

An Investigation into Pre-service Teachers' Awareness on Sustainable Development

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Abstract

The main aim of this study is to investigate the pre-service teachers' awareness on sustainable development according to gender, year of study and specialization in Yangon University of Education. Both quantitative and qualitative methods were used in this study. Three hundred sixty pre-service teachers from Yangon University of Education were selected as participants by using equal-size stratified random sampling method. Instrument was reviewed by a panel of experts. The reliability coefficient Cronbach's alpha of pre-service teachers' awareness on sustainable development was 0.96. Descriptive statistics, one-way ANOVA and independent samples t-test were used to analyze the data obtained in this study. The level of pre-service teachers' awareness on sustainable development was at moderately high level ($X\bar{=} 4.19$). There was a significant difference in pre-service teachers' awareness on sustainable development between male and female, and grouped by year of study. However, there was no significant difference in pre-service teachers' awareness on sustainable development grouped by specialization. According to overall findings, both quantitative and qualitative findings, pre-service teachers recognized the importance of sustainable development in line with the three dimensions of economic, social and environmental sustainability.

Key words: Sustainable Development

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