

Socio-Cultural Sustainability and Attitude of Senior Secondary Students

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Abstract. The global movement for the promotion of Education for Sustainable Development (ESD) dictates that more studies should be conducted on ways of teaching Sustainable Development (SD) concepts at all levels. This study investigated the attitude of junior secondary school students on element of sustainability, education for socio-cultural sustainability. The study adopted survey design. Respondents were randomly selected from five schools across Ijebu West Local Government of Ogun State, South West Nigeria. The instrument employed was Socio-Cultural Attitudes Questionnaire (SCAQ) with reliability of 0.75% using Cronbach coefficient alpha was used. Two hypotheses were tested at 0.05 level of significance using analysis of variance. The results revealed significant difference in the attitude of students to the concepts according to sex and school. The implication is that the disposition of students to these concepts of socio-cultural sustainability varies according to sex and school. The study recommends that efforts should be intensified to develop the needful skills and orientation among learners for effective teaching and learning of socio-cultural sustainability.

Keywords: Sustainable development, socio-cultural sustainability, education for sustainable development

1. Background to the Study

The last two decades have witnessed a steady increase in concern for the exploitation of environment resources to support the survival of humanity at the local, state, regional and global levels (Ogunyemi, 2005; Ogunyemi & Ifegbesan, 2011). These concerns are served up in the concept of sustainable development which has become recurring theme at conferences organized by the United Nations (UN) and its agencies.

The role of education in promotion sustainable living was brought to a clearer focus when in December

2002, the UN declared a decade of education for sustainable development. Meant to run from 2005 to 2014. The UN conference on environment and development (UNCED) held in Rio de Janeiro, Brazil in 1992 centered on formation of bodies organisation principal among was the sustainable development commission (Houtsonnen, 2004). The summit adapted the Rio declaration that includes Agenda 21 a programme for the implementation of its principles in the 21st century. It is a comprehensive plan of actions to be taken globally, nationally and locally but organization of the United Nations system. As identified by UNDASA (2004) education revising of public awareness and training are linked to virtually all areas of Agenda 21 and even closely to the ones on meeting the basic needs, capacity building, data and information severance.

Houtsonen, 2004, citing Kelinty Enioli Jelima (1997) identifies the basic elements of the discussion concerning sustainable development; ecological sustainability, economic sustainability, and socio cultural sustainability. Maurice (2008) later added political sustainability, Maurice claimed political sustainability is essential to overall sustainability, that to accomplish sustainable development people must be in control and conflict must be avoided and there is need for people centered democracy and stable political system to be established.

The promotion of education for sustainable development seems to readily suggest itself for addressing the enormous problems of environmental problems in Nigeria ESD calls, for public understanding of principles behind sustainability and the social process that needs to be maintain earned into all sectors. Nnabuwo and Asodike (2013) see education for sustainable development as a holistic approach for school management and the curriculum. It request reflection on what to teach, and how to teach in order to clarify and extend the ability of students to think themselves, encourage students to reflect and debate issues to enable them form their own opinion and foster learning that emerges from

discovery and is relevant to the learners life experiences. Hence this study is carried out to assess the attitude of the senior secondary school on socio-cultural sustainability. It was suggested that sustainable development requires holistic approach for school management and curriculum, not a separate subject. It requires reflection on what to teach and how to teach in order to clarify and extend the ability of students to think for themselves, encourage students to reflect and debate issues to enable them form their own opinion and faster learning that emerges from discovery and is relevant to the learners' life experiences.

Attitude is a learned tendency to evaluate things in a certain way which include people, issues, object or event. (Kendra, 2014). According to Torbjornsson, Molin and Karlberg (2011) stress the importance of changing peoples' attitude and behavior which can contribute immensely to sustainable development. Researchers like Scott and Gough, 2004 and Bonnet, 2002 highlighted the need for change in attitude to improve sustainable development. This study looks at the attitude of Junior Secondary school Students towards the concepts of Socio-Cultural Sustainability.

2. Objectives of the Study

In view of the issues raised above the specific objectives of this study is to investigate the attitude of Junior Secondary School (JSS3) students toward selected concepts of socio-cultural sustainability. It also explores the interaction effects of sex and school on the attitude of students to the concepts of socio-cultural sustainability

3. Statement of the Problem

The problem of the study was the need arising from agenda 21 to respond to the challenges posed to teach

and effect good attitude of students in socio-cultural sustainability in order to create healthy and liveable communities. Social sustainable communities are equitable, diverse, connected and democratic and provide a good quality of life. Today human kind has been convinced that economic growth and profitability alone cannot automatically improve human life neither at the national nor at the international level, attention is now shifted to social and cultural sustainability.. Positive attitude to socio-cultural sustainability plays a significant role in defining trends of further development of people, society and environment (Nozhin, 2020).

4. Hypotheses

The following hypotheses were tested in the study:

H01: There is no significant difference in the attitude of students in the concepts of socio-cultural sustainability according to sex

H02: There is no significant difference in the attitude of students on the concept of socio-culture sustainability according to school.

5. Methodology

The study was carried out to assess the attitude of senior secondary school students on the selected concepts of socio-cultural sustainability. The study employed descriptive survey design. The target population was male and female students of senior secondary school in Ijebu West Local Government of Ogun State, South West Nigeria. Simple random sampling procedure was employed to select five public secondary schools. A total of 100 students were used in the study. The data collected was analyzed using simple percentage, standard deviation and the hypothesis tested using analysis of variance.

6. Findings

Table 1: Demographic Characteristics of Respondents showing Gender

Sex	Frequency	Percentage
Male	58	58
Female	42	42
Total	100	100

The table above shows that 58% of the respondents are male while 42% are female.

Hypothesis I: There is no significant difference in the attitude of Senior Socio-cultural concepts of sustainability according to Sex

Table 2: Showing Anova on attitude of students towards concepts of Socio-culture

	Sum of Squares	Df	Mean Square	F	Sig
Between Group	70.624		24.521	296.782	.000
Within Group	11.591				
Total	82.273	146	.079		
		149			

0.05 level of significant

The table above shows the extent of variability between the variables are 70.624 and 11.591 and the mean square are 23.561 and 0.079. The f calculated value is 296.782 is greater than the tabulated value of 0.05. Hence the hypothesis is rejected. It means there is significant difference in the attitude of students towards the selected concepts of socio cultural sustainability.

Hypothesis II: There is no significant difference in the attitude of senior secondary students on the concepts of socio-cultural sustainability

Table 3: Showing Anova on the attitude of students to concepts of socio-cultural sustainability according to school

	Sum of Squares	Df	Mean Square	F	Sig
Between Group	82.975	3	27.658	240.096	.000
Within Group	16.819				
Total	99.793	146	.115		
		149			

The values for the variables are 82.975 and 16.819 respectively, the mean square values are also given as 27.658 and 0.115 respectively. The f-statistics value is also greater than the tabulated value of 0.05. We also reject the null hypothesis. Hence, there is significant difference in the attitude of senior secondary school students towards concepts of socio cultural sustainability according to schools.

7. Discussion of Findings

The results of the tests in the two hypotheses revealed significant differences in the attitude of students towards the socio-cultural concepts of sustainable development. The significant difference indicated differences in the way male and female students see some of the social and cultural concepts. This could be as a result of their past experience. This result is against the finding of Mai (2015) where the majority of the students emerged home positive attitude towards ESD delivered and a greet awareness of general sustainability issues. On gender the finding is against the finding of Al-Rabaam, A. H (2013) which shows that Oman Students Teachers hold positive attitude toward socio-cultural concepts of sustainable development and no significance difference according to sex. The implication of these results is that the orientation, awareness and probably the knowledge of the students are not equal or vary significantly according to the sex and school.

8. Conclusion

The schools are to provide training in such basic skills as reading, writing and counting. Other

responsibilities of the schools are provision of social and civic competencies to make them useful adults, preserving social and cultural practices and providing opportunities to participate in healthy games and exercise (Nnabuo & Asodike 2013). The schools are also seen as agent of change through fostering and dissemination of ideas. The issues of education for sustainable development appeals to all citizens both young and old, locally and globally. We all look forward to pollution free environment clean water devoid of contamination. We derive effective political, authority, health supporting environment and finally, contribute to the building of lively citizen and communities where people work and play especially in Nigeria society which is predominantly adult world where adult dictated the tone of life, attitudes and behavioural patterns. This made Okunrotifa (1981) to point out that adult authority and dominance prevails in the Nigeria traditional society such that children simply became passive numbers of the society and boised whole and axtire to adult authority and conform to other wishes. However this study reveals need to enhance the students' competencies of sustainable development by developing curriculum in such a way that will bring greater positive attitude and behavior.

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