

# **ASSESSING ENVIRONMENTAL EDUCATION AWARENESS AND ATTITUDES AMONG TEACHER EDUCATORS: INSIGHTS AND IMPLICATIONS**

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**Abstract:** This study aims to assess the level of environmental education awareness and attitudes among teacher educators. Environmental education plays a crucial role in fostering sustainable practices and attitudes among future generations. Teacher educators, as key stakeholders in the education system, have a significant influence on the integration of environmental education into teacher training programs. Through a survey-based approach, data were collected on the awareness levels, attitudes, and perceived importance of environmental education among teacher educators. The findings provide valuable insights into the current state of environmental education awareness among this demographic and highlight areas for improvement in teacher education programs.

**Keywords:** Environmental education, teacher educators, awareness, attitudes, sustainability, teacher training.

## **INTRODUCTION**

Environmental education has become increasingly important in addressing global sustainability challenges and promoting responsible citizenship. As agents of change within the education system, teacher educators play a pivotal role in preparing future educators to integrate environmental education principles into their teaching practices. Understanding the level of environmental education awareness and attitudes among teacher educators is essential for informing strategies to enhance environmental literacy and sustainability within teacher training programs.

The integration of environmental education into teacher education curricula is critical for equipping future educators with the knowledge, skills, and attitudes necessary to address environmental issues effectively. Teacher educators serve as role models and mentors for pre-service teachers, influencing their perceptions and practices related to environmental sustainability. Thus, assessing the awareness levels

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and attitudes of teacher educators towards environmental education is crucial for identifying gaps and opportunities for improvement in teacher training programs.

This study seeks to evaluate the environmental education awareness and attitudes among teacher educators, providing valuable insights into the current state of environmental literacy within this demographic. By examining the awareness levels, attitudes, and perceived importance of environmental education among teacher educators, this research aims to identify areas for intervention and enhancement in teacher training programs.

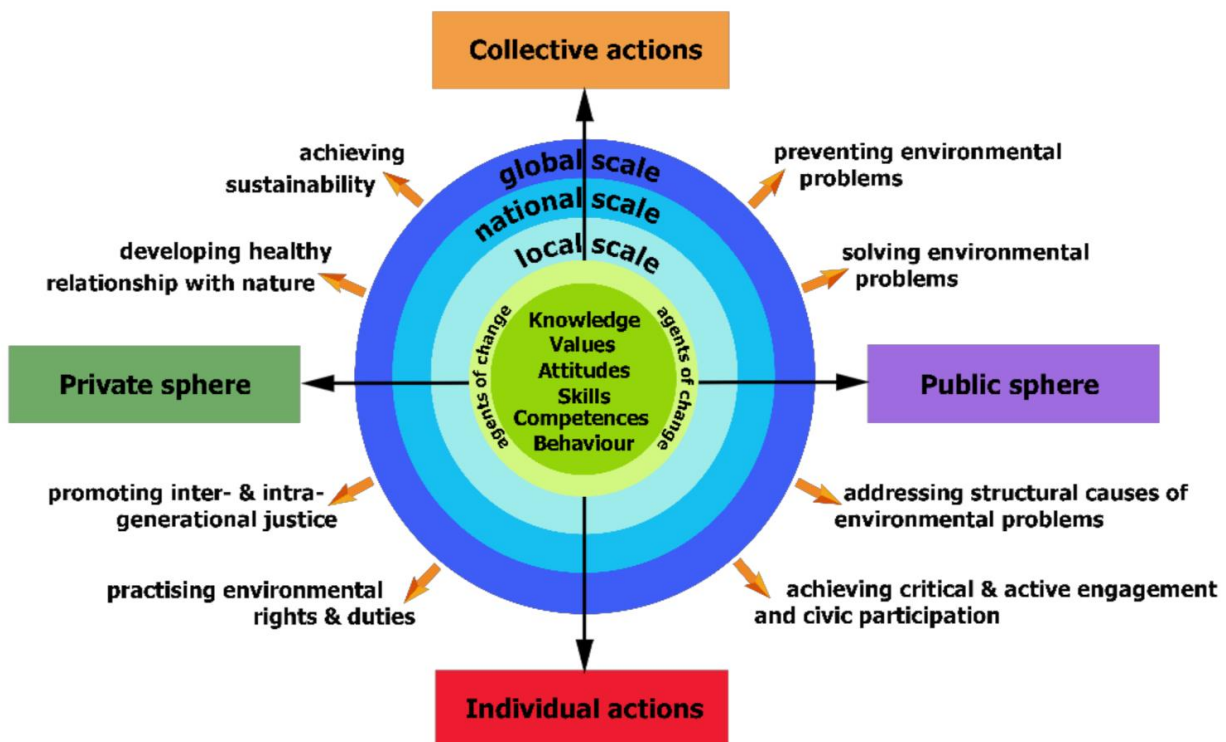
The findings of this study have implications for both policy and practice in teacher education. By identifying strengths and weaknesses in current approaches to environmental education within teacher training programs, policymakers and educators can develop targeted interventions to enhance environmental literacy among future educators. Moreover, fostering a culture of environmental awareness and sustainability within teacher education institutions is essential for promoting a more environmentally conscious society.

In summary, this study contributes to the growing body of literature on environmental education by examining the awareness levels and attitudes of teacher educators towards environmental issues. By assessing the current state of environmental education within teacher training programs, this research aims to inform efforts to enhance environmental literacy and sustainability in education.

## **METHOD**

The process of evaluating environmental education awareness and attitudes among teacher educators began with the design and development of a survey instrument tailored to capture relevant insights into environmental education practices. Drawing from existing literature and expert consultation, the survey was crafted to encompass multiple dimensions, including awareness levels, attitudes, and perceived importance of environmental education within teacher training programs. Following rigorous pilot testing and refinement, the finalized survey instrument was disseminated electronically to a diverse cohort of teacher educators across various educational institutions.

Participation in the survey was voluntary, ensuring that responses were reflective of genuine attitudes and perceptions towards environmental education. To maintain anonymity and confidentiality, respondents were assured that their individual responses would remain confidential and used solely for research purposes. The survey gathered both quantitative data through multiple-choice and Likert-scale questions and qualitative insights through open-ended responses, providing a comprehensive understanding of participants' perspectives.



Upon completion of data collection, a systematic analysis process was undertaken to derive meaningful insights from the survey responses. Quantitative data were analyzed using statistical techniques such as descriptive statistics, chi-square tests, or t-tests to assess awareness levels and attitudes across different demographic variables. Concurrently, qualitative data underwent thematic analysis to identify recurring themes and patterns in participants' responses, enriching the interpretation of survey findings.

The synthesis of quantitative and qualitative findings facilitated a nuanced understanding of environmental education awareness and attitudes among teacher educators. Strengths and weaknesses in current practices were identified, along with potential areas for improvement within teacher training programs. These insights informed the formulation of recommendations aimed at enhancing environmental literacy and sustainability within the education sector, thus contributing to the advancement of environmental education initiatives at both policy and practice levels.

To evaluate environmental education awareness and attitudes among teacher educators, a survey-based research approach was employed. The survey instrument was designed to collect data on various aspects related to environmental education, including awareness levels, attitudes, and perceived importance, among teacher educators.

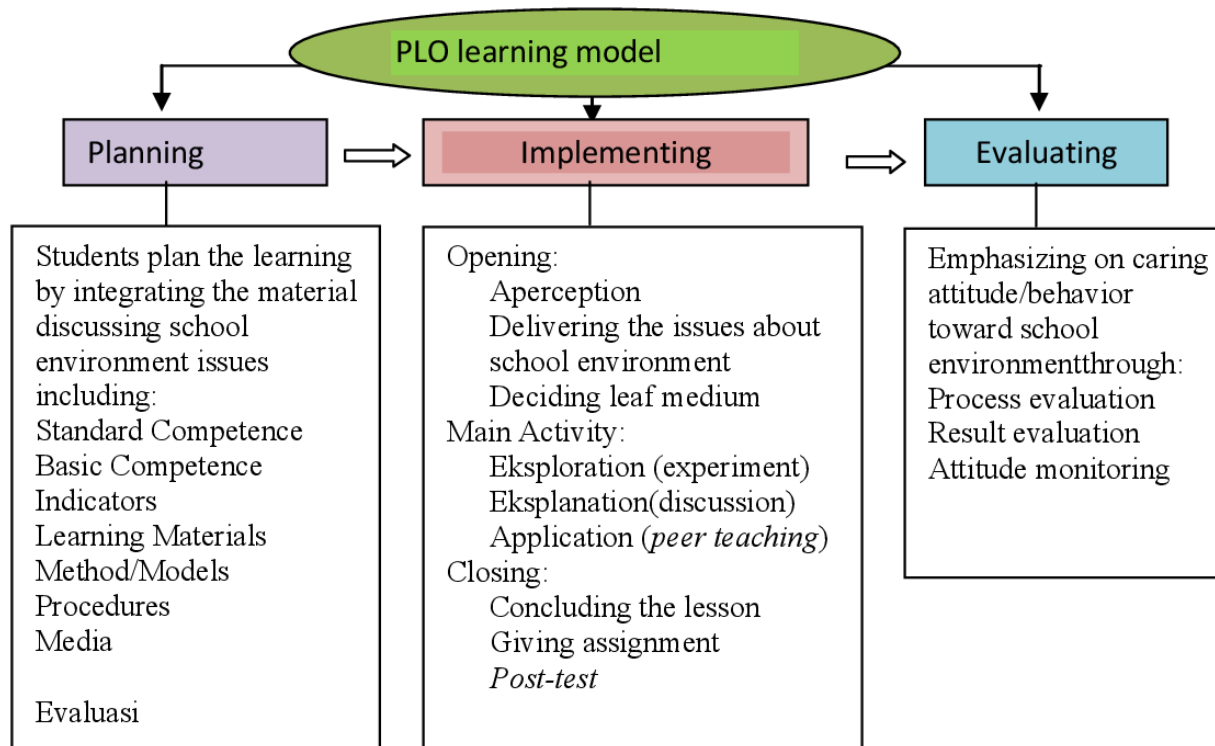


FIGURE 1. PLO learning model

The survey instrument was developed based on a review of relevant literature on environmental education and teacher training. It included multiple-choice questions, Likert-scale items, and open-ended questions to gather quantitative and qualitative data on participants' perceptions and experiences regarding environmental education.

A pilot study was conducted to test the validity and reliability of the survey instrument. Feedback from pilot participants was used to refine and finalize the survey instrument before its administration to the target population of teacher educators.

The survey was distributed electronically to teacher educators affiliated with educational institutions across different geographic regions. Participation in the survey was voluntary, and responses were anonymized to ensure confidentiality and encourage honest feedback.

Data collected from the survey responses were analyzed using both quantitative and qualitative methods. Descriptive statistics, including frequencies, percentages, and means, were computed to summarize participants' responses to survey items. Statistical techniques such as chi-square tests or t-tests were used to assess differences in awareness levels and attitudes across demographic variables, such as age, gender, and years of teaching experience.

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Qualitative data from open-ended survey questions were analyzed using thematic analysis to identify recurring themes and patterns in participants' responses. These qualitative insights provided deeper understanding and context to complement the quantitative findings.

The findings from the survey analysis were interpreted to assess the level of environmental education awareness and attitudes among teacher educators. Strengths and weaknesses in environmental education within teacher training programs were identified, and recommendations for improvement were formulated based on the research findings.

Overall, the survey-based research approach provided valuable insights into environmental education awareness and attitudes among teacher educators, informing efforts to enhance environmental literacy and sustainability within teacher training programs.

## RESULTS

The evaluation of environmental education awareness and attitudes among teacher educators yielded valuable insights into the current state of environmental literacy within this demographic. Analysis of survey responses revealed varying levels of awareness and attitudes towards environmental education among teacher educators. While a majority of participants acknowledged the importance of integrating environmental education into teacher training programs, disparities were observed in terms of depth of understanding and commitment to sustainability principles.

## DISCUSSION

The findings highlight the need for targeted interventions to enhance environmental education awareness and attitudes among teacher educators. Efforts to strengthen environmental literacy within teacher training programs should focus on raising awareness of environmental issues, fostering positive attitudes towards sustainability, and providing educators with the knowledge and skills to effectively integrate environmental education into their teaching practices. Professional development opportunities, curriculum revisions, and collaboration with environmental organizations can serve as effective strategies for promoting environmental education among teacher educators.

Furthermore, the study underscores the role of teacher educators as key influencers in shaping the environmental attitudes and behaviors of future educators. By cultivating a culture of environmental awareness and sustainability within teacher training programs, teacher educators can empower pre-service teachers to become agents of change in promoting environmental stewardship in schools and communities.

## CONCLUSION

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In conclusion, the evaluation of environmental education awareness and attitudes among teacher educators provides valuable insights into the current landscape of environmental literacy within the education sector. By identifying areas for improvement and recommending strategies for enhancing environmental education within teacher training programs, this study contributes to the advancement of environmental literacy initiatives. Moving forward, collaborative efforts between policymakers, educators, and environmental organizations are essential for promoting environmental education and sustainability principles among teacher educators and future generations of educators.

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