

Home Economic Systems That Are Durable

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Abstract

The inclusion of home economics (HE) teachers in sustainable development (SD) instruction for preteens and teenagers can significantly enhance its effectiveness. Sustainable practices can be included into the management of daily household affairs, highlighting the importance of sustainable well-being at both an individual and global scale. The extent to which teachers can proficiently fulfil this responsibility is still a subject of debate. The aim of this research was to comprehend the coping mechanisms, teaching styles, and future aspirations of Finnish higher education teachers in regards to teaching sustainable development. To determine the factors that contributed to the success or failure of this initiative, additional research was conducted. The findings indicate that although professors in higher education have expressed a preference for sustainability, they frequently encounter difficulties in integrating it into their instructional practices due to insufficient financing and other resources. Irrespective of whether these teachers have shown a preference for environmentally responsible methods, this fact stays unchanged. Today's discussion will centre around the methods of incorporating sustainable development principles into higher education and promoting cross-curricular activities.

Introduction

The national curriculum for basic education in Finland, which was published in 2004 by FNBE, has recently undergone a rapid updating that has included the adoption of international standards for both instruction and sustainability. The education that was provided in 2004 placed a significant amount of stress on the cultivation of individual responsibility for the protection of the future, the wellbeing of humanity, and the environment. This focus is in keeping with the objectives that were specified in the resolution (57/254) that was approved by the General Assembly of the United Nations in 2002 for the Decade of Education for Sustainable Development (DESD). The work that students are assigned in class is intended to make them more equipped and more motivated to become active advocates for the causes that are being discussed. According to the National Framework for Basic school (FNBE, 2004), one of the primary objectives of secondary school is to "cultivate persons who have a heightened

awareness of environmental issues and are dedicated to adopting a sustainable lifestyle" (p. 39). It is essential for students to demonstrate an ability to value and defend the three core elements of sustainability, which are the environment, society (including culture), and the economy, as stated by UNESCO (2010, page 4). To be more specific, it is absolutely necessary for students to demonstrate a capacity to respect and preserve the three core tenets of sustainable living. There is a striking connection between the fundamental principles that form the basis of the home economics (HE) and health education curricula and the core material that is officially designated as being fundamental to sustainable development (SD) education. This similarity exists at the conceptual level. According to Kosonen et al. (2009), instructors of higher education are tasked with the responsibility of teaching the final two courses at a variety of various institutions located in Finland. During their time spent getting a higher education, students are held to the expectation that they will enhance their skills in the areas of practical application, working in groups, and information gathering. This is done with the end objective of the students being better equipped to handle the variety of obligations that come along with living a regular life. To be more specific, it is vital to identify the relationship that exists between the culture of the place and the benefits received as a consequence of connections with people hailing from a variety of different nationalities and cultural traditions from all over the world. The primary objective is to provide students with direction so that they may take responsibility for their own well-being, the well-being of their interpersonal relationships, the issues they face financially, and the overall comfort and safety of their immediate surroundings (FNBE, 2004, p. 250). Higher education (HE) provides significant advantages to education for sustainable development (ESD), and these benefits are the consequence of a number of elements that interact with one another. Educating for sustainable development (ESD) can be achieved through HE. The individual possesses the potential to make a significant contribution to the transmission of knowledge from one generation to the next, the maintenance of indigenous culture through the cultivation of food, and the enhancement of the nutritional well-being of households and communities. Furthermore, it underscores the ethical and ecological aspects of ensuring this state of well-being (Lichtenfeld & Ludwig, 2010; International Federation for Home Economics, 2008; FNBE, 2004, pp. 250–252). However, academic research has revealed that social development (SD) is

not effectively incorporated in the curriculum of either primary education or teacher education (Riordan & Klein, 2010; Aznar Minguet, Martinez-Agut, Palacios, Pinero, & Ull, 2011; Greenwood, 2010; Kuurala & Raume, 2008). This is the case for both primary education and teacher education. This is the case for elementary schooling as well as for the education of teachers. According to Zachariou and Kadji-Beltran (2009), it is clear that the leadership of the school displays a major lack of experience on the subject. In addition to this, it is obvious that the leadership of the school does not have adequate knowledge of the topic. These worries have a negative impact, both directly and indirectly, on the policies that are put into place at the local level and on the educational procedures that are followed. The utilisation of the constructive and cooperative learning strategies outlined in the national curriculum's principles for cross-curricular collaboration would be the most effective approach to facilitate learning in higher education, particularly in the context of home management, which encompasses a wide range of interdisciplinary topics (FNBE, 2004; Palmer 1998). This would be the most effective approach to facilitate learning in higher education because it would be the most effective way to use the constructive and cooperative learning strategies outlined in the national curriculum's principles for cross-curricular collaboration. Because it would be the most effective strategy to support learning in higher education, this would be the best method for doing so. Based on the findings of the research that was conducted by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) between the years of 2005 and 2010, it is possible to draw the conclusion that this particular form of education possesses a significant potential for enhancing understanding and competence in the field of sustainable development. This conclusion can be reached on the basis of the findings of the research that was carried out between the years of 2005 and 201. Sadly, empirical evidence suggests that instruction in higher education demonstrates a deviation from the planned criteria outlined in the national curriculum. This is a problem because the national curriculum sets the requirements for what should be taught in schools. This is an occurrence that should not be taking place at all. However, there is a possibility that the educational system would prioritise textbooks, popular culture, and the preferences of teachers, which will lead to a decrease in student-centered learning approaches (Rauma, Himanen, & Vatanen, 2006). This could have a negative impact on the educational experience for all students. It is possible that this will have a

negative effect on the educational experience that pupils have. In spite of the fact that there is a demonstrated alignment between textbooks published after the implementation of the 2004 national curriculum and its objectives, which prioritise student-centered learning and the cultivation of critical thinking abilities (Kosonen et al., 2009), the instructional approach that is used by educators may exhibit a delayed response. This is the case despite the fact that there is a demonstrated alignment between textbooks published after the implementation of the 2004 national curriculum and its objectives. It is not yet known to what extent different fields make use of SDE or what pedagogical approaches are used while teaching using it. Likewise, it is not known which approaches are used. The objective of this study was to ascertain the extent to which instructors of higher education (HE) in Finland's educational establishments have an understanding of the concept of sustainable development. In addition, the goal of the study was to analyse the current teaching practises of these educators as well as their hopes and dreams for the future in terms of sustainability education. This was done as part of the evaluation process for the study. In addition, the purpose of the study was to analyse the viewpoints that HE instructors held on their engagement in Education for Sustainable Development (ESD), as well as the variables that either supported or discouraged their participation in this position. Specifically, the research was to investigate the factors that either encouraged or discouraged their participation in this position.

Methods

A questionnaire in the form of an online survey was used to obtain the information necessary for this investigation. In May of 2010, the Finnish Association of Home Economics Teachers extended an invitation to regional organisations, asking them to urge their members to participate in a questionnaire by disseminating it amongst themselves and their members. A synopsis of the investigation was sent to the email along with a link to the poll that was conducted online. During the month of June, the national association sent out two separate email correspondences in an effort to encourage participation and participation levels. The activity of sending emails to a total of 361 home economics professors using a collected list of email addresses has been verified as having taken place by the local associations. As of the deadline that had been set for August 2010, a total of ninety replies to the survey had been collected, which indicated a response rate of 25% from the study sample that had been chosen.

As of the school year 2011, the Finnish National Board of Education (FNBE) reported that there were a total of 868 home economics professors working in Finnish schools. The entire dataset was analysed using SPSS software for the purposes of conducting quantitative analysis and manipulating the variables. Excel spreadsheets were utilised in order to carry out a qualitative and thematic analysis. The survey questionnaire was developed expressly for the purpose of collecting data from educators and students in the countries of Australia and Scotland as a part of a more extensive international investigation. The material was initially rendered into another language by the initial translator, who had the necessary authorization to do so. Subsequently, the third author performed an additional translation in the opposite direction to verify its accuracy. Using software called E-lomake, specifically version 1.0, which was developed by Eduix Oy in Tampere, Finland, the questionnaire was converted into an online survey. After then, the questionnaire was uploaded to the protected server at the University of Eastern Finland so that anybody might take it. There were a total of nine questions on the survey instrument. Five of these questions offered multiple-choice replies, and the other four needed open-ended responses. Two of the open-ended questions let respondents to provide more than one answer. The current investigation shows the descriptive statistics of the responses to the questions with multiple choice options. The research used nonparametric tests (namely, Chi-Square) and cross-tabulations to analyse the differences in responses based on a variety of characteristics. These factors included the number of years of teaching experience, the residence location (province and urban/rural), and the number of times that special education classes were taught. The purpose of carrying out the qualitative analysis of the responses to the open-ended questions was to identify any recurring themes or patterns hidden within the data. This study was independently carried out by two different researchers, who then conferred with one another to reconcile any inconsistencies and arrive at a decision. The distinct contributions and points of view that individual educators bring to the classroom are reflected in the topics discussed and modes of explanation that come up in the context of sustainable development.

What kinds of things about SD would HE teachers like to teach?

In the field of sustainable development, we conducted a survey among educators working in higher education and gave them with a comprehensive selection of 21 topics, in addition to an open-ended alternative, in order to determine which area of education

they felt most comfortable teaching. Table 4 summarises the findings for your perusal. "Waste management, recycling, and material reuse" was indicated as the key area of concern for the respondents (n = 80), while "household consumption patterns and improper resource utilisation" was identified as the secondary area of interest. There was a range of possibilities available to choose from, with the fewest being one and the most being twenty-one different subjects. According to 39% of the total responses, the selections that were within the range of eight to twelve themes were the ones that were preferred the most out of all of these available possibilities. It is vital that concerns that gain attention from a majority of respondents, above the fifty percent criterion, be incorporated into the curriculum of higher education in order to take advantage of all of the learning possibilities available. Some of the participants expressed an interest in pursuing professions in teaching scientific and environmental studies, health education, social studies, and arts and crafts; however, these areas of study are already covered by other academic subfields. However, it is vital that educational institutions of higher learning incorporate a variety of topics, such as eco-shopping, sustainable housing, and inter-disciplinary sustainability initiatives, within their course of study.

Conclusion

The participants in this survey, who were educators in the field of home economics, evidently demonstrated a clear adoption of sustainability principles. They had also cultivated a robust personal philosophy and ethos centred on sustainable development. Given their confidence and the support of the entire educational institution, these individuals have the potential to serve as exemplary figures for their pupils, providing valuable cognitive apprenticeship opportunities inside the classroom setting. The study of researchability in household economics examines the feasibility and potential for doing research within the context of household economic activities.

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