

A STUDY OF AWARENESS REGARDING MISSION LIFE AMONG PROSPECTIVE TEACHER EDUCATORS

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Introduction

Mission LiFE was launched at COP26 in 2021 by "Prime Minister Narendra Modi. He urged individuals to adopt environmentally conscious lifestyles. The idea behind Mission LiFE is that everyone can help fight climate change by doing simple things in their daily lives. It's about using resources wisely and protecting nature. The Prime Minister of India said that Mission LiFE is about connecting people to protect the earth and using resources better. He also said that it makes fighting climate change something everyone can do. Sustainable development is regarded as a way of securing the sustainability of societies. Fundamental and transformative change is needed in all leaders', professionals' or rather in all individuals' thoughts, values and behaviors for the adoption of the sustainable development (SD) paradigm (Segalas, Ferrer-Balas & Mulder, 2008).

By making mindful choices, we can safeguard our collective future. India's sustainable traditions can inspire global change. Mission LiFE has three phases:

- Phase I: Encouraging eco-friendly actions
- Phase II: Shifting industries to meet new demands
- Phase III: Influencing policies for sustainable consumption and production

This India-led movement aims to unite individuals and communities worldwide to protect the environment, embracing ancient wisdom and sustainable living. It aims at achieving about 1 billion+ Indians and global citizens for environmental action by 2022-2028 and 80% of India's villages and urban areas to become eco-friendly by 2028.

As teachers are one of the major agents of change in our society and have an immense impact on our lives, the teachers of these teachers i.e. teacher educators should be aware of the changes

that is expected by society through them. This study investigates awareness of Mission LiFE among prospective teacher educators supporting India's global initiative for sustainable lifestyles and environmental conservation.

Title of the Study

The title of the study is worded as follows.

A Study of Awareness Regarding Mission LiFE among Prospective Teacher Educators

Objectives of the Study

The following are the objectives of the study.

1. A Study of the level of awareness regarding Mission LiFE among Prospective Teacher Educators.
2. A Study of awareness regarding Mission LiFE among Prospective Teacher Educators with reference to gender.
3. A Study of awareness regarding Mission LiFE among Prospective Teacher Educators with reference to the area of their residence.
4. A Study of awareness regarding Mission LiFE among Prospective Teacher Educators with reference to the medium of instructions.

Explanations of Key Words: Environmental sustainability, Mission LiFE, Prospective teacher educators

Mission LiFE. Mission LiFE is a global movement started by India to help people protect our planet. It encourages everyone to make small changes in their daily lives to be more environmentally friendly. India first introduced Mission LiFE at a big international meeting called COP26. They suggested that people should change their lifestyles to be better for the environment.

Universities must lead the way in protecting the environment and promoting sustainability. Teachers and students have a crucial role to play, but many lack awareness and understanding of these issues. Despite growing importance, sustainability education remains underdeveloped in higher education.

Education is the basic instrument in attaining sustainability. Societies today accept that the trends in economic development are not sustainable and that social awareness and education are the ways which lead societies to sustainability (Hopkins & McKeown, 2002). **Education is key to protecting the environment.** Because our world is facing serious environmental problems caused by human actions, schools play a vital role in teaching students about sustainability. **Teachers need training.** To teach students effectively about sustainability, teachers should receive special training in their education programs. This will help them

understand the concept of sustainable development, which includes social, economic, and environmental factors. **Understanding is important.** By studying prospective teachers' knowledge of the social aspect of sustainable development, we can gain valuable insights that will benefit educators, government officials, and workers in India and other countries.

Awareness. Awareness word is used regarding being consciously aware of the goals of Mission LiFE in the present study. In the present study, a three-point awareness scale is prepared based on the themes of Mission LiFE. The score on the scale was considered as the awareness regarding mission LiFE. The higher score represents the higher awareness.

Hypothesis

The following null hypotheses were formulated.

H01: There is no significant difference between the awareness score among the male and female prospective teacher educators.

H02: There is no significant difference between the awareness score among the prospective teacher educators residing in urban and rural areas.

H03: There is no significant difference between the awareness score among the male and female prospective teacher educators

Variables of the Study

In the present study the following variables are included. Table 1 presents these variables.

Table 1
Variables of the Study

No	Variables	Types of Variables	No. of Levels	Name of the Levels	Tool Used for Measurement
1	Awareness among the prospective Teacher Educators	Independent Variable	-	-	A Self made awareness scale
2	Gender	Dependent Variable	2	1.Male 2.Female	Primary Information
3	Area of Residence	Dependent Variable	2	1.Urban 2.Rural	Primary Information
4	Medium of Instructions	Dependent Variable	2	1.Gujarati 2. English	Primary Information

Importance of the Study

This study holds significant importance as it examines the awareness of Mission LiFE among prospective teacher educators, who play a crucial role in shaping future generations. As Mission LiFE is a global initiative aimed at promoting sustainable lifestyles and environmental

conservation, it is essential for teacher educators to be well-informed and aware of its objectives. Educators are key agents of change in society, and their understanding of sustainability can influence the behavior and attitudes of students towards environmental protection.

By identifying the levels of awareness among prospective teacher educators, this study provides insights into the current gaps in knowledge and highlights areas for improvement. It offers valuable information that can be used to design targeted interventions, training programs, and curriculum enhancements to ensure that teacher educators are equipped to effectively promote sustainable development.

Furthermore, this study can contribute to the development of strategies that address the challenges faced by educators in incorporating sustainability into their teaching practices. Understanding the influence of factors like gender, area of residence, and medium of instruction on awareness can help create more inclusive and effective education policies. Ultimately, the findings of this research can support India's broader efforts to achieve the goals of Mission LiFE and foster a generation of environmentally responsible citizens.

Limitation of the Study

In the present study, the data was collected through Google form from prospective teacher educators from the Gujarat State.

Method of the Study

In the present study, the survey method was used.

POPULATION AND SAMPLE OF STUDY

In the present study, the population includes the prospective teacher educators of Gujarat State. In the present study, a total of 56 prospective teacher educators were selected. The sample of study was selected by a convenient sampling method.

Awareness Scale

In the present study, a self-made three-point awareness scale was prepared. The details of the same is as follows.

Construction of the Awareness Scale regarding Mission LiFE

The following steps were taken to construct the scale.

Preparing the Awareness Scale. The first draft was prepared on the bases of literature reviewed. The scale was divided into two basic sections. Section - 1 deals with the basic information and the instructions to the respondents. Section - 2 deals with the three-point rating scale against each item. The high score on the awareness scale represents the higher level of awareness among the perspective teacher educators. It contains the items related to knowledge

of Mission LiFE objectives and principles, its comprehensive environmental and social benefits of sustainable practices and adoption in the behaviors. In this way, the first draft was sent to the experts for their suggestions. The selected experts are experienced teachers or teacher educators.

All the suggestions and opinions of the exports were considered, and necessary corrections were made in the scale and were modified. This restructured awareness scale was used to collect data from the respondents. The scale was converted into google form to collect the data.

Analysis of the Data

The data is analysed as per the objectives of the study as follows.

Objective 1 of the present research was to study the level of awareness regarding Mission LiFE among Prospective Teacher Educators.

To study the awareness level, the scores obtained on the Scale are divided into three levels based on the quartile. A score below Q1 (78) is considered a low level of awareness among prospective teacher educators. The scores above Q3 (97) is considered as a high level of awareness among prospective teacher educators. The rest scores between Q1 and Q3 are considered as a medium level of awareness among prospective teacher educators.

Table – 2

Level of Awareness regarding Mission LiFE

No.	Level of Awareness	Details	Frequency	Percentage
1	Low Level of Awareness	78 or less	15	27
2	Medium Level of Awareness	79 to 96	27	48
3	High Level of Awareness	97 or more	14	25
			56	100

Based on the above table 2, it can be concluded that 27 % of prospective teacher educators are having low level of awareness regarding Mission LiFE, 48 % of prospective teacher educators are having medium level of awareness regarding Mission LiFE and 25 % of prospective teacher educators are having a high level of awareness regarding Mission LiFE. It means the majority of the prospective teacher educators have a medium level of awareness regarding Mission LiFE.

Objective 2 of the present research was to study awareness regarding Mission LiFE among Prospective Teacher Educators with reference to gender.

For this, ‘t’ test was administered on the scores. Table 3 shows the analysis of the awareness regarding Mission LiFE among Prospective Teacher Educators with reference to gender.

Table 3
Effect of Gender on Awareness

Gender	Number	Average	SD	SED	t-value	Level of significance
Male	22	88.53	10.88	2.96	2.00	0.05
Female	34	82.59	10.75			

Looking at the above table 3, it is found that the calculated ‘t’ - value for the mean scores obtained by the male and female among prospective teacher educators is 2.00 which is significant at 0.05 level. That means the null hypothesis is rejected, meaning there is a significant difference between the two groups regarding the awareness of Mission LiFE.

As per table 3, the male prospective teacher educators are having higher mean score than that of female prospective teacher educators. It means gender is affecting variable on the awareness regarding Mission LiFE.

Objective 3 of the present research was to study awareness regarding Mission LiFE among Prospective Teacher Educators with reference to the area of their residence.

For this, ‘t’ test was administered on the scores. Table 4 shows the analysis of the awareness regarding Mission LiFE among Prospective Teacher Educators with reference to area of residence.

Table 4
Effect of Area on Awareness

Area	Number	Average	SD	SED	t-value	Level of significance
Rural	20	88.25	10.41	3.00	1.06	NS
Urban	36	85.06	11.58			

Looking at above table 4, it is found that the calculated ‘t’ - value for the mean scores obtained by the prospective teacher educators from urban and rural area is 1.06 which is not significant at 0.05 level. That means the null hypothesis is not rejected, meaning there is no significant difference between the two groups regarding the awareness of Mission LiFE with

reference to the area of residence. It means Area of residence is not an affecting variable on the awareness regarding Mission LiFE.

Objective 4 of the present research was to study awareness regarding Mission LiFE among Prospective Teacher Educators with reference to the medium of instructions.

For this, 't' test was administered on the scores. Table 5 shows the analysis of the awareness regarding Mission LiFE among Prospective Teacher Educators with reference to the medium of instruction.

Table 5
Effect of Medium of Instructions on Awareness

Medium of Instructions	Number	Average	SD	SED	t-value	Level of significance
Gujarati	21	81.81	10.61	2.95	2.38	0.05
English	35	88.83	10.83			

Looking at the above table 5, it is found that the calculated 't' - value for the mean scores obtained by the prospective teacher educators studying in Gujarati medium and English medium is 2.38 which is significant at 0.05 level. That means the null hypothesis is rejected, meaning there is a significant difference between the two groups regarding the awareness of Mission LiFE.

As per Table 5, the prospective teacher educators studying in English medium schools have higher mean awareness scores than prospective teacher educators studying in Gujarati medium. It means the medium of instruction is affecting variable on the awareness regarding Mission LiFE.

Major Findings

The study revealed varying levels of awareness regarding Mission LiFE among prospective teacher educators. Specifically, 27% of educators demonstrated a low level of awareness, 48% exhibited a medium level, and 25% had a high level of awareness, indicating that the majority of educators possess only a moderate understanding of Mission LiFE. When analyzing the impact of gender, the study found a significant difference, with male educators showing a higher level of awareness compared to their female counterparts, suggesting that gender plays an influential role in shaping awareness. However, no significant difference was observed in awareness levels based on the area of residence, as prospective educators from both urban and rural areas showed similar levels of understanding. In contrast, the medium of instruction was found to significantly impact awareness, with educators studying in English-medium

institutions displaying higher awareness of Mission LiFE compared to those in Gujarati-medium institutions. This highlights the influence of language of instruction on the awareness levels of prospective teacher educators.

Suggestions

Efforts should be made to increase awareness of Mission LiFE among prospective teacher educators, particularly since 27% demonstrate a low level of awareness. Organizing workshops, seminars, and training sessions can enhance their understanding of Mission LiFE's goals and objectives. Given that male educators have higher awareness than their female counterparts, gender-specific interventions such as targeted workshops for female educators could help bridge this gap. The medium of instruction also plays a crucial role, with English-medium educators showing higher awareness than those in Gujarati-medium institutions. To address this, institutions should ensure that Mission LiFE content is accessible in both languages, with materials translated into regional languages where necessary. Additionally, integrating Mission LiFE and sustainable development concepts into teacher education programs can better equip future educators to promote environmental sustainability. Encouraging prospective teachers to engage in community-based projects related to Mission LiFE would further deepen their commitment to sustainable practices and enhance their hands-on experience in environmental conservation.

Conclusion

The study concludes that while the majority of prospective teacher educators have a moderate level of awareness regarding Mission LiFE, there is room for improvement, particularly in bridging the gaps related to gender and medium of instruction. Male educators and those studying in English-medium institutions are more likely to be aware of Mission LiFE, suggesting a disparity that needs to be addressed through targeted interventions. Overall, the study emphasizes the need for enhanced awareness and education programs related to Mission LiFE within teacher education, as educators play a pivotal role in promoting sustainable lifestyles and environmental conservation.

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