

Investigating the Influence of Lifestyle Attitudes on the Pedagogical Responses of Pupil Teachers towards Sustainable Development Goals (SDGs)

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Abstract

The Sustainable Development Goals (SDGs) have grown significantly in the educational sector. It is essential to examine the factors influencing student teachers' pedagogical responses with the SDGs. Lifestyle perspectives are one such element that may affect how pupil teachers approach teaching about sustainable development. The study employed a particular observational survey methodology to examine how lifestyle attitudes affect how pupil teachers approach teaching about the SDGs. A sample of 220 student teachers from a teacher training school was recruited using stratified random sampling. A questionnaire was used to gather information about student teachers' lifestyle attitudes and pedagogical responses to the SDGs. The data analysis employed a structured questionnaire. The findings revealed a statistically significant positive association between lifestyle attitudes and student teachers' pedagogical responses to the SDGs. Particularly, it was discovered that student teachers with healthy lifestyle perspectives have more effective pedagogical responses to the SDGs. Furthermore, it was shown that student teachers who had undergone SDG training reacted to the goals more positively from a pedagogical perspective. The study demonstrates that SDG training helps

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encourage supportive pedagogical responses to SDGs. The study discusses the significance of developing quality pedagogical responses to SDGs among student teachers through training on SDGs and lifestyle perspectives. The findings have significance for institutions that educate teachers and decision-makers who want to advance sustainability education and meet the SDGs.

Keywords: *Lifestyle attitudes, pupil teachers, sustainable development goals (SDGs).*

INTRODUCTION

In recent years, learning and training in ecological sustainability and positive attitudes to the environment have been essential research topics of academic achievement, making it a vital resource towards successive sustainable development. A critical approach to attaining sustainable development globally has been recognised as the Sustainable Development Goals (SDGs). Many sectors, including education, must collaborate and contribute to the SDGs' implementation. To effectively communicate the knowledge and ideas of sustainable development to the students, pupil teachers as future educators play an important function. The pedagogical responses of student teachers towards the SDGs are impacted by several variables, including their attitudes regarding lifestyles. Because Lifestyle and attitudes represent a person's values, beliefs and perspectives towards the environment, lifestyles have been recognised as a fundamental driver of environmental actions and attitudes. Thus, it is crucial to promote sustainable development in learning environments to acknowledge the

impact of lifestyle attitudes on student teachers' pedagogical responses to the SDGs. The connection between lifestyle attitudes and environmental behaviours has been the subject of several investigations. Several research studies have examined how these views affect student teachers' pedagogical SDG approaches. (Li et al., 2021) looked at how conservation activities, beliefs and lifestyles affected pro-environmental behaviour. The results of this study showed that people's values and standard of living had a significant impact on how pro-environmental people felt. College students' lifestyles and sustainable consumption were investigated (Al-Nuaimi and Al-Ghamdi, 2022). The findings demonstrated a favourable relationship between an ecologically friendly lifestyle and a good attitude towards sustainable consumption.

Consequently, examining the stimulation of lifestyle attitudes on the pedagogical responses of pupil teachers regarding the importance of sustainable development goals is essential. The primary purpose of this study was to investigate the connections between lifestyle attitudes and student teachers' pedagogical

responses to the SDGs. This study will look at how diverse lifestyles impact student teachers' attitudes towards sustainable development and how those views affect the way educators teach about the importance of SDGs. Global recognition has been given to the Sustainable Development Goals (SDGs) as a strategy for achieving sustainable growth through managing social, economic and environmental issues. Pupil teachers are crucial in incorporating SDGs into their learning environments since they will become teachers in the future (Koskela and Kärkkäinen, 2021). Even though the Sustainable Development Goals (SDGs) have become widely recognised as a foundation for achieving sustainable development, insufficient research has been performed on the connection between sustainability attitudes and pupil teachers' pedagogical responses towards the SDGs (Nousheen et al., 2020; Brandt et al., 2019). This research gap is significant since student teachers are fundamental in advancing sustainable growth through their instructional strategies. Disagreement continues how much their teaching approaches to the SDGs are impacted by their lifestyle views towards sustainability. The research investigation helps teacher education institutions create efficient development programmes that advance sustainable education by highlighting the elements that affect student teachers' involvement with the SDGs.

The proposed study aims to investigate the stimulation of lifestyle attitudes on the pedagogical

responses of pupil teachers towards Sustainable Development Goals:

1. To measure the current lifestyle attitudes of pupil teachers towards Sustainable Development Goals
2. To understand the existing level of pedagogical responses of pupil teachers towards Sustainable Development Goals.
3. To analyse the connection between pedagogical response of pupil teachers and lifestyle attitudes towards sustainability.
4. To assess the impact of the pedagogical response of pupil teachers for sustainable development goals.

The results of this investigation will strengthen the present literature on sustainable education for sustainable development and pedagogy. Also, the research findings will offer suggestions for how teacher educators might successfully include sustainable development into existing courses.

RELATED WORKS

The review of the literature will examine the study on the impact of pedagogical responses to the Sustainable Development Goals among student teachers and lifestyle attitudes (SDGs).

Evolution of Sustainable Development (SD) and Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) and Sustainable Development (SD) have grown in importance in consideration of the world's most significant requirements in the future.

Over time, the idea of sustainable development has changed to reflect shifting global priorities and issues (Springett and Redclift, 2015). Sustainable development is often understood to mean “development that fulfils the requirements of the present without compromising the ability of future generations to satisfy their own needs” (Brundtland Commission WCED, 1987). The definition and practical applications of sustainable development are topics of continuing discussion. The implementation of the SDGs by the United Nations in 2015 represented an important step in global attempts to encourage sustainable development. The 17 SDGs address various topics such as, gender equality, climate change and renewable energy. The SDGs offer a framework for nations to coordinate their national development plans with global objectives and prioritise sustainable development. Moreover, the SDGs have facilitated collaborations and community empowerment for sustainable development, specifically in developing nations (United Nations, 2017). Despite widespread support for the SDGs, fulfilling them still presents considerable difficulties. The SDGs face several challenges, including inadequate money, unstable governance systems and competing goals (Shi et al., 2019). Significant policy, institutional and individual behavioural changes are needed to fulfil the SDGs, which might be challenging to accomplish in the coming years. Additionally,

in a world of conflicting interests and geopolitical conflicts, attaining the SDGs calls for international collaboration and mutual aid, which can be difficult.

Study on Lifestyle Attitudes and Sustainable Development

The attitudes, beliefs and actions of an individual that shape their way of life are called lifestyle attitudes. Understanding lifestyle attitudes and related stimulation on sustainable development is crucial, particularly among student teachers who will eventually become educators. The research (Baran and Berkowicz, 2020) emphasises the necessity of having a thorough awareness of how lifestyle and sustainability are interconnected. It makes the case that environmentally friendly lifestyles must include social structural changes and changes in personal behaviour. The study focuses on how crucial it is for future educators to incorporate sustainable development into their curriculum to have a comprehensive awareness of sustainable livelihoods. The impact of a sustainable lifestyle on pre-service teachers’ skills is examined in research by Renta-Davids et al. (2020). According to the study, their commitment to sustainability significantly impacted pre-service teachers’ capacity to teach sustainable development. Research signifies that educators are more likely to include environmental sustainability in their lesson plans if they adopt sustainable lifestyles. Another research on

prospective teachers' views towards the social and ecological components of sustainable development education was done by (Shaukat et al., 2016). The study found that demographic factors impacted how potential instructors felt about sustainable development's environmental and social dimensions. Compared to participants who were unfamiliar with such seminars and workshops, it was discovered that respondents who had previously taken a specialised course on 'education for sustainable development' in the education programme displayed a more favourable attitude. Pre-service teachers' ethical responsibilities regarding the environment and attitudes towards sustainable environments were examined by Alpak-Tunç and Yenice (2017). The findings demonstrated that the respondents had a strong attitude towards protecting the environment and an acrocentric perspective. The study also discovered that participants' ratings on the rating scale of eccentric, anthropocentric and antagonistic views towards the sustainable environment developed in conjunction with their ratings on the measure of sustainable environmental perspective.

Study on the importance of Pupil Teachers' education towards Sustainable Development Goals (SDGs)

Pigozzi (2007) suggested that to provide high-quality education, the current instruction system must consider social, cultural and other

aspects of learning in addition to the intellectual part. According to Laurie et al. (2016), a holistic approach encourages broader learning and understanding and assists in meeting curricular objectives. The authors also claimed that instructors needed professional development to sustain educational standards, carry out ESD policy and guarantee that students learn from various perspectives. Because a lack of teacher awareness of ESD may limit students' learning, teacher training and preparation programmes should integrate high-quality materials (Laurie et al., 2016). Building the ability of educators and instructors is essential, according to Scoffham (2016). Further arguing that current educational systems and organisations must train teachers for more extensive social goals rather than only raising student test results, Kretchmar and Zeichner (2016). One of the most well-known issues for sustainable development is the learning and education of the in-service and pre-service teachers, which must be addressed through suitable teacher preparation and education courses (Leal Filho and Pace, 2016). Numerous studies have been conducted to investigate the stimulation of sustainability course content in teacher education programmes on pre-service and in-service teachers' modifications to value, determination, and consumer practice (Merritt et al., 2019), instructional methods (Andersson, 2017), environmental expertise (Alvarez-García et al.,

2018), teachers' organisation culture (Ateskan and Lane, 2018), perception towards environmental sustainability (Biasutti and Frate, 2017), and self-efficacy (Tomas et al., 2017).

The environmental competency of pre-service teachers training at two distinct Spanish institutions, each receiving a separate amount of exposure to environmental and sustainability teaching, was evaluated by Alvarez-Garca et al. (2018) in research. Researchers also noted that while teacher preparation programmes are aware of the significance of environmental education, but never appropriately address this problem. The study's findings show that primarily environmental-focused courses have little impact on pre-service teachers' competency since these programmes don't correctly operationalise sustainability courses. Andersson (2017) performed research to evaluate how a curriculum on sustainable development (SD) in teacher-education courses may change pre-service teachers' attitudes about the topic and their method of instruction. Compared to the control group, there was a brief adjustment in the treatment group's attitude regarding sustainable development and overall teaching style. The attitudes of pre-service teachers regarding sustainability education at the start and conclusion of the course were also looked at by Tomas et al. (2017). The study's findings indicated that sustainability education favours teachers' attitudes

about sustainability, and most pre-service teachers thought the sustainability education course was essential to their education.

METHODOLOGY

Research Design

The investigation will employ a method of quantitative research. The study will use a particular observational design to examine how lifestyle attitudes affect student teachers' pedagogical SDG approaches. A total of 220 student teachers were employed from the particular Noida teacher training schools. The dependent variable is pedagogical responses of pupil teachers towards sustainable development goals and the independent variable of this research is lifestyle attitudes.

Sample and Sampling Technique

The study's intended audience would be student teachers enrolled at Noida teacher training schools. Purposive sampling will be used to calculate the sample size. This process will be used to choose student teachers who have at least one year of teaching experience and are currently in the classroom.

Data Collection

The structured questionnaire will be used as the primary approach for gathering data for the study. The questionnaire will be used to collect quantitative information on the lifestyle attitudes, knowledge and comprehension of the SDGs as well as the pedagogical responses to the SDGs of student teachers.

Structured questionnaire will be included with the adjectives such as very low, low, average, high and very high.

Data Analysis

Descriptive statistics like frequency, average and standard deviation will be used to assess the quantitative data obtained by the questionnaire. The association between pedagogical responses to the SDGs and lifestyle perspectives will be examined using statistical techniques such as, correlation regression analysis and analysis of variance.

Ethical Considerations

The study will guarantee their confidentiality and privacy by employing codes to identify participants. Before collecting any data, participants' informed consent approval will be taken. Respondents will also be free to leave the research at any time without experiencing any charges due to their involvement in the study.

RESULTS AND DISCUSSIONS

Investigating the current various Lifestyle of pupil teachers

In this study, 220 student teachers were examined in total. The lifestyles of student teachers were analysed using a scale with six categories—family orientation, health consciousness, social orientation, academic orientation, trend-based lifestyle and career orientation.

The six orientations such as, family orientation, health consciousness, social orientation, academic orientation, trend seeking, and career orientation were effectively studied in the research, and the study results are shown in Table 1. A total of 34 male and 186 female student teachers were examined out of 220 student teachers.

The outcome demonstrates that student teachers have greatly accepted family-oriented living. Maximum student teachers for the

Table 1: Orientation of Lifestyle of Pupil Teachers

Orientation of Lifestyle	N	Lifestyle Status		
		Low	Average	High
Family Orientation	220	6	148	66
		3%	67%	30%
Health Consciousness	220	3	185	32
		1%	84%	15%
Social Orientation	220	4	105	110
		2%	48%	50%
Academic Orientation	220	2	84	134
		1%	38%	61%
Trend based Lifestyle	220	48	152	20
		22%	69%	9%
Career Orientation	220	5	45	171
		2%	20%	78%

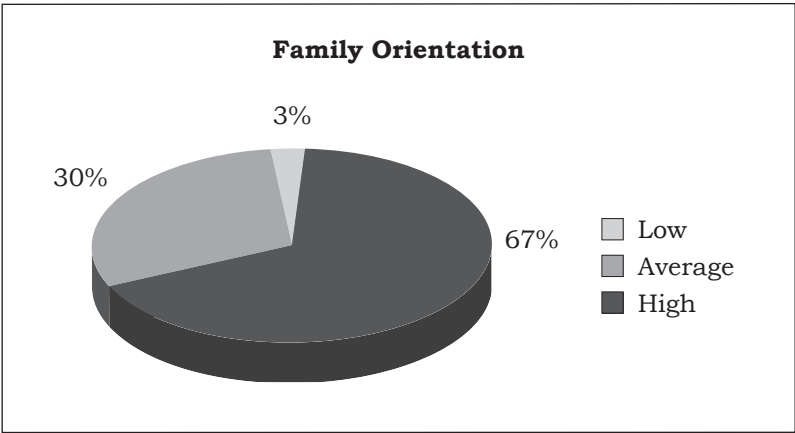


Fig. 1: Family orientation-based lifestyle

family-oriented lifestyle were identified at the high level (67 per cent), followed by the average (30 per cent) and the low level (3 per cent). This demonstrates the value that student instructors have on their own families. Thus, it makes sense that student instructors are comfortable with their own lives. Therefore, the outcomes reveal that family orientation moderately stimulate the lifestyle of pupil teachers. Among the 220 participants, 6 peoples are belonging from low status, 66 peoples are coming from high status and 148 peoples are came from average family background.

Fig. 2 shows that most student teachers chose a health-conscious lifestyle at an 84 per cent average, followed by 15 per cent high and just 1 per cent low. Most respondents thought that leading a health-conscious lifestyle was more crucial for the consequence to emerge. Therefore, the outcomes

shows that health consciousness averagely stimulate the lifestyle of pupil teachers. Among the 220 participants, 3 peoples are belonging from low lifestyle status, 32 peoples are coming from high status and 185 peoples are came from average health consciousness lifestyle.

The research reveals that social orientation is most common among student teachers, with 50 per cent belonging to the high-level group, indicating that these people are very socially active. A small aspect (2 per cent) fell into the low-level group, making up the remaining 48 per cent of the population, spreading among the average level. These conclusions consistently indicate that student teachers value their social life and take satisfaction in participating in social activities. Therefore, the outcomes shows that social orientation highly stimulate the lifestyle of pupil teachers.

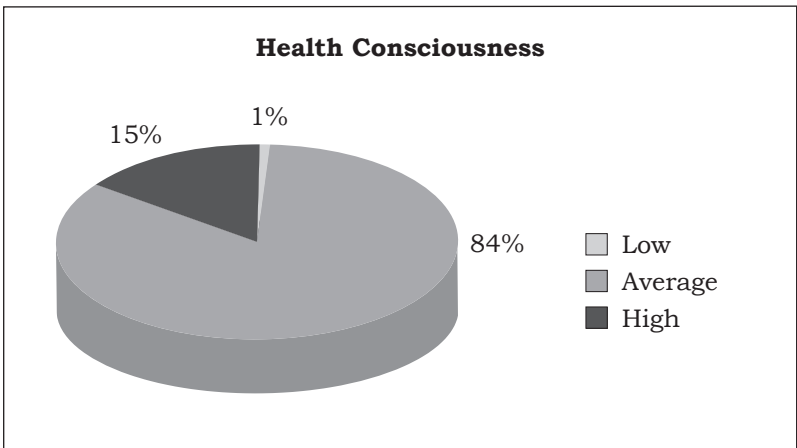


Fig. 2: Health consciousness-based lifestyle

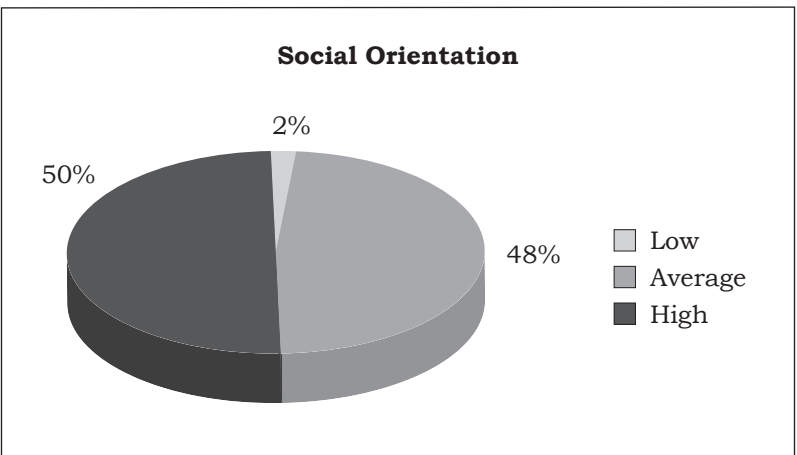


Fig. 3: Social orientation-based lifestyle

Among the 220 participants, 4 peoples are belonging from low lifestyle status, 110 peoples are coming from high status and 105 peoples are came from average social orientation lifestyle.

The figure makes it very apparent that most of the student teachers, roughly 61 per cent exhibited a high

degree of an academically oriented lifestyle. Following this, 38 per cent of pupil teachers demonstrated an average level, while just 1 per cent showed a poor degree of academic orientation-based lifestyle. These results indicate that student teachers prefer a lifestyle focused on an

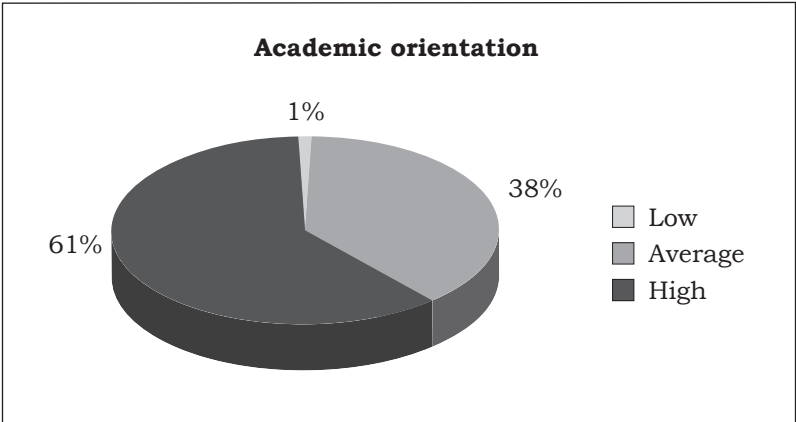


Fig. 4: Academic orientation-based lifestyle

academic orientation. Therefore, the outcomes shows that academic orientation highly stimulate the lifestyle of pupil teachers. Among the 220 participants, 2 peoples are belonging from low lifestyle status, 134 peoples are coming from high status and 84 peoples are came

from average academic orientation lifestyle.

According to the research, 69 per cent of student instructors have a low degree of trend-seeking behaviour. On the other hand, just 9 per cent of student instructors showed a high degree of this lifestyle,

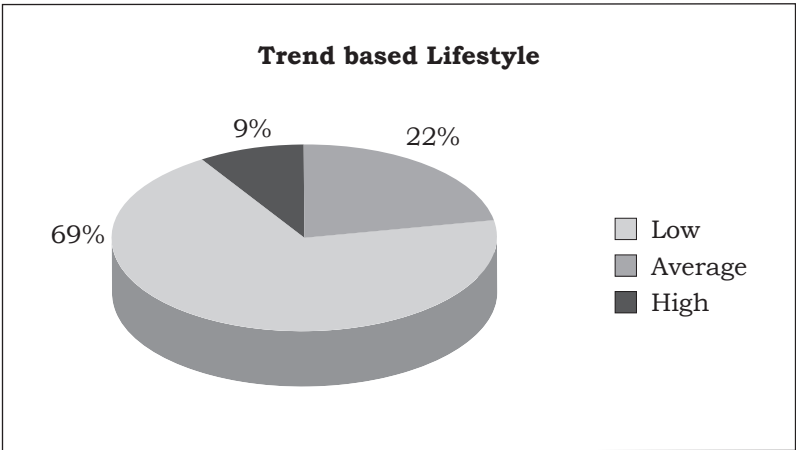


Fig. 5: Trend-based lifestyle

while 22 per cent showed an ordinary level. The results indicate that pupil teachers generally avoid engaging with the negative perspective towards SDG. Therefore, the outcomes shows that trend-based lifestyle averagely stimulate the lifestyle of pupil teachers. Among the 220 participants, 48 peoples are belonging from low lifestyle status, 20 peoples are coming from high status and 152 peoples are came from average trend-based lifestyle.

The results show that higher-level pupil teachers are more likely to have career-oriented lifestyles; 78 per cent of them do accordingly. The remaining 22 per cent were distributed among the average level (20 per cent) and the low level (2 per cent). According to the research findings, student instructors' career- and socially-oriented lifestyles are most common.

These people prioritise their social and professional objectives and make decisions aligning with those priorities. These aspects do not appear to be as significant of a concern for the student teachers, even though they still preserve an average degree of adherence to trend- and health-conscious routines. Therefore, the outcomes shows that career orientation highly stimulate the lifestyle of pupil teachers. Among the 220 participants, 5 peoples are belonging from low lifestyle status, 171 peoples are coming from high status and 45 peoples are came from average career orientation lifestyle.

Understanding the Attitude of Pre-service Teachers towards Sustainability

The researchers reviewed the results of a questionnaire that helped investigate pre-service teachers' views

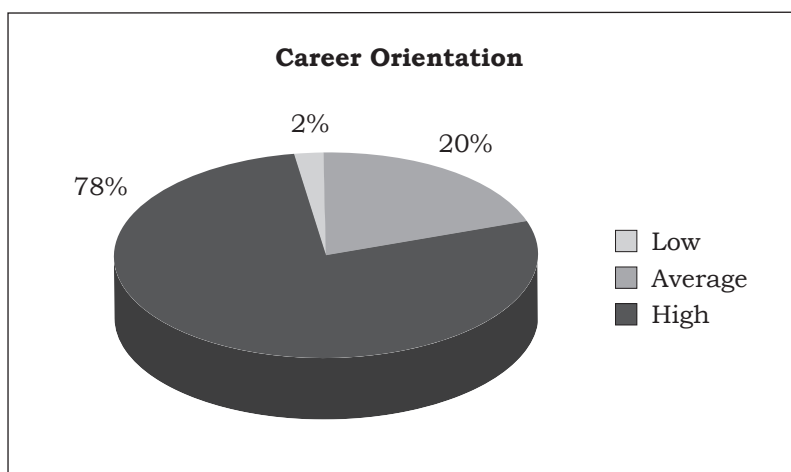


Fig. 6: Career orientation-based lifestyle

Table 2: Categorisation of Attitude of Pre-service Teachers towards Sustainability

Level	1	2	3	4	5	6	7
The attitude of Pre-service Teachers towards Sustainability	Poor	Very Low	Low	Average	High	Very High	Excellent
Count of Pre-service Teachers	2	4	8	64	118	21	3
Percentage of Pre-service Teachers	1%	2%	4%	29%	54%	10%	1%

towards sustainability effectively. The analysis focused on identifying the participants’ attitudes regarding sustainability on a scale.

Based on the perspective of pre-service teachers towards sustainability, the student instructors are divided into categories in Table 2. Most student instructors, 118, were shown to have a positive attitude towards sustainability (level 5). This indicates that most student instructors have a supportive attitude toward sustainability. The second-highest number of student teachers, 64, was shown to have a positive attitude regarding sustainability (level 4). This suggests that a sizeable fraction of student teachers are knowledgeable of sustainability challenges and are motivated to promote sustainability. Also, some student instructors displayed a less favourable attitude towards sustainability. For instance, eight instructor students were found to be at level 3, suggesting they had a generally negative attitude towards sustainability. Levels 2 and 1 could see even smaller numbers, with only

4 and 3 pupil teachers, respectively. The findings reveal that 21 student instructors were discovered at level 6 is significant because it shows that their attitude towards sustainability was quite strong. It was also found that three student teachers had a great attitude towards sustainable development, which encourages the development of sustainability among student teachers. According to the findings, 54 per cent of student instructors had a positive attitude towards sustainability. Also, 10 per cent of the student teachers had a positive attitude concerning sustainability, showing that many students are motivated to promote sustainable development. The findings also indicated that 1 per cent and 2 per cent of the student instructors displayed poor and extremely low attitudes towards sustainability. This shows that initiatives are needed to spread knowledge about sustainable development among a small sector of student teachers who don’t seem interested. According to the results, most student teachers

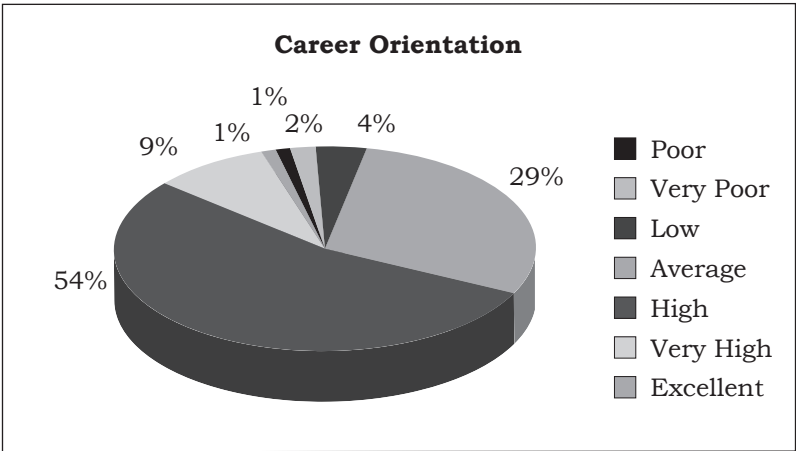


Fig. 7: The attitude of pre-service teachers towards sustainability

have a favourable attitude towards sustainability, which encourages the advancement of sustainability teaching in schools. To guarantee sustainability is appropriately promoted in the educational system, efforts must focus on the tiny percentage of student instructors who don't seem concerned with environmental issues.

Investigating the Pedagogical Responses of Pre-service Teachers towards SDGs

The study effectively investigated the pedagogical responses of pre-service teachers towards SDGs.

According to the research, most future educators (55 per cent) have pedagogical responses to SDGs, compared to an average level (24 per cent) and a very low level 1 per cent, respectively. Very low (n=3, 1 per cent), low (n=12, 5 per cent), average (n=48, 22 per cent), high (n=121, 55 per cent), and very high (n=36, 16 per cent) are the five levels in which pre-service teachers are distributed.

According to the findings, most pre-service teachers have median pedagogical responses to the SDGs. That must be essential for sustainable

Table 3: Pedagogical Responses of Pre-service Teachers towards SDGs

Level	1	2	3	4	5
Pedagogical Responses of Pre-service Teachers towards SDGs	Very Low	Low	Average	High	Very High
Count of Pre-service Teachers	3	12	48	121	36
Percentage of Pre-service Teachers	1%	5%	22%	55%	16%

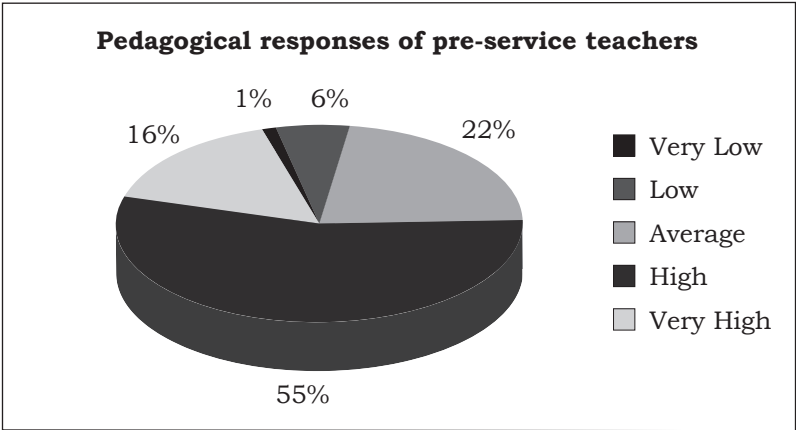


Fig. 8: Pedagogical responses of pre-service teachers towards SDGs

development education in pre-service teaching and learning. The observation that a relatively small proportion of pre-service teachers had extremely low or very low pedagogical responses towards the SDGs highlights the significance of strategies to address this problem. It is advised that teacher training institutes give pre-service teachers greater training and materials on sustainable development education, especially those with significantly lower pedagogical responses to SDGs. In addition, it's critical to keep encouraging and supporting pre-service teachers with high or extremely high levels of

pedagogical responses to the SDGs. The results of this study show how important it is for organisations that educate future teachers to prioritise sustainable development education and encourage future teachers to use SDG-friendly approaches.

Relationship between the Lifestyle of Pupil Teachers and their Attitude towards Sustainability

The association between student teachers' lifestyle and their attitudes regarding sustainability is seen in the table. Three aspects of attitude towards sustainable development and

Table 4: Interconnection between Attitude and Lifestyle

Attitude/ Lifestyle	Family Orientation	Health Consciousness	Social Orientation	Academic Orientation	Trend based Lifestyle	Career Orientation
Behaviour	0.32**	0.16**	0.18**	0.26**	0.02	0.22**
Knowledge	0.12	0.13*	0.08	0.04	0.06	0.03
Perception	0.08	0.11	0.03	0.06	7.09	0.04

*Correlation is significant at a 0.05 level
**Correlation is significant at 0.01 level

six lifestyle characteristics have been computed to see how participants relate to one another.

The value of the correlation coefficient of pupil teachers' family-oriented lifestyle and their sustainability behaviour was 0.32. This value indicates that it has a positive relationship and is low. 0.01 significance level is a significant correlation value. The correlation coefficient value was 0.32, revealing a typical positive relationship between pupil teachers' family-oriented lifestyle and their sustainability behaviour. The value of the correlation coefficient of pupil teachers' trend-based lifestyle and their sustainability behaviour was 0.02. This value indicates that there has not been any correlation between pupil teachers' trend-seeking lifestyle and their sustainability behaviour. The value of the correlation coefficient of pupil teachers' social-based lifestyle and their sustainability behaviour was 0.18. This value indicates that it has a positive relationship and is low. 0.01 significance level is a significant correlation value. The correlation coefficient value was 0.18, meaning a low positive relationship existed between pupil teachers' social-based lifestyle and their sustainability behaviour. The value of the correlation coefficient of pupil teachers' career-minded lifestyle and their sustainability behaviour was 0.22. This value indicates that it has a positive relationship and is low. 0.01 significance level is a significant correlation value. The correlation

coefficient value was 0.22, revealing a low positive relationship between pupil teachers' career-minded lifestyle and their sustainability behaviour.

The value of the correlation coefficient of pupil teachers' academic-orientation-based lifestyle and their sustainability behaviour was 0.26. This value indicates that it has a positive relationship and is low. 0.01 significance level is a significant correlation value. The correlation coefficient value was 0.26, revealing a low positive relationship between pupil teachers' academic-oriented lifestyle and their sustainability behaviour. The value of the correlation coefficient of pupil teachers' healthiness-orientation-based lifestyle and their sustainability behaviour was 0.16. This value indicates that it has a positive relationship and is low. 0.01 significance level is a significant correlation value. The correlation coefficient value was 0.16, which revealed a low positive relationship between pupil teachers' healthiness-oriented lifestyle and their sustainability behaviour. The value of the correlation coefficient of pupil teachers' family-oriented lifestyle and their sustainability knowledge was 0.12. This value indicates that there has not been any correlation between pupil teachers' family-oriented lifestyle and their sustainability knowledge. The value of the correlation coefficient of pupil teachers' trend-based lifestyle and their sustainability knowledge was 0.06. This value indicates that there has not been any correlation between pupil teachers' trend-seeking lifestyle

and their sustainability knowledge. The value of the correlation coefficient of pupil teachers' social-based lifestyle and their sustainability knowledge was 0.08. This value indicates that there has not been any correlation between pupil teachers' social-based lifestyle and their sustainability knowledge.

The value of the correlation coefficient of pupil teachers' career-minded lifestyle and their sustainability knowledge was 0.03. This value indicates that there has not been any correlation between pupil teachers' career-minded lifestyle and their sustainability knowledge. The value of the correlation coefficient of pupil teachers' academic-oriented lifestyle and their sustainability knowledge was 0.04. This value indicates that there has not been any correlation between pupil teachers' academic-oriented Lifestyle and their sustainability knowledge. The value of the correlation coefficient of pupil teachers' healthiness-oriented lifestyle and their sustainability knowledge was 0.13. This value indicates that it has a positive relationship and is weak. A 0.05 significance level is a significant correlation value in this case. The correlation coefficient value was 0.13, indicating a low positive relationship between pupil teachers' healthiness-oriented lifestyle and their sustainability knowledge. The value of the correlation coefficient of pupil teachers' family-oriented lifestyle and their sustainability perception was 0.08. This value indicates that there

has not been any correlation between pupil teachers' family-oriented lifestyle and their sustainability perception. The value of the correlation coefficient of pupil teachers' trend-based lifestyle and their sustainability perception was 0.07. This value indicates that there has not been any correlation between pupil teachers' trend-seeking lifestyle and their sustainability perception. The value of the correlation coefficient of pupil teachers' social-based lifestyle and their sustainability perception was 0.03. This value indicates that there has not been any correlation between pupil teachers' social-based lifestyle and their sustainability perception. The value of the correlation coefficient of pupil teachers' career-minded lifestyle and their sustainability perception was 0.04. This value indicates that there has not been any correlation between pupil teachers' career-minded lifestyle and their sustainability perception.

The value of the correlation coefficient of pupil teachers' academic-oriented lifestyle and their sustainability perception was 0.06. This value indicates that there has not been any correlation between pupil teachers' academic-oriented lifestyle and their sustainability perception. The value of the correlation coefficient of pupil teachers' healthiness-oriented lifestyle and their sustainability perception was 0.11. This value indicates that there has not been any correlation between pupil teachers' healthiness-oriented lifestyle and their sustainability perception.

The coefficient of association between student teachers' sustainable behaviour and their career-based lifestyle was determined to be 0.22, indicating a weakly significant relationship. At the 0.01 level of significance, the association is positive. The outcome demonstrates a minor but substantial significant connection between student teachers' career-oriented lifestyles and their behaviour towards sustainable development. The interaction coefficient between student teachers' socially progressive behaviour and lifestyle was determined to be 0.18, indicating a weakly significant correlation. At the 0.01 level of significance, the association is considerable. The outcome demonstrates a low but substantial positive link between student teachers' socially conscious lifestyle and their behaviour towards sustainable development.

Student teachers' behaviour and commitment to trends were correlated with each other at 0.02, which demonstrates that there was no correlation between student instructors' trend-seeking behaviour and sustainable behaviour.

The behaviour of student teachers in terms of sustainability and their emphasis on family was correlated with each other at a weak coefficient value of 0.32. At the 0.01 level of significance, the association is significant. The outcome demonstrates that there were considerable negative values.

CONCLUSION

In conclusion, the research identifies the stimulation of lifestyle attitudes on the pedagogical responses of pupil teachers towards Sustainable Development Goals (SDGs). According to the study's findings, student teachers are much more comfortable with pedagogical responses supporting the SDGs when they have a good attitude towards living sustainably. The study also discovered that student educators' pedagogical responses were highly impacted by their level of knowledge and engagement with the SDGs. Educators were more inclined to include the SDGs in professional teaching strategies when they strongly understood them. This emphasises the importance of giving student teachers the proper instruction and materials to improve their knowledge of the SDGs. The investigation also identifies the importance of changing to a more sustainable system to advance sustainable development aims. Finally, the research provides important information about the function of lifestyle attitudes in supporting the goals related to sustainable development. It emphasises how crucial it is to include sustainable development objectives in education and promote a more environmentally friendly standard of living to achieve sustainable development. The results of this study have significance for stakeholders such as educational authorities, instructors and education professionals who work to promote sustainable development goals.

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