

Environmental Engagement in Higher Education Institutions

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Abstract

The Higher Education Institutions (HEIs) are potential environmental stewards. Their influence extends from the workplace to the communities and homes of their faculty whose role in environmental engagement is vital. Hence, this paper investigates three mediating factors, namely, Knowledge and Awareness (KA), Personal Engagement (PE), and Policies and Practices (PP) in relation to Environmental Engagement (EE) of the 213 faculty of the 9 HEIs in the Philippines. The study used Quantitative Approach employing the comparative and correlational analyses of the survey results derived from the duly validated instruments. Pearson Product Moment Correlation test shows that Knowledge and Awareness (KA) has no relationship with faculty Environmental Engagement (EE). On the other hand, Personal Engagement (PE) and Policies and Practices (PP) have significant relationship with Environmental Engagement (EE). The consistency of the faculty Environmental Engagement (EE) at home and at work, as supported by the Behavior Consistency Theory, prevails over Knowledge and Awareness. The faculty Environmental Engagement (EE) is high in the tasks with tangible economic value such as energy and water conservation but low in those with intangible benefits like recycling or waste segregation. While Policies and Practices (PP) driver is significantly related to Environmental Engagement (EE), less than half of the faculty are engaged in training, campaign, and policy participation. Thus, incentivizing faculty Environmental Engagement (EE) and needs assessment for environmental learning and development program are highly recommended. The study offers valuable contribution to the latent literature on Environmental Engagement in Higher Education.

Keywords: Environmental Engagement, Higher Education Institutions, Mediating Factors