

Adopting the concept of the purple economy in school libraries in order to sustainable development

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Research - Summary

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Abstract

The study aimed to measure the economic literacy of secondary school students about economic consumption and the importance of supporting local commodities in Egypt through the use of the experimental approach. The student sample is composed of two groups of STEM schools in Egypt; one of them is the experimental group and the other is the control group, a program of economic literacy has been applied through school library and its activities. The impact of the applied program has been measured for the experimental sample via an achievement tool test for the knowledge side of the economic consumption and the affected factors and its disadvantages. The study results indicate that there are statistical significant differences at the level Of 0.05 of experimental sample for the experimental program. The study also indicates that there are no statistical significance differences at the level 0.05 of the control group. It also refers to significant statistical differences between the two group (the experimental and the control group) after adopting experimental program.

The following are the most prominent recommended suggestions of the study research: The most important is the necessity of school library role with economic literacy development for students through programs, activities and competitions in the

library based on self-learning, searching, exploring, investigating examining, cooperative learning, tasks and discussions held among student.

Keywords

School libraries, purple economy, sustainable development, Egypt

Methodological Framework

1.1 Study Problem:

The study addresses the lack of economic awareness facilitated by school libraries in Arab countries, particularly Egypt, amidst the current economic crisis. This gap can be mitigated by leveraging school libraries to enhance cultural understanding and support local economic stability. By promoting local goods grounded in the cultural context of each country, school libraries can play a vital role in achieving sustainable economic development. They serve not only as educational resources but also as significant contributors to government efforts in easing economic challenges. Furthermore, they influence a broad segment of individuals, thereby affecting their knowledge, behavior, and economic consumption patterns.

1.2 Objectives of the Study:

The study aims to:

- Assess students' economic awareness regarding consumption and support for local goods, highlighting the impact on individuals, society, and future generations.
- Pilot a proposed program in a school library in Egypt to provide skills and emphasize the cultural significance of local goods and services. This program aims to enhance students' cognitive and emotional skills related to economic consumption and the importance of local products.
- Measure the impact of the proposed program on students' cognitive and emotional perspectives to evaluate the changes in their economic awareness and attitudes.

1.3 Importance of the Study:

The current study underscores the critical role of school libraries in fostering students' economic awareness concerning consumption and its broader impacts. Through diverse programs, activities, and competitions, libraries can parallel academic curricula in promoting sustainable development. School libraries are integral to the broader efforts towards sustainable development and the purple economy, which emphasizes culturally significant goods and services. Despite widespread consumerism and existing legislation like Egypt's Law No. 5 of 2015 favoring local products, there is a noticeable gap in students' understanding of national economic principles and consumption behaviors. This research proposes a program to enhance students' cognitive and emotional awareness regarding their consumption, thereby contributing to the national economy and reducing environmental impacts.

1.4 Study Methodology and Tools:

The research employs a quasi-experimental approach to evaluate students' awareness of economic consumption and its societal impact. The study involves implementing a cultural awareness program in an Egyptian school, focusing on the rationalization of consumption and support for local goods. Cultural awareness of economic consumption will be measured before and after the program to assess its effectiveness.

To collect data, the study utilizes the following tools:

- Achievement Test: This tool measures students' cognitive understanding of economic awareness, consumption patterns, and the importance of purchasing local goods.
- Opinion Poll: To gauge students' emotional attitudes towards supporting local goods, the study includes a question at the end of the achievement test. This question is designed to capture students' opinions and emotional orientation before and after the program, providing a complementary measure to the cognitive-focused achievement test.

This combined methodological approach aims to holistically assess the cognitive and emotional impacts of the proposed economic awareness program on students.

1.5 Study Hypotheses

The study tests the primary hypothesis that there is a correlation between secondary school students receiving an economic awareness program and their development of cognitive skills related to economic consumption and the importance of local goods.

The specific hypotheses tested are as follows:

- Hypothesis 1: There are statistically significant differences between pre- and post-measurement of cognitive skills in the experimental group regarding economic consumption awareness and the importance of local goods.
- Hypothesis 2: There are no statistically significant differences between pre- and post-measurement of cognitive skills in the control group regarding economic consumption awareness and the importance of local goods.
- Hypothesis 3: There are statistically significant differences in cognitive skills between the control and experimental groups regarding economic consumption awareness and the importance of local goods.
- Hypothesis 4: There are significant differences in opinions and emotional impressions between the control and experimental groups regarding the importance of using local goods after implementing the program.

1.6 Limitations of the Study

- Objective Limitations: The study focuses on economic consumption and local goods related to students' economic awareness. It does not address the broader concept of economic literacy, which encompasses a wide range of topics requiring a full semester and curriculum. Instead, the study concentrates on economic consumption, teaching students cognitive skills related to consumer definitions, types of consumption, consumer behavior patterns, influencing factors, negative consumer aspects, and the relationship between consumption and the local economy.
- Spatial Limitations: The study was conducted at the Outstanding School of Science and Technology in Beni Suef, utilizing a program provided by the school library.

- Temporal Limitations: The research was implemented from May 10, 2023, to June 22, 2023.

- Qualitative Limitations: The research targeted first- and second-year secondary school students at the Outstanding School of Science and Technology in Beni Suef. These students are engaged in addressing societal issues through their studies and scientific projects and are highly connected to their community and country. Third-year students were excluded due to their preoccupation with academic studies and impending university entrance exams.

3.5 Summary of Results and Conclusions

3.5.1 Results

Based on the study's objectives, hypotheses, and tools, the researcher reached the following results:

1. There are significant differences in the pre- and post-measurements of the cognitive aspect of economic awareness, specifically regarding economic consumption and the importance of local goods, for students who participated in the experimental program.
2. There are no significant differences in the pre- and post-measurements of the cognitive aspect of economic awareness among students in the control group.
3. The experimental group significantly outperformed the control group in the cognitive aspect of economic awareness, with marked differences in economic consumption and the importance of local goods after the program's implementation.
4. There are notable differences in opinions and emotional impressions regarding the importance of supporting and using local goods, favoring the experimental group after the program's application.

3.5.2 Conclusions

Following the presentation and discussion of the statistical results, which validated the study's hypotheses, the primary hypothesis—that a correlation

exists between secondary school students' participation in an economic awareness program and their acquisition of cognitive and emotional skills related to economic consumption and the importance of local goods—was confirmed. The conclusions are as follows:

1. Program Design: School library programs for economic awareness should incorporate self-learning, research, reading, collaboration, competitions, and assignments. These activities positively contribute to the development of students' cognitive and emotional skills in economic awareness.
2. Use of Technology: Utilizing electronic learning environments, such as virtual classrooms or online platforms, enhances interaction and communication between library specialists and students, making programs like the local economy support initiative more effective.

4. Recommendations

Based on the study results and the implementation of the experimental program aimed at increasing students' economic awareness regarding consumption and support for local goods, the following recommendations are proposed:

1. Training for Library Specialists: Provide training to school library specialists on the importance of their role in fostering economic awareness and its impact on individuals, society, and the state.
2. Structured Programs: Develop and offer economic awareness programs through school libraries, structured into levels and stages. These programs should cover fundamental economic concepts such as those included in the Test of Economic Literacy (TEL), which addresses economic systems, allocation mechanisms, prices, wages, profits, voluntary exchange, trade, markets, supply and demand, competition, economic institutions, money, inflation, labor and income markets, and entrepreneurship.
3. Electronic Classrooms: Implement electronic classrooms as a means of communication and interaction for economic awareness competitions between library specialists and students.
4. Library Education Integration: Integrate economic awareness into the activities of library education courses for library specialists, supported by the Ministry through competitions between schools.

5. Economic Competitions: Encourage unions, associations, and government institutions to establish economic competitions for school libraries. These competitions should incentivize libraries to provide programs and activities aimed at enhancing students' economic awareness.