

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

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Research – Results

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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

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.