

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.

The research study delves into the impact of environmental education on waste segregation knowledge and attitudes among university students. The study systematically presents its findings, comparing the experimental group (comprising environmental education students) with the control group (HKS students). The following review highlights the strengths and areas for improvement in the study.

Strengths:

Clear Presentation of Findings: The study meticulously presents its findings, adhering to the research questions. The contrast in waste segregation knowledge between the experimental and control groups is effectively communicated. The inclusion of relevant literature, such as the study by Barloa (2016) and the contrast with Arora and Agarwal (2011), enhances the context for the results.

Hypothesis Testing: The study appropriately employs hypothesis testing to analyze the differences in waste segregation knowledge and attitudes between the experimental and control groups. The confirmation of a significant difference supports the claim that environmental education has a positive impact on waste segregation knowledge.

Thorough Comparison of Attitudes: The study provides a comprehensive comparison of attitudes towards waste segregation between the two groups, offering valuable insights into specific areas of divergence. The integration of opinions on the relevance of waste segregation and its impact on waste minimization adds depth to the analysis.

Relevance to Environmental Education Goals: The conclusion effectively ties the findings back to the broader goals of environmental education. It emphasizes the role of education in shaping attitudes and practices, positioning it as a potent tool for fostering positive change in waste management behavior.

Areas for Improvement:

Data Interpretation: While the study effectively presents the data, there is room for deeper interpretation of the findings. For instance, why do HKS students, despite being science students, exhibit only moderate knowledge of waste segregation? A more nuanced exploration of potential factors influencing knowledge levels could enhance the study's depth.

Generalization and External Validity: The study primarily focuses on a university environment. To strengthen its applicability beyond this setting, the authors could discuss potential limitations related to external validity and propose avenues for future research to address this limitation.

Visual Representation of Data: Including visual aids such as charts or graphs could enhance the accessibility of the data. Visual representation is a powerful tool for conveying complex information and could make the findings more reader-friendly.

Implementation Strategies: The recommendations, while valuable, could benefit from more detailed strategies for implementing the proposed changes. How exactly can environmental education be incorporated into the curriculum? What specific community-based awareness programs are suggested?

In conclusion, the study makes a significant contribution to the understanding of the impact of environmental education on waste segregation knowledge and attitudes. Addressing the suggested areas for improvement would further strengthen the study's comprehensiveness and applicability, ensuring its relevance to a broader audience interested in waste management and environmental education.