

Review of: "Impact of Environmental Education on the Knowledge and Attitude of University of Benin Students towards Waste Segregation"

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Potential competing interests: No potential competing interests to declare.

Review: Impact of Environmental Education on the Knowledge and Attitude of University of Benin Students towards Waste Segregation

The manuscript presents a well-structured and thorough investigation into the impact of environmental education on the knowledge and attitude of university students, particularly in the context of waste segregation. Overall, the manuscript is a valuable contribution to the field of environmental education and waste management, providing a solid foundation for future research and practical applications. However, the following must be addressed before it can be accepted

Abstract

1. The abstract mentions the use of a validated instrument, but further details about the validation process would enhance the rigor of the study. Include information on how the instrument was validated, including reliability measures.
2. While the abstract briefly mentions a significant difference in knowledge and attitude, providing more specific findings or key statistics would make the abstract more informative and engaging.
3. The abstract could benefit from a brief discussion of the broader implications of the findings. For example, how might these results inform educational policies or practices?

Introduction

1. Providing specific citations for statistics, such as the projected waste generation by 2050, would strengthen the credibility of the information and allow readers to explore the sources for more details.
2. While the importance of environmental education is highlighted, providing a brief overview of what environmental education entails or specific examples of how it is implemented in Nigeria would enhance understanding for readers unfamiliar with the concept.

Methodology

1. Justification for Sample Size: It would be beneficial to provide a brief justification for the chosen sample size of 200 respondents. This could include considerations related to statistical power, practical constraints, or other relevant factors.

2. Purposive Sampling Rationale: Although the use of purposive sampling is justified, providing a brief rationale for selecting Environmental Education and Human Kinetics as the two course areas would strengthen the study's methodology.
3. Methodology should include all details right from ethical clearance to method of sample distribution and data analysis plan. Follow STROBE or any other criteria.

Results and discussion

1. Ensure consistency in presenting data. For example, in the attitude tables, the total percentage in each row should add up to 100%. Check for any discrepancies in data presentation.
2. The discussion could delve deeper into why the control group, despite some exposure to environmental education in secondary school, exhibited only moderate knowledge. Consider exploring factors such as the depth of environmental education in secondary schools or the effectiveness of the campaign.
3. For areas where differences in attitudes were observed between the experimental and control groups, provide additional insights into why these differences may exist. For instance, what aspects of environmental education might be influencing these attitudes?
4. Since the Theory of Planned Behaviour (TPB) was mentioned in the introduction, consider integrating it into the discussion, especially when interpreting attitude differences. How do the findings align with or deviate from the TPB predictions?
5. Discuss the practical implications of the findings. How can the observed differences in knowledge and attitudes be applied in educational settings or waste management programs? What recommendations can be made based on these results?

Conclusion and Recommendations

1. In recommendation 3, where the provision of facilities is mentioned, consider providing more details on the specific facilities required for the demonstration of the segregation process. This could enhance the clarity of implementation.
2. In recommendation 4, specifying the types of teaching aids and instructional materials that could be effective for waste segregation education would offer more guidance for educators.
3. : While recommendation 5 suggests the provision of bags and bins by the government, consider expanding on how the government can actively participate in and support waste segregation initiatives.

References

1. include the recent literature in order to keep your finding aligned with the latest finding.