

Teacher Perception on SDG Goals amalgamation in Hybrid Classrooms Curricular Transactions

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Abstract

SDGs (Sustainable Development Goals) are global goals that aim to bring people together to better people's lives. The 2030 Agenda for Sustainable Development includes education for sustainable development (ESD) as a crucial component. Its goals are one of the targets of SDG 4.7 on education, and it is seen as a key to achieving all 17 SDGs. The paper analyses the Perception of incorporating SDG Goals in Curriculum and its transaction for Hybrid Classrooms.

Key Words: Hybrid Classroom, SDG Goals, Curriculum

Introduction:

SDGs (Sustainable Development Goals) are global goals that aim to bring people together to better people's lives. They are a collection of common goals established by the United Nations to resolve global issues such as poverty, inequality, climate change, and others. They want to bring three key future elements together: economic growth, social inclusion, and environmental protection. Hybrid learning is an educational model where some students attend class in person while others join the class virtually from home.

The 2030 Agenda for Sustainable Development includes education for sustainable development (ESD) as a crucial component. Its goals are one of the targets of SDG 4.7 on education, and it is seen as a key to achieving all 17 SDGs. Education for Sustainable Development equips everyone to make well-informed decisions that promote environmental integrity, economic viability, and just society for current and future generations. Its goal is to provide people with the essential information, skills, attitudes, and values to face sustainable development challenges. Educators teach remote and in-person students at the same time using tools like video conferencing hardware and software. Classrooms can be effective hotspots where deliberations on the same can take place.

Background of study

Boeren E. (2019) examines the contemporary emphasis on benchmarks, indicators, and targets in education policies worldwide. Its goal is to enhance awareness of viable options for achieving the fourth Sustainable Development Goal (SDG 4) of the United Nations, which aims to improve educational quality. The SDGs are part of the UN's "2030 Agenda for Sustainable Development," which was accepted unanimously by all UN Member States in 2015 as a "plan of action for people, planet, and prosperity." The ten targets under SDG 4 can be divided and viewed from micro, meso, and macro-level perspectives using structure and agency theory, which is a crucial starting point for this study. The premise that meeting SDG 4 targets is a shared duty is explored in this analysis.

Pradhan (2017) used official SDG indicator data from 227 countries to investigate SDG interactions and formalize the identification of synergies and trade-offs. Synergy occurs when there is a significant positive correlation between two SDG metrics, while a trade-off occurs when there is a large negative correlation. In order to find the most common SDG interactions, we rate synergies and trade-offs between SDG pairs on a global and country basis. Positive correlations between indicator pairs outweighed negative correlations in most nations for a specific SDG. Positive and negative correlations between indicator pairs among SDGs allowed for discovering specific global patterns. Most of the other goals are in synergy with SDG 1; however, SDG 12 (Responsible consumption and production) is not.

Muhammed (2021) detailed several benefits of electronic gadgets or resources, such as availability, updated information, and ease of available facilities. Moreover, they have become efficient after the internal arrival.

Ekong and Eking (2018) reported the provision of available knowledge and access to electronic gadgets in which tertiary institutions are new ways of learning and gaining quick access to vast research areas.

Goyal et al. (2004) reveal that many institutions, universities and other higher educational institutions are constantly exploring to create an effective mode of learning and a positive environment inculcated and integrating the best pedagogical methods to enhance system interaction and build a positive environment for learners.

Soblaje et al. (2015) concluded that no meaningful educational effort can be carried out without educational libraries, as many learning services try to regulate and enhance knowledge and skills to create a positive environment.

Orji et al. (2013) stated the developmental level of any region or nation could be regulated by the level of its accomplishment in education. The knowledge improves the welfare of the people and a large nation.

The above studies report a linkage necessity of curriculum with the SDG goals from a socio-cultural and Demographic point of view.

Need and significance

The study pertains to the utilization of SDG goal 4 envisioned to be transacted effectively in the classrooms. The study wants to know whether there is any initiation on the part of the teacher that may incorporate the SDG goals in the classroom. The study also intends to know whether any digital resources are being formulated for the transaction of SDG goals apart from the regular curricular instructions. The hybrid teaching-learning in the class harmed the imparting of SDG Goals. Investigator also wants to know whether any particular intervention is being done to effectively instill the SDG goals, especially of education, into the curricular interactions in hybrid classrooms.

Objectives of the study

1. To find out the extent of incorporation of SDG Goal in the curricular transaction of Hybrid classrooms
2. To determine the significant difference between perceptions of male and female teachers regarding incorporating SDG goals in the curricular transactions of Hybrid classrooms.

Methodology

A sample of 112 teachers was given google forms and their opinion on including SDG in the curriculum. The sampling method used was stratified random sampling, including male and female teachers in the Delhi NCR. The tool used was "SDG Goals in Hybrid Classrooms", a questionnaire comprising 15 questions relating the use of SDG Goals in teaching and learning in hybrid classrooms during curricular transactions. The questions were circulated through google forms, and the data were collected over a period of two months. The Data were percentage analyzed, and a t-test was used.

Data Analysis and Interpretation

Objective 1

The analysis of objective 1 To find out how to incorporate SDG Goals in the curriculum and teaching-learning transaction. The data were percentage analyzed.

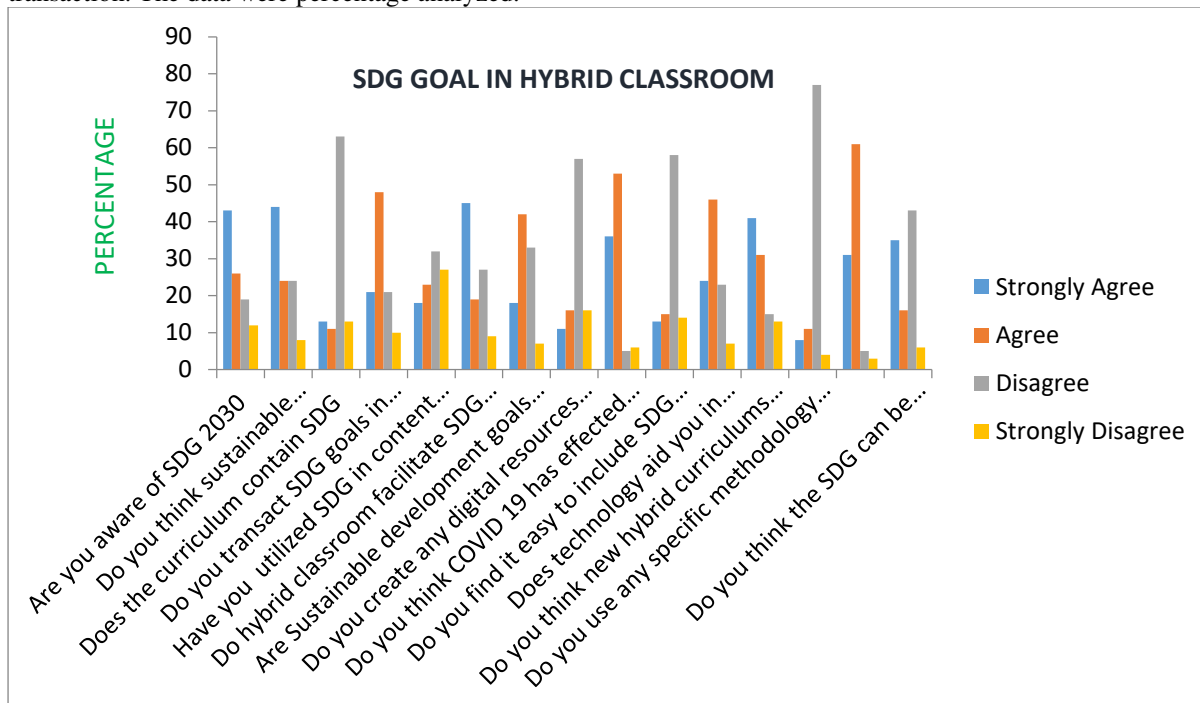


Fig 1: SDG Goals in a hybrid classroom

Table 1: SDG Goals in Hybrid classroom

Sl. No	Questions	Mean	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Are you aware of SDG 2030?	2.67	43	26	19	12
2	Do you think sustainable development goals need to be included in the curriculum?	2.71	44	24	24	8
3	Does the curriculum contain SDG?	2.0	13	11	63	13
4	Do you transact SDG goals in classrooms?	2.5	21	48	21	10
5	Have you utilized SDG in content development?	2.07	18	23	32	27
6	Do hybrid classrooms facilitate SDG transfer?	2.67	45	19	27	9
7	Are Sustainable development goals used while creating digital content?	2.41	18	42	33	7
8	Do you create any digital resources to transact SDG 2030 separately?	1.98	11	16	57	16
9	Do you think COVID 19 has affected SDG 2030 transactions?	2.84	36	53	5	6
10	Do you find it easy to include SDG goals in curricular content?	1.67	13	15	58	14
11	Does technology aid you in transferring content related to SDG with clarity?	2.56	24	46	23	7
12	Do you think new hybrid curriculums should be made specifically for SDG 2030?	2.6	41	31	15	13
13	Do you use any specific methodology to transfer SDG 2030?	1.99	8	11	77	4
14	Do you believe SDG Goals are useful for learners?	2.87	31	61	5	3
15	Do you think the SDG can be achieved by 2030	2.5	35	16	43	6

From the above table and graph, it's evident that teachers have genuine concerns concerning the incorporation of SDG Goals in the curriculum. The Teachers have been incorporating SDG goals in a curricular transaction in hybrid classrooms in the current curriculum. The above table also reveals that the curricular content concerning SDG is low(76%), and no separate module is formed by any teacher for SDG Goal imparting(73%). Although teachers find the COVID 19 pandemic has affected the SDG 2030 attainments in schools (89%), the teachers do

believe if curricular revisions are brought about, the SDG can be attained by 2030 (51%). Teachers are not developing any specific digital content related to SDG 2030. In curricular transactions, SDG 2030 have been included by the teachers wherever possible.

Objective 2

To find out the significant difference between the Perception of male and female teachers regarding the incorporation of SDG Goal in the curricular transactions of Hybrid classrooms

Table 2: t-test of SDG perception based on Gender

Gender	Sample	Mean	SD	t value	Significance level
Male	29	34.55	7.627	1.66	Not significant at 0.05 level
Female	83	37.15	7.1354		

From the above table, the $t = 1.66$ and $p = .09927$ result is not significant at $p < .05$. Despite female ($M = 37.15$, $SD = 7.13$) attaining higher mean scores than men ($M = 34.55$, $SD = 7.627$). Hence, there is no significant difference between the Perception of male and female teachers regarding the incorporation of SDG Goal in the curricular transactions of Hybrid classrooms,

CONCLUSION:

The teachers genuinely believed new modalities of curricular transaction specifically designed to transact the SDG 2030 must be developed. It is high time that the curricular revisions may be implemented to attain SDG by 2030 within the timeline. The use of hybrid classrooms has not hampered the transaction of SDG 2030.

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