

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

Felipe Santos¹

¹ Universidade Federal do Rio de Janeiro

Potential competing interests: No potential competing interests to declare.

Firstly, congratulations to the author for carrying out research rarely published in journals on waste work within universities!

However, the expression "Both voluntary and mandatory separation of waste at source has been found to be effective, on different scales, at promoting management, recycling, and utilization of wastes (Pires, 2011)" needs to be evaluated as there are places around the world where this is not currently the case. Some countries legally require the separation and reverse logistics of specific waste that the population generates, such as electronics, batteries, and medicines.

The author uses outdated references, such as 1999 and 2004, which present ways of thinking that have already been rethought with what was introduced in the text.

The work lacks scientific knowledge on the topic. The results could have been further explored by considering the interviewees' original residence location, economic profile, and number of people per household.

It is unclear how the criteria for choosing knowledge levels, such as low, moderate, and high, were established. Although different scores are mentioned, determining them is not explained.

The criteria for choosing the two-course areas are also unclear.

The discussions of the results in Tables 4 and 5 are poor, as the text only describes what is already confirmed in the tables themselves!

While the recommendations are interesting, it is essential to note that the curriculum has not changed due to this research. Implementing curricular extension actions in university courses on the subject is valid and possible.

Although using collectors with different colors is a worldwide practice, the subsequent collection stage must also differ; otherwise, all the work is wasted.