).” The students of this school do not make the drinking water dirty”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.09, SD= 0.737$ ).” My school students avoid wasting the drinking water”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.69, SD=0.909$ ).” Stored drinking water in my school is covered”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.23, SD=1.541$ )

**Table 5**  
**Mean and Standard Deviation of Clean Water and Sanitation and its Sub-Factor (Access to sanitation and hygiene for all)**

Sr.No.	Statement	SD	DA	UN	A	SA	Mean	SD
21	Every corner of my school is neat and clean.	6	14	18	128	47	3.92	.905
22	The teaching staff and the students take part in plantation.	4	13	17	92	87	4.15	.940
23	The wash club of my school is active.	5	6	25	96	81	4.14	.898
24	Students of my school use soap while washing hands.	2	12	8	108	83	4.21	.834
25	The drainage system of this school is good/safe.	1	8	10	105	89	4.28	.762

The above table shows that “Every corner of my school is neat and clean”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.92, SD=0.905$ ). “The teaching staff and the students take part in plantation”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.15, SD=0.940$ ). “The wash club of my school is active”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.14, SD=0.898$ ). “Students of my school use soap while washing hands”. Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.21, SD=0.834$ ). “The

drainage system of this school is good/safe". Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.28$ ,  $SD=0.762$ ).

**Table 6**  
**Mean and Standard Deviation of Clean Water and Sanitation and its Sub-Factor (Water resources)**

Sr.No.	Statements	SDA	DA	UD	A	SA	Mean	SD
26	We use underground water for drinking in school.	1	3	4	95	110	4.46	.655
27	Water pump is major source of water in my school.	2	1	1	80	129	4.56	.631
28	In case of exigency, the students and the teaching staff drink the water of hand pump.	28	29	21	82	53	3.48	1.348
29	The students of this school do not use pond water for drinking.	5	0	1	110	97	4.38	.727
30	We use filtered water in our school.	26	19	7	112	49	3.65	1.267

The above table shows that "We use underground water for drinking in school". Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.46$ ,  $SD=0.655$ ). "Water pump is major source of water in my school". Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.56$ ,  $SD=0.631$ ). "In case of exigency, the students and the teaching staff drink the water of hand pump". Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.48$ ,  $SD=1.348$ ). "The students of this school do not use pond water for drinking". Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=4.38$ ,  $SD=0.727$ ). "We use filtered water in our school". Greater number of responses were about to agree. High mean score and standard deviation of this statement was ( $M=3.65$ ,  $SD=1.267$ ).

### Discussion

The leading aim of the paper was to find out Awareness among public sector school teachers about sustainable development goals. The focus has switched from eight developmental significances to a comprehensive set of seventeen consistent Targets aimed at improving everyone's well-being. The aim of the study was to find out the awareness among public sector school teachers about sustainable

development goals. Findings of the study shows that mostly teachers were agreed about quality of education and clean water and sanitation.

Employee professional growth and training, lifelong learning, and family-friendly policies, such as increased daycare availability, are all suggested by the findings. Education reforms (such as the Early School Leaving Policy, training encouragements, and child care facility, among others) should be based on societal values such as privilege, variety, accomplishment continuity, student-centered education, quality security, and teacher skilledbacking (NCF, 2012).

Quality in education for all students in a comprehensive and supportive learning setting is the goal of a well-functioning educational system. Such a system allows youngsters easy access to school, allowing them to enroll, complete their education, and learn adequately to find reasonable work to make good contribution in the community. In other words, for a durable base for future learning process, it's indispensable to send children in appropriate age in well-equipped classrooms in the presence of skilled and proficient teachers. Punjab governments have taken consecutive steps to bring reforms to improve public sector of education (Livingston, 2020). These efforts are likely to be observed in the enrolment upsurge in the public and some private schools funded by the Government particularly in the deprived areas. Improvement in the infrastructure can be observed, for example 95% government schools are facilitated with toilets, drinking water, boundary walls and electricity.

### **Recommendations**

Given recommendations are based on the results of the study:

1. There is a particular need to take specific steps to encourage faculty members to think about sustainable development in education.
2. Quality of education is, without a question, the most significant factor in every situation. so; school education department should revise the projects for teachers' quality.
3. Govt. should take steps in providing the schools equal opportunities of learning for male and female students in ECE.

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