

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

SENIOR HIGH SCHOOL LEARNERS' KNOWLEDGE, PRACTICES, AND ATTITUDE
ON SELECTED SUSTAINABLE DEVELOPMENT GOALS

A Thesis Presented to the
Faculty of the Graduate School
College of Education
West Visayas State University
La Paz, Iloilo City

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education
(Biological Science)

by

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Abstract

Understanding Knowledge, Attitude, and Practices (KAP) is essential for any transition towards sustainability (Salas-Zapata et al., 2018). Thus, the researcher conducted a study to assess learners' level of knowledge, practices, and attitude on science related sustainable development goals. The researcher used the descriptive-correlational research design to describe the learners' level of knowledge, practices, and level of attitude on selected SDGs and to determine its significant relationship between and among these variables. The study was conducted in the school year 2020-2021 in the five public secondary schools offering STEM – Academic Track in the 3rd Congressional District of Iloilo. Seventy-eight STEM Grade 12 learners were the participants of the study. They were identified through stratified random sampling technique. The researcher made instruments were used in the study. The instruments underwent content validation by three experts in science education. The study was conducted with the approval of Schools Division Superintendent and respective school heads, the data were gathered using google form to gather responses from the learners. The results revealed that the entire group learners' level of knowledge was moderately knowledgeable; however, they have highly desirable practices and highly desirable attitudes on selected SDGs. Significant difference exists between knowledge and attitude

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on selected SDGs and between practices and attitude on SDGs. The results of the study supported by the various literatures recommend the following: improvement of the integration of selected SDGs in the science curriculum and other learning areas; creation of competencies or learning objectives which include concepts on selected SDGs or local and global issues and providing opportunities for authentic experiences through insightful curriculum materials; systematic implementation, monitoring and evaluation, and collaboration of the community, teachers and learners to the co-curricular programs and activities aligned to the selected SDGs. With the disaster that is continuously happening, sustainability literacy among learners needs to be developed to protect the environment, to promote wellness of people, and to cope with the different disasters. In addition, no one should be left behind in attaining the global goals.

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COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

TABLE OF CONTENTS

	Page
Title Page	i
Approval Sheet	ii
Acknowledgment	iii
Abstract	v
Table of Contents	viii
List of Tables	xii
List of Figures	xiii
List of Appendices	xiv
Chapter	
1 INTRODUCTION TO THE STUDY	1
Background of the Study	2
Theoretical Framework of the Study	8
Statement of the Problem	10
Statement of Hypothesis	11
Definition of Terms	11
Scope and Delimitation of the Study	13
Significance of the Study	15
2 REVIEW OF RELATED LITERATURE	17
Sustainable Development Goals (SDG)	18

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

Sustainable Development	18
The 2030 Agenda for Sustainable Development	18
The Principles of the UN 2030 Agenda	19
The Sustainable Development Goals	21
The Selected SDGs	21
Selected SDG Report 2019	25
Philippine Strategy of the SDG	41
SDGs in Curriculum and Co-Curricular Projects	42
Teachers Role in Environmental education	43
Teaching Approaches for Environmental literacy Development	45
Knowledge, Practices, and Attitude on SDG Through Curriculum and Co-Curricular Projects Integration	47
DepEd Programs Aligned to Selected SDG	50
Linking Sustainable Development Goals	57
Curriculum Links	57
SDG Framework	62
Education for Sustainable Development Goals	65
Integrating ESD in teacher education	65
Relevant studies on ESD	67
Summary	70

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

3	RESEARCH DESIGN AND METHODOLOGY	74
	Research Design	75
	Methodology	76
	Research Locale	76
	The Respondents	76
	Sampling Technique	77
	Research Instruments	78
	SDG Knowledge test (SDGKT)	79
	SDG Practices Test (SDGPT)	81
	SDG Attitude Test (SDGAT)	82
	Data Gathering Procedure	84
	Ethical Considerations	85
	Statistical Data Analysis Procedure	85
4	RESULTS AND DISCUSSIONS	87
	Descriptive Data Analysis	87
	Knowledge on Science Related SDGs	88
	Practices on Science Related SDGs	93
	Attitude on Science Related SDGs	98
	Inferential Data Analysis	101
	Relationship between and among the Knowledge, Practices, and Attitude on Science Related SDGs	101

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

5	SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	106
	Summary of the Problem, Method, and Findings	106
	Conclusions	108
	Implications	110
	Recommendations	116
	REFERENCES	119
	APPENDICES	133

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF TABLES

Table		Page
1	Distribution of Respondents	78
2	Knowledge on Science Related SDGs	88
3	Practices on Science Related SDGs	93
4	Attitude on Science Related SDGs	99
5	Relationship between and among Knowledge, Practices, and Attitude on Science Related SDGs	102

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF FIGURES

Figure		Page
1	Research Paradigm	10
2	Data Gathering Procedure	85

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF APPENDICES

Appendix	Page
A Letter to the Division of Iloilo Superintendent for the Conduct of Pilot Test	134
B Letter to the School Head for the Conduct of Pilot Test	136
C Letter for the Learners for the Conduct of Pilot Test	138
D Letter to the Division of Iloilo Superintendent for the Conduct of Study	140
E Letter to the School Head for the Conduct of Study	142
F Letter of Consent to the Learners for the Conduct of Study	148
G Letter for the Validator	150
H Table of Specification	152
I Curriculum Mapping Per Year level	158
J Curriculum Mapping K-12 Science Competencies	161
K Sustainable Development Goals Knowledge test (SDGKT)	170
L Sustainable Development Goals Practices Test (SDGPT)	173
M Sustainable Development Goals Attitude Test (SDGAT)	175
N SPSS Results	177
O Photographs	180
P List of Sustainable Development Goals (SDG) and its Indicators	185

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

121

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

122

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

124

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
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Iloilo City

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

126

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
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Iloilo City

127

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
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Iloilo City

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WEST VISAYAS STATE UNIVERSITY
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GRADUATE SCHOOL
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Iloilo City

131

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WEST VISAYAS STATE UNIVERSITY
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