EFFICACY OF MEDIA PROFESSORS IN ENVIRONMENTAL EDUCATION: AN ANALYSIS USING ENVIRONMENTAL EDUCATION EFFICACY BELIEF INSTRUMENT (EEEBI)

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Abstract

Environmental education (EE) is often regarded as the most effective means to raise public knowledge about environmental issues and challenges. It also encourages people to improve their attitudes regarding the environment. EE has been incorporated into formal education institutions dramatically over the years. As a result, the demand for teachers to properly integrate EE into their curricula has increased. Instructor's efficacy has been found to be strongly linked to a variety of important educational outcomes, including teacher's persistence, passion, and pedagogical behaviour, as well as student's accomplishment, motivation, and self-efficacy beliefs. The efficacy of media professors teaching environmental education in higher educational institutions is analyzed using Environmental Education Efficacy Belief Instrument (EEEBI). Randomly communication professors handling Environmental Studies were selected for the study. In Tamil Nadu there are 111 higher educational institutions offering communication studies of which 45 professors responded to the study. The study reveals that there is significant difference between male and female, years of experience and individual perception about environment with respect to environmental education teaching efficacy beliefs in higher educational institutions.

Keywords: Media**,** Efficacy, EEEBI, Communication, Beliefs, Environment Education

Introduction

Environmental education (EE) is often regarded as the most effective means to raise public knowledge about environmental issues and challenges. It also encourages people to improve their attitudes regarding the environment. The purpose of EE is to create a systematized structure for critical, participatory, and transformative education. It motivates, equips, and empowers participants to act responsibly and positively in terms of environmental ethics and citizenship. The world's current environmental challenges are mostly the results of modern society's lifestyle and development, which jeopardizes human wellbeing, degrades environmental constancy, and threatens to destroy the ecosystem. Balancing the human-natural environment interaction is a difficult task. Education is a critical factor in achieving an ecologically literate populace that is driven and educated to influence decision-making on environmental conservation and preservation. The goal of integrating EE into formal education institutions has risen dramatically over the years. As a result, the demand for teachers to properly integrate EE into their curricula has increased. Instructor's efficacy has been found to be strongly linked to a variety of important educational outcomes, including teacher's persistence, passion, and pedagogical behaviour, as well as student's accomplishment, motivation, and self-efficacy beliefs. According to Bandura (1977), Belief efficacy is peoples' sense of ability to behave in certain manner (self-efficacy) and their expectation that a given behaviour will lead to good results (outcome expectancy). Professors who believe that effective teaching can influence students' learning (outcome expectancy beliefs) and those that have optimism with their own teaching attitude (self-efficacy beliefs) must survive better and, include an academic achievement concentrated in the teaching, and display complex forms of responses than educators who have lower expectations about one's capacity to affect students' learning. The degree toward which educators consider they can manage or at least significantly influence students' academic achievement is referred to as teaching efficacy, which is a subset of self-efficacy. Teaching efficacy is made up of two discrete variables: Personal Teaching Efficacy (PTE) and Outcome Expectancy (OE). According to preliminary study, effective teachers have such a strong sense of efficacy of their own teaching. They think that most of their students, including the hardest to educate, can be helped to learn. Along with quality of work, life, professional engagement, and dedication to teaching, a strong sense of effectiveness has indeed been recognized as being one of the educator dispositions related with effective practice.

According to the writer's experiences with former student instructors over the last decade, such students frequently lack expertise of how to teach EE in education, but they are usually willing to assist students in learning EE ideas. The teaching conditions, competences used to accomplish educational goals, and practices by the media professors on a daily basis were identified as variables that attributed to EE teaching performance. It is noted that research on pre-service teachers' efficacy in EE teaching is lacking. The Global Learning and Observations to Benefit the Environment (GLOBE) curriculum had no significant impact along either dimension of pre-service teachers' EE teaching efficacy, according to the findings. However, no research on the relationship between EK and preserves teachers' has been established.

Research Questions

RQ 1: Does the gender influence on EE teaching efficacy beliefs in higher educational institutions?

RQ 2: Is there any relationship between the year of experiences of media professors handling EE and their teaching efficacy beliefs in higher educational institutions?

RQ 3: Does individual perception of a professor towards environment effect on the teaching efficacy beliefs while handling EE in higher educational institutions?

Materials and Methods

Environmental Education Efficacy Belief Instrument was adopted for the study to test the efficacy of the professors. Randomly communication professors handling Environmental Studies were selected for the study. In Tamil Nadu there are 111 higher educational institutions offering communication studies of which 45 professors responded to the study. The data were collected in structured instrument using Google-form. The researchers adopted online tool for data collection. The data were processed using SPSS and analyzed using t-test and ANOVA. Environmental Education Efficacy Belief Instrument (EEEBI) was adopted in this study to measure the professors' teaching efficacy related to environmental studies. It consists of 23 statements of which, Personal EE Teaching Efficacy Belief Scale consists of 13 items and EE Teaching Outcome Expectancy Scale consists of 10 items.

Discussions

Research Question # 1

Does the gender influence on EE teaching efficacy beliefs in higher educational institutions? Table 1 presents the statistical analysis results of the significant difference between male and female communication professors' influence on EE teaching efficacy beliefs in higher educational institutions. Since P value is less than 0.05, the null hypothesis is rejected. It is statically inferred that, there is significant difference between male and female communication professors with respect to EE teaching efficacy beliefs in higher educational institutions. Various studies propound that female is having more efficacy towards teaching EE. In nature they are giving more importance in protecting the environment through different beliefs and value system.

Table : 1 Gender influence on EE teaching efficacy beliefs

Factor	Gender	Mean	SD	t-Value	P-Value
Efficacy	Male	82.5480	12.19094	1.8208	0.03*
	Female	85.7238	11.86135		

Source: Computed Data * Level of Significance – 5%

Research Question # 2

Is there any relationship between the year of experiences of media professors handling EE and their teaching efficacy beliefs in higher educational institutions? The table 2 describes the influence of year of experiences on professors' handling EE and their teaching efficacy beliefs in higher educational institutions. Since P value is less than 0.01. The null hypothesis is rejected. It is statically inferred that, there is significant difference between the year of experiences of professors' handling/handled EE and their teaching efficacy beliefs in higher educational institutions. It shows that the efficacy of professors' handling EE for more number of years is increasing their belief towards the subject and also it improves their expertise and proficiency toward EE subject. It is observed that the curriculum of EE was designed by UGC in the year 2003 with the amendment of Supreme Court and nearly two decades passed still there is no major updating or upgrading in the syllabus of EE.

Table: 2 ANOVA for significant difference among year of experiences of professors' handling EE and their teaching efficacy beliefs in higher educational institutions

Factor	Year of Experiences	Mean	SD	F-Value	P-Value
Efficacy	Up to 3	83.4286	9.44911	1.572	0.003**
	4 – 6	88.9000	13.56809		
	7 – 9	89.4000	15.51037		
	10 – 12	92.3103	4.09794		
	Above 12	81.2222	7.80669		

Source: Computed Data

Research Question # 3

Does individual perception of a professor towards environment effect on the teaching efficacy beliefs while handling EE in higher educational institutions? Table 3 presents the statistical analysis results on the individual perception of a media professor towards environment effecting on the teaching efficacy beliefs while handling EE in higher educational institutions. Since P value is less than 0.05. The null hypothesis is rejected. It is statically inferred that, there is significant difference between perceptions of a media professor and effect on the teaching efficacy beliefs while handling EE. It shows that if a professor by nature having more concern about environment it will be reflected on the efficacy of handling that subject.

Table: 3 t-test for significant difference between individual perceptions of a professor towards environment effecting on the teaching efficacy beliefs while handling EE

Factor	Perception towards environment	Mean	SD	t-Value	P-Value
Efficacy	High	72.8045	11.09491	1.1088	0.04*
	Low	75.3827	10.13568		

Source: Computed Data * Level of Significance – 5%

Conclusion

The communication professors who are handling EE are having good efficacy towards EE. The efficacy of professors handling EE for more number of years is increasing their attitude

towards the subject. Also it improves their expertise and proficiency toward EE subject. It is observed that the curriculum of EE was designed by UGC in the year 2003 with the amendment of Supreme Court. Still decade passed there is no major upgrade in the syllabus of EE. The perception of a professor towards environment will reflect on the teaching efficacy beliefs of handling EE in higher educational institutions. It is observed that the curriculum of EE was designed by UGC in the year 2003 with the amendment of Supreme Court and nearly two decades passed still there is no major updating or upgrading in the syllabus of EE. The EE syllabus needs an urgent updating due to newer environmental challenges and new media technologies and practices.

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