



# International Journal of Research in Academic World



Received: 25/January/2026

IJRAW: 2026; 5(3):134-137

Accepted: 06/March/2026

## Sustainability Awareness of B.Ed. Teacher Educators at Ranchi District

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### Abstract

The present study investigates the sustainability awareness of B.Ed. teacher educators in Ranchi District, Jharkhand. Sustainability education plays a crucial role in preparing future teachers to address environmental, social, and economic challenges. Since teacher educators are instrumental in shaping the perspectives and competencies of pre-service teachers, assessing their awareness of sustainability is essential. The study employed a descriptive survey method with a sample of 120 teacher educators selected through stratified random sampling. A structured Sustainability Awareness Scale comprising environmental, social, and economic dimensions was used for data collection. Statistical techniques including mean, standard deviation, independent samples t-test, and Pearson's correlation were applied for data analysis. The findings revealed a moderate level of sustainability awareness among teacher educators. No significant difference was found between male and female educators; however, a significant difference emerged based on teaching experience, with more experienced educators demonstrating higher awareness levels. A small but significant positive correlation between age and sustainability awareness was also observed. The study highlights the need for curriculum enrichment, professional development programs, and institutional support to strengthen sustainability education within teacher training programs.

**Keywords:** Sustainability Awareness, Teacher Education, B.Ed. Teacher Educators, Education for Sustainable Development (ESD), Descriptive Survey Method.

### 1. Introduction

#### 1.1. Background of the Study

Sustainability has emerged as one of the most critical global concerns of the twenty-first century. Rapid industrialization, urban expansion, environmental degradation, social inequality and economic instability have intensified the need for sustainable development. Sustainability is not merely an environmental concept; rather, it encompasses a balanced integration of environmental protection, social equity, and economic development. These three dimensions collectively determine the long-term survival and well-being of humanity. Education is widely recognized as a transformative tool for fostering sustainable societies. Through education, individuals acquire knowledge, values, attitudes, and skills necessary to address complex sustainability challenges. In this regard, teacher education plays a foundational role because teachers are the key agents who translate curricular goals into classroom practice. If teachers are to cultivate sustainability awareness among school students, they themselves must possess a deep understanding of sustainability principles. Consequently, the role of teacher educators becomes crucial. Teacher educators are responsible for preparing future teachers in colleges of education. Their awareness, attitudes, and pedagogical practices influence the orientation of teacher trainees toward sustainability issues. If teacher educators demonstrate strong sustainability awareness and integrate

sustainable development themes into their instruction, future teachers are more likely to adopt sustainable practices in schools.

In India, sustainability concerns are increasingly integrated into national education policies and curriculum frameworks. Environmental education has been mandated at various levels, and recent reforms emphasize holistic and value-based education. However, policy directives alone cannot ensure effective implementation. The actualization of sustainability education depends largely on the preparedness and awareness of teacher educators.

Ranchi District, located in the state of Jharkhand, has witnessed significant socio-economic transformation over the past few decades. As an educational hub in the region, Ranchi houses several teacher education institutions offering Bachelor of Education (B.Ed.) programs. Examining sustainability awareness among teacher educators in this district is therefore both relevant and timely.

#### 1.2. Concept of Sustainability Awareness

Sustainability awareness refers to an individual's understanding, sensitivity, and commitment toward issues related to environmental conservation, social justice, and economic responsibility. It includes cognitive knowledge about sustainability principles, affective concern for sustainable practices, and behavioral intention to implement

sustainable actions.

The concept may be categorized into three major dimensions:

- i). **Environmental Sustainability:** Concerned with conservation of natural resources, biodiversity protection, pollution control, and climate action.
- ii). **Social Sustainability:** Focused on equity, human rights, cultural preservation, community participation, and inclusive development.
- iii). **Economic Sustainability:** Emphasizes responsible consumption, ethical production, financial accountability, and long-term economic stability.

For teacher educators, sustainability awareness also involves pedagogical competence—integrating sustainability concepts into curriculum, encouraging critical thinking, and promoting value-based education.

### 1.3. Rationale of the Study

Although sustainability is widely discussed in policy documents and academic discourse, there remains uncertainty regarding its practical integration in teacher education institutions. In many cases, sustainability is confined to environmental topics rather than a holistic framework encompassing social and economic dimensions.

Moreover, teacher educators often focus on traditional subject delivery, leaving limited scope for interdisciplinary themes such as sustainability. There is a need to assess the current level of awareness among teacher educators to identify strengths and gaps.

This study was undertaken to:

- Examine the overall sustainability awareness of B.Ed. teacher educators.
- Identify demographic influences such as gender, age, and teaching experience.
- Provide recommendations for strengthening sustainability integration in teacher education.

### 1.4. Statement of the Problem

The present study is titled: Sustainability Awareness of B.Ed Teacher Educators in Ranchi District.

### 1.5. Objectives of the Study

The objectives of the study were:

- i). To assess the overall level of sustainability awareness among B.Ed. teacher educators in Ranchi District.
- ii). To compare sustainability awareness between male and female teacher educators.
- iii). To examine differences in sustainability awareness based on teaching experience.
- iv). To determine the relationship between age and sustainability awareness.

### 1.6. Hypotheses of the Study

The following null hypotheses were formulated:

**H<sub>01</sub>:** There is no significant difference in sustainability awareness between male and female teacher educators.

**H<sub>02</sub>:** There is no significant difference in sustainability awareness between teacher educators with less than 10 years and more than 10 years of experience.

**H<sub>03</sub>:** There is no significant correlation between age and sustainability awareness.

### 1.7. Operational Definitions

- **Sustainability Awareness:** The score obtained by

teacher educators on the

- Sustainability Awareness Scale developed by the researcher.
- **Teacher Educators:** Faculty members teaching in B.Ed colleges in Ranchi District.
- **Experience:** Number of years spent teaching in teacher education institutions.

## 2. Review of Related Literature

A review of literature provides theoretical and empirical support for the study.

### 2.1. Theoretical Perspectives on Sustainability Education

Scholars argue that sustainability education requires transformative learning rather than rote memorization. It demands critical reflection, systems thinking, and value reorientation. Education for sustainable development (ESD) encourages learners to question unsustainable practices and develop responsible citizenship.

The transformative model of education emphasizes participatory learning, interdisciplinary approaches, and real-life problem solving. Teacher educators must therefore adopt innovative pedagogies that encourage inquiry and collaboration.

### 2.2. Role of Teacher Educators in Sustainability

Teacher educators are not merely content transmitters; they are curriculum designers, mentors, and role models. Their beliefs and practices influence how teacher trainees perceive sustainability.

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Teacher educators are not merely content transmitters; they are curriculum designers, mentors, and role models. Their beliefs and practices influence how teacher trainees perceive sustainability.

Research indicates that teacher educators who possess strong environmental values are more likely to incorporate sustainability topics into teaching. Conversely, limited awareness or lack of training restricts effective integration.

Studies have shown that professional development programs significantly enhance sustainability awareness among educators. Workshops, seminars, and collaborative projects contribute to improved understanding and application.

### 2.4. Empirical Studies on Sustainability Awareness

Several studies conducted globally indicate moderate levels of sustainability awareness among educators. Environmental awareness is generally higher than social and economic dimensions.

Research in Indian contexts reveals that while environmental issues are commonly discussed, comprehensive sustainability education is less prevalent. Teacher educators often lack structured training in sustainability pedagogy.

However, there is limited localized research focusing specifically on B.Ed teacher educators in Ranchi District. This study seeks to address that gap.

## 3. Research Methodology

**3.1. Research Design:** The study employed a descriptive survey method. This method is suitable for collecting data regarding awareness, attitudes, and perceptions without manipulating variables.

**3.2. Population:** The population comprised all teacher educators working in recognized B.Ed. colleges in

Ranchi District.

**3.3. Sample:** A sample of 120 teacher educators was selected using stratified random sampling to ensure representation across institutions.

**Table 1:** Sample Distribution

Category	Number
Male	55
Female	65
Total	120

**Table 2:** Based on Experience

Experience Group	Number
Less than 10 years	58
More than 10 years	62

**3.4. Tool for Data Collection**

A Sustainability Awareness Scale was developed by the researcher. The scale consisted of 30 statements covering environmental, social, and economic dimensions.

- **Response format:** 5-point Likert scale.
- **Maximum score:** 150
- **Minimum score:** 30
  - **Reliability:** Cronbach’s alpha = 0.82
  - **Validity:** Content validity ensured through expert review and pilot testing.

**3.5. Data Collection Procedure**

Permission was obtained from college authorities. Questionnaires were distributed personally and collected after completion. Confidentiality was assured.

**3.6. Statistical Techniques Used**

- Mean and Standard Deviation
- Independent Samples t-test
- Pearson’s Correlation Coefficient

**4. Analysis and Interpretation**

**Table 3:** Overall Sustainability Awareness

Dimension	Mean	SD	Level
Environmental	3.71	0.58	Moderate
Social	3.55	0.62	Moderate
Economic	3.48	0.60	Moderate
Overall	3.58	0.60	Moderate

**Interpretation:** Teacher educators demonstrated a moderate level of sustainability awareness. Environmental awareness was slightly higher than social and economic awareness.

**Table 4:** Gender-wise Comparison

Gender	N	Mean	SD	t-value
Male	55	3.62	0.58	1.12
Female	65	3.55	0.62	

Since  $p > 0.05$ , the difference is not statistically significant.

**Conclusion:** Gender does not significantly influence sustainability awareness.

**Table 5:** Experience-wise Comparison

Experience	N	Mean	SD	t-value
<10 Years	58	3.45	0.59	2.47
>10 Years	62	3.70	0.57	

Since  $p < 0.05$ , the difference is significant.

**Conclusion:** Experienced teacher educators show higher sustainability awareness.

**Correlation between Age and Awareness**

$r = 0.21$

$p < 0.05$

There is a small but significant positive correlation.

**5. Discussion**

The findings indicate that sustainability awareness among teacher educators in Ranchi District is moderate. This suggests that while basic knowledge exists, deeper integration into pedagogy may be lacking.

The higher environmental awareness may reflect public discourse around climate change and pollution. However, relatively lower scores in economic sustainability suggest limited understanding of sustainable consumption and responsible economic practices.

Experience emerged as a significant factor. Educators with more years of service likely gained exposure to professional development programs and evolving educational trends.

The absence of gender difference suggests that awareness is influenced more by professional exposure than demographic factors.

**6. Findings of the Study**

- i). Overall sustainability awareness is moderate.
- ii). Environmental dimension scored highest.
- iii). No significant gender difference.
- iv). Significant difference based on teaching experience.
- v). Age positively correlates with awareness.

**7. Educational Implications**

- i). Teacher education curricula should integrate sustainability across subjects.
- ii). Workshops on sustainability pedagogy should be organized.
- iii). Nstitutions should promote sustainability projects.
- iv). Interdisciplinary approaches should be encouraged.
- v). Reflective teaching practices should be emphasized.

**8. Suggestions for Further Research**

- Comparative studies across districts.
- Inclusion of qualitative interviews.
- Longitudinal studies on professional development impact.
- Experimental studies on sustainability training effectiveness.

**9. Limitations**

- Limited to Ranchi District.
- Self-reported data
- Quantitative design only.

**10. Conclusion**

Sustainability awareness among B.Ed. teacher educators in

Ranchi District is moderate, indicating foundational understanding but scope for enhancement. Teacher educators serve as catalysts for embedding sustainability values in future teachers. Strengthening their awareness through curriculum reform and professional development is essential for achieving sustainable education goals.

The study highlights the importance of integrating sustainability not merely as content but as a guiding philosophy in teacher education. By fostering critical thinking, ethical responsibility, and action-oriented learning, teacher educators can prepare future generations to build a more sustainable and equitable society.

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