

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 of the manuscript

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

The study presents a quasi-experimental research design. It involved students from the Health Safety and Environmental Education (HSE) and Human Kinetics Departments of the University of Benin, with a sample size of 200 respondents, equally divided into an experimental group and a control group. Data were collected using a structured questionnaire, and the responses were analyzed using descriptive statistical tools, including frequency tables, percentages, and the t-test for hypothesis testing.

The study addresses a critical issue in environmental education and sustainable waste management, which is highly pertinent in the context of global environmental challenges.

The use of a quasi-experimental design with control and experimental groups provides a robust framework for examining the impact of environmental education on students' attitudes and knowledge. However, the study is confined to students from only two departments of a single university, which may limit the generalizability of the findings to other contexts or regions. It is one of the biggest disadvantages of the manuscript.

The use of questionnaires for data collection relies on self-reported data, which can be subject to biases such as social desirability bias. The study also does not assess the long-term retention of knowledge or sustained changes in attitudes and behaviors, which is crucial for understanding the lasting impact of environmental education. Without a follow-up study, it's challenging to determine if the changes in attitude and knowledge lead to actual behavioral changes in waste management practices.

The manuscript could have elaborated more on the challenges of implementing environmental education programs and how these might be addressed in different educational settings.

In summary, the manuscript offers valuable insights into the impact of environmental education on students' attitudes and knowledge about waste segregation, supported by a sound methodological approach. However, its scope and long-term

impact assessment limitations, along with reliance on self-reported data, are areas where the study could be further strengthened or expanded upon in future research.

In this form and in this scope, the article is rather illustrative and very local, but its publication may encourage other authors to conduct comparative research in other countries in the region.