
LEARNING ABOUT SUSTAINABLE LIFESTYLES THROUGH CURRICULUM: A CONTENT ANALYSIS OF SOCIAL STUDIES TEXTBOOK (GRADE 5) IN PUBLIC SCHOOLS OF PUNJAB, PAKISTAN

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ABSTRACT

The current study examined the inclusion of information related to sustainable lifestyles in a social studies textbook developed under a single national curriculum for grade 5 and published by the Punjab Textbook Board. The book was analyzed using a content analysis technique, and the codes related to sustainable lifestyles, a sub-theme of SDG 4 Quality Education, were discovered. Evidence was gathered from the textbook to evaluate the content in light of the presence of material related to the theme for SDG fulfilment. NVIVO was used to analyze the data and present it in graphs and maps. A chronological examination of the textbook revealed that it contained information on sustainable lifestyles. However, the information was not evenly distributed throughout the book to provide students with sufficient knowledge. Based on the study's findings, recommendations were made to curriculum developers and policymakers.

KEYWORDS

Sustainable lifestyles; single national curriculum; sustainable relations; reduce waste

INTRODUCTION

Brundtland Commission presented the notion of Sustainable Development as, it encounters the necessities of the present, without neglecting the capability of generations' concern to meet up their needs (Report of the World Commission on Environment and Development: Our Common Future, 2008). The concept of sustainable development has emerged as a response to a growing concern about mortal society's influence on the natural grounds. Similarly, the artificial revolution has come to existence with the advancement of the idea of sustainable development. From the final part of 19th century, western social orders began finding that their beneficial and artificial conditioning remarkably affected environment and social equilibrium. A number of ecologists and heads from all over the world have uplifted the growth of sustainable development (Nevin, 2008). In 1968, the ecologist and champion Garret Hardin, wrote an essay "The tragedy of the commons", in which he argued that if the individuals take actions single-headedly, rational and focus on pursuing their own interest, they will soon finish up against the common interest of their community and will disrupt the Earth's natural coffers. Therefore, the sustainable goals were born at the United Nation's conference on its development in Rio de Janeiro in 2012. On 1st January 2016, the 17 Sustainable Development Pretensions (SDGs) of the 2030 docket for Sustainable Development, was adopted by world leaders in September 2015 at a major UN Summit which officially came into power. Over the coming 15 years, the new Pretensions had broadly applied itself to all over the country in order to end poverty, fight against the inequalities and reprimand the climate change, to ensure that nobody was left behind. By the accomplishment of Millennium Development Goals, the global good took the initiative to remove poverty entirely. The new pretensions with its uniqueness, call in action all the classes of the world, to promote it while guarding the Earth. The SDGs made effective tactics to eradicate poverty, and addressed a range of collective desires like education, health and societal security etc. (The United Nations organization, 2015).

Many months before the UN Sustainable Development Summit in 2015, Pope Francis in his alternate encyclical, "Laudato si" declared that climate change is one of the top challenges facing humanity (Ghorbani, 2020). Sustainable development is a political compromise between countries with different and even conflicting interests, which has not yet been translated into economic reality. The SDGs therefore, is required to make it happen by encouraging the learning and experimenting processes, in order to give solutions to the government. Making of sustainable development requires the creation of an internal political compromise in each country or region, and the rejection of the overly simplistic idea of win-win solutions. A compromise between countries made

the concept of sustainable development viable in 1992. A compromise within countries will make it operational from 2015, providing the negotiations are not limited to deciding what is good for others, especially the developing and least developed countries, but are instead an opportunity to answer the eminently less consensual question of what is good for oneself (Tancrede Voituriez (IDDRI), 2013).

UNICEF introduced “3As” approach to accelerate progress towards the SDGs for every child by raising Awareness, taking Action and holding decision makers Accountable for progress. For sparking action in the communities and holding leaders to account; children and young people can play a critical role in the application and observing of the SDGs with the accurate tools and information. People must have knowledge about the role of SDGs in their lives, for this purpose UNICEF works to raise awareness of children’s rights, educating and engaging young people. UNICEF’s effort is directed by the SDGs, on the perspective of health, education, and children protection. We support governments to act for and with children as they plan, budget and implement programs and policies. Annually, UNICEF (n.d), also develops key asks for governments to take into consideration as they carry forward the SDGs. The SDGs based on the Quality education, sheds light to the importance of education in global sustainable development (Mehmood, 2021). The quality education is crucial to achieve all other pretentions and aims. According to Rieckmann, in Education of sustainable Development Goals: Learning Objectives depicts that, “Ensure inclusive and indifferent quality education and promote lifelong literacy openings for all” (Rieckmann, 2017). From this point of view, the fourth goal according to in Lifelong Learning in Sustainable Development Goal 4 ensures that everyone around the world will be able to achieve sustainable and lifelong literary and high quality education by 2030 (Maren, 2019). ESD aims to enable people to make opinions and carry out conduct to ameliorate our quality of life without compromising the earth. It also aims to integrate the values essential in sustainable development into all aspects and situations of literacy (Nevin, 2008).

The education system of Pakistan was divided into four different distinct; Private education system, Public academy system, Non-formal education system, and Madrassa system. All schooling systems had different curriculum, mediums of instructions and altered values of degrees of different educational institutes that resulting inequalities and disparities; like Madrassa graduated people do not get better job opportunities and vast careers because their degrees, in particular, do not have much importance that public and private sector have. To address and resolve these disparities in the education system and its curriculum, Pakistan needed a National Curriculum Framework. For the betterment of the careers and personal development of present and upcoming generations a lot of countries have developed National Curriculum Framework for school education, including Germany, India, Malaysia,

Iraq, China, Russia, Australia, etc. (Benz et al., 1999). In Pakistan, education system has three levels including elementary level (grade 1-8) includes Primary stage; comprises classes I to V (age group of 5 to 9) and three times Middle stage consists of classes VI to VIII (age group of 10 to 12), the secondary level (grade 9-12) has two stages; the High stage consists of classes IX-X and two times Intermediate stage comprises class XI-XII and University programs for prompt graduate and postgraduate educations. Pakistan's government recommended implementing a Single National Curriculum (SNC) that would establish a constant system of education in which all children will have equal rights to get high-quality education with a common medium of instruction and assessment in all Public and Private education system without any disparities. Single National Curriculum is compelled by certain fundamental considerations; the teachings of the Qur'an and Sunnah, the vision of Pakistan founder Quaid-e-Azam Muhammad Ali Jinnah, and the constitution of Pakistan say Pakistani Education Ministry (Patel, 2021).

Single National Curriculum (SNC) presents the conception of Education for all with one curriculum system for all classes. Single National Curriculum is being developed in three phases; the first phase was launched in March 2021 for Grade Pre I-V which has been implemented since August 2021 in all Primary educational institutes, the second phase will be launched in March 2022 that will cover Grade VI-VIII and the third phase for grade IX-XII will be launched in March 2023. The main reason for making Single National Curriculum (SNC) is to give a solitary vision to all, as far as educational plan, method for training, Social amicability, and public solidarity to dispense with variations in different disciplines to offer equivalent chances for top social versatility and to upgrade comprehensive advancement of youngsters as per the Vision of Quaid and Iqbal under the light of Quran and Sunnah (Rana, 2020). Ideas for working on the execution of Education for Sustainable Development (ESD) incorporate far reaching formal and non-formal schooling, exposure and educational plan coordination to advance findings with regards to the SDGs. Direction and ideas assist with increase student's mindfulness, information and capabilities according to sustainability and to enable engagement in Global Sustainable Development (Yuan et al., 2021). It tends to be seen that the course books utilized for this review for the Social Studies educational program are profoundly susceptible and are planned to give understudies openness to the settings of public and strict character, social connections, and self-control for assisting them with becoming edified residents of the world (Stromquist & Monkman, 2014).

Textbooks have been considered as the most significant source of imparting knowledge to students and teachers particularly at primary level. Georgescu, Bernard, and Peterson (2007), have rightly called the textbooks "the most visible part of the curriculum" and the 'authoritative sources for the transfer of knowledge and social

values". It is observed that teachers working in developing countries do not have access to various academic sources, proper training other than the textbook. Therefore, the most important step to convey the message of sustainable development would be through the textbooks while providing teachers' the opportunity to teach what is important to be taught (Mgiep, 2017).

RESEARCH OBJECTIVES

1. To explore information related to sustainable lifestyles in the textbook of social studies published by Punjab textbook board under Single National Curriculum for grade 5.
2. To identify the gaps present in the social studies textbook related to sustainable lifestyles published by Punjab textbook board under Single National Curriculum.

RESEARCH QUESTIONS

1. Is the information related to sustainable lifestyles included in the textbook of social studies published by Punjab textbook board under single national curriculum for grade 5?
2. Are all the topics evenly distributed throughout the content of the social studies textbook published by Punjab textbook board after the emergence of single national curriculum?
3. Do the gaps exist in the textbook with respect to the inclusion of information related to sustainable lifestyles published by Punjab textbook board after the emergence of Single National Curriculum?

RESEARCH METHODOLOGY

The purpose of this research study was to explore the inclusion of topics related to quality education a subtheme of Sustainable Development Goals (SDGs) in the textbook of Social Studies developed under single national curriculum published by the Punjab textbook board for grade 5 in Public Schools of Pakistan. The study was based on the content analysis of the textbook of Social studies for Grade 5 in public schools of Punjab, Pakistan. Hsieh and Shanon (2005), described content analysis as a method of research which is more flexible and pragmatic than any other research method for the analysis of text. This method more wisely develops and extends knowledge of the topics. They also said that this method is a type of a classical or conventional method that primarily used for quantitative data not now it is used for qualitative data analysis. Hsieh and Shannon (2005) and Kohlbacher (2006) explored content analysis as it is not only focuses in counting of words but also it becomes a powerful tool to find the characteristics of words, languages and pictures. It interprets the content in different perspectives and gives more meanings to one word. For this purpose, the content of the textbook of Social Studies for Grade 5 was analyzed by using the thematic analysis. The analysis has been done through content analysis of

the Social Studies textbook for the inclusion of themes and targets related to sustainable lifestyles that is one of the targets to be achieved for the assurance of sustainable development goals. According to Braun and Clarke (2006), the thematic analysis method involves six steps: 1) familiarization of data, 2) initial coding, 3) generating themes, 4) validity and reliability of themes, 5) defining and naming themes, and 6) interpreting and reporting. The content was analyzed considering the inclusion of topics related to sustainable lifestyles. For the purpose of the content analysis, a checklist was prepared based on the themes related to sustainable lifestyles developed with the help of review of related literature. All the content was examined in the light of these themes particularly their occurrence in the content of the textbook. The content analysis analyzed all the text, images and exercises including all the activities added in the exercises of the textbook. Lastly, the emerging themes and codes were presented with the help of NVIVO, a software used for the qualitative data analysis and presentation.

DATA ANALYSIS

Sustainable Lifestyle

The detailed analysis of the textbook of social studies of Grade 5 published by Punjab textbook board regarding the inclusion of topics related to sustainable lifestyles, identified various themes based on their relevance to the major theme of SDG sustainable lifestyles such reduce wastage, recycling, organic food and sustainable relations.

Figure 1 shows the major themes extracted from the text book relevant to the sustainable lifestyles.

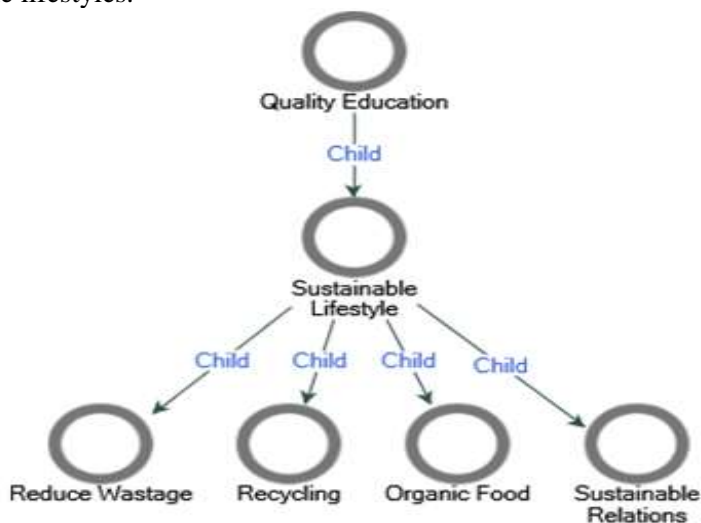


Figure 1: Hierarchy of Sustainable Lifestyle

Codes Related to Sustainable Lifestyles in the Textbook**Reduce Wastage**

Thorough analysis of the book discovered that various codes related to the theme of sustainable lifestyle were present in different chapters. For example, the unit no. 01 entitled “Citizenship” included information related to the theme of sustainable lifestyles, reduce wastage and sustainable relations. The topic included with the title “Responsibilities of Citizens”, explains how to use resources carefully to prevent its wastage. The topic specifies resources like water, electricity and gas because they are depleted from the world. Similarly, the unit no. 5 “Geography” incorporated information related to the code “Reduce Wastage” with the topics of “Plateaus” and “Coastal Areas” explaining people to reduce water wastage as the People living on Plateaus have to fetch water from a far and the People living in Coastal Area also do not have access to clean water.

Recycling

Another theme related to sustainable lifestyles was found in unit no. 06 entitled “Economics”, which included detailed information about recycling. The topic entitled “Cost Push Inflation”, explained the process of recycling by providing the information that cycle can be made through plastic and steel. The topic entitled “Barter system” and “Metallic coins”, explained the recycling process of gold, silver and bronze into coins.

Organic Food

Similarly, the theme organic food was present in the book under the unit no. 02 entitled “Culture” explaining the information regarding Organic food by giving information of traditional foods of people of different cultures, living in Pakistan, and describing those good relations with others is very important for nationalism. The topic entitled “Foods”, explained that as Pakistan consist of Sind, Baluchistan, NWFP, Gilgit Baltistan and Kashmir, all have their unique traditional foods which make them unique among others.

Likewise, the unit no. 06 entitled “Economics”, included information about organic foods. The topic entitled “Entrepreneurship”, explained the fact that organic food can be used to start business. Another topic entitled “Barter system”, explained the organic food in barter system, as sometimes people give their animals to others and get the needed items.

Sustainable Relations

In the same way, the unit no. 01, entitled “Citizenship”, included information related to sustainable relations with the names “Responsibilities of citizens” and “Common etiquettes”. These topics explains in detail how to maintain sustainable relations by treating others well, respecting the rights and beliefs of everyone and maintaining good

relations with others.

Seemingly, the unit no 02 included the topic entitled “Culture” related to sustainable relations and the topic entitled “The way we live together”, enlightened that societies need social interaction and good relations with others, and it leads towards the nationalism as people from different race, religion also live in Pakistan. The Chapter no. 03 “State and Government” included a topic entitled “Responsibilities of Citizens” that explains how to maintain sustainable relations by respecting the rights, beliefs and opinions of other. Lastly, the unit no. 06 entitled “Economics” included information related to sustainable relations. The topic entitled “Large company entrepreneurship” and “Industrial Entrepreneurship” explained that if groups of people are working together then profit and loss will be divided between all workers and will benefit Country’s economics.

Figure 2 shows that in the text book maximum content relevant to sustainable relation is present while, content related with the organic food is less in the social studies text book of 5th grade.

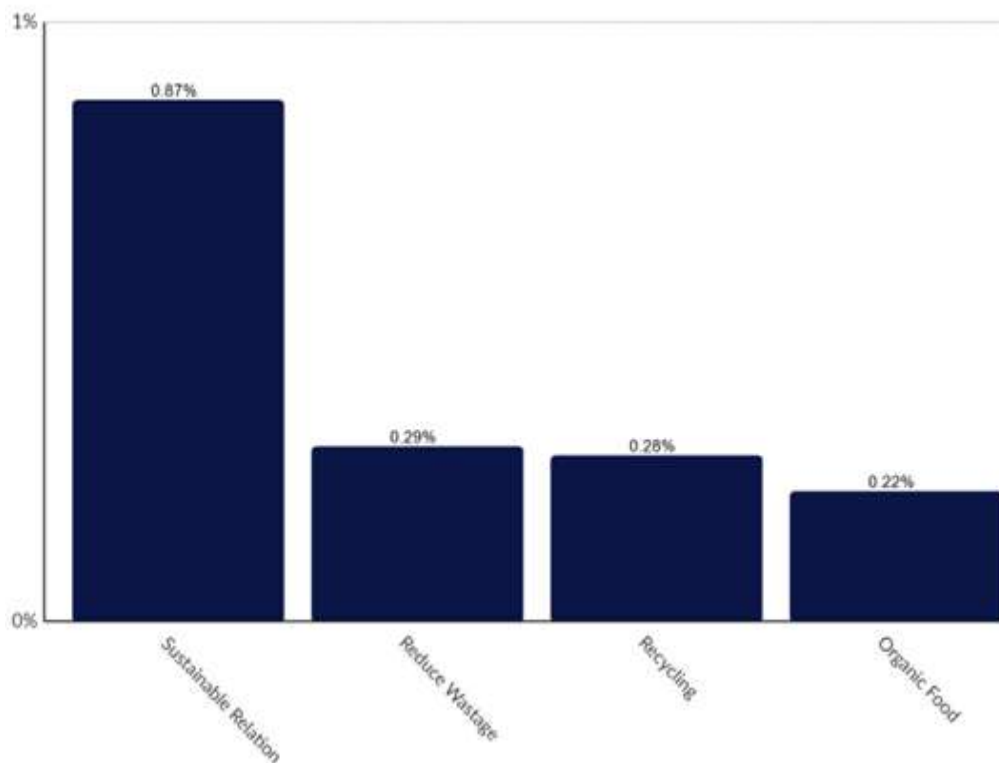


Figure 2: Percentage of the content regarding Sustainable Lifestyle

RESULTS AND DISCUSSION

The detailed analysis of the textbook of social studies Grade 5 published by the Punjab textbook board was analyzed according to the sub-theme of Goal 4 Quality Education and found that curriculum developers have included the information related to the theme of sustainable lifestyles in the textbook in various chapters. The textbook is comprised of 6 units.

Overall, the content and references regarding sustainable lifestyles is present in the Text such as reducing wastage, recycling, organic food, and sustainable relations. Overall, the book contained references of organic food quite prominently in the text than reducing wastage, recycling, and sustainable relations. The goal of school education should be to help students make recycling and reducing waste easier and more efficient, so it becomes second nature.

The current study of Social Studies textbook for Grade 5 showed that the content regarding sustainable lifestyles is present in the Text under the subthemes of reducing wastage, recycling, organic food, and sustainable relations. The references of organic food are quite noticeable in the textbook than reducing wastage, recycling, and sustainable relations. The study by Mohammadnia and Moghadam (2019) to explore the English textbook for the inclusion of topics to sustainable development found similar results. They found that English textbooks have incorporated enough knowledge related to sustainable development from primary to higher secondary levels. However, they discovered that the distribution of the themes was uneven in the textbooks as some of the themes are providing detailed information whereas some are totally absent from the textbook.

Another study carried out by Hamidizadeh, & Farokhi, (2021) to analyze the content of social studies text books of primary level discovered the presence of topics related to environmental information. Though, researchers found the absence of some themes particularly noise and waste components. Similarly, they found that the frequency of the topics was higher in text but lowest in images.

The study by TATLILIOĞLU (2019), explored textbook's information in relation to SDGS following a case study method for the science curriculum from 5th to 8th grade. The results were similar to the present study as the inclusion of the topics were concerned but contrasted to the extent of the information related to values and attitudinal competence for the students. Authors found that the competence in attitudinal and values oriented was focused in higher grades rather than 5th and 6th grade. Similarly, the SDG related to environmental information was higher as compared to other SDGs.

Through the detailed analysis of the Social Studies textbook published by the Punjab textbook board for Grade 5, it is concluded that 4 out of 6 chapters of the textbook have provided information regarding sustainable lifestyles. The references describe the importance of reducing wastage such as “Responsibilities of Citizens”, “Plateaus” and “Coastal Areas”. These topics are explaining the careful use of resources to prevent wastage as many resources are rapidly depleting from the world. Therefore, the context makes clear that it is the duty and responsibility of each citizen to take the lead in the prevention of the loss and wastage of natural resources.

Similarly, the references describing the importance of recycling under the topics “Cost-Push Inflation”, “Barter system” and “Metallic coins” are found. These explain the recycling process of gold, silver, and bronze for making coins and different things made from plastic and steel. It shows to the students that anything can be useful for making new stuff. Seemingly, the references describing the importance of organic food such as “Cultural Diversity in Pakistan”, “Entrepreneurship” and “Barter System” are also included in the book. The text related to these codes explains the traditional foods of different cultures which make them unique among others and the use of foods for starting a new business.

Furthermore, the book also includes references describing the importance of Sustainable relations under the categories of “Responsibilities of citizens”, “Common etiquettes”, “The way we live together”, “Advantages of a multicultural society”, “Fairs and Festivals”, “Responsibilities of Citizens”, “Trade” and “Large company entrepreneurship”. These encourage students to maintain sustainable relations by behaving well and giving respect to the elders. It cheers students to participate in activities that can be beneficial for people around them and can solve environmental or social problems. In the textbook, topics related to Organic food and Sustainable relations, which are the codes of Sustainable lifestyle, have been presented quite well but there is less information about Reduction of Wastage and Recycling.

RECOMMENDATIONS

The detailed analysis of the textbook of social studies Grade 5 published by the Punjab textbook board was analyzed according to the theme of Quality Education, many recommendations are identified in the light of the results of the study.

The textbook covers fewer references concerning sustainable relations. The content and exercises relating to it must be added to the program of study in detail. The activities like ‘dialogue’ and ‘Assigning students to craft a chart which contains characteristics of a good citizen in the form of graphic representation or in the form of text’ should be a part of the textbook for the better promotion of sustainable relations. The present study is purely qualitative, so it is recommended that future researchers should use the quantitative aspect for the exploration of the phenomena.

Upcoming investigators should take on mixed-method studies. It can also include the interviews of stakeholders; like teachers and curriculum developers.

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