UNIJERP
Unizik Journal of Educational Research and Policy Studies VOL.5; https://unijerps.org

2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355 *January-June, 2021*
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

EFFECTIVE MANAGEMENT OF ENVIRONMENTAL EDUCATION AS A PREREQUISITE FOR DEVELOPMENT ENVIRONMENTAL FRIENDLY ATTITUDE AMONG STUDENTS

OFFEM, ODIM OTU
offemodim22@gmail.com; 08067081392
AND
UDIDA, UDIDA JOSEPH
joeudida@yahoo.com; 08125929484

DEPARTMENT OF EDUCATIONAL MANAGEMENT
UNIVERSITY OF CALABAR, CALABAR

Abstract
This study examined effective management of environmental education as a prerequisite for developing environmentally friendly attitude among students. A sample of 52 teachers were randomly selected. Two research questions and two null hypotheses were formulated guide the study and tested at 0.05 level of significance. A structured questionnaire title "Effective management of environmental education as prerequisite for developing environmentally friendly attitude" (EMEEPDEFAQ) was used for data collection. The data collected was analysed using mean, standard deviation and test. The findings of the study revealed that teachers agreed that the knowledge and awareness of environmental attitude. Similarly, teachers agreed on measures that would enhance awareness knowledge and skills in using environmental action strategies such as regular participation in environmental education workshops, seminar and conferences etc.

Keywords: Management, Environmental Education and Friendly Attitude

Introduction

UNIJERPS

UNIJERP
Unizik Journal of Educational Research and Policy Studies VOL.5; https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355 *January-June, 2021*
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363
ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

For any education programme scheme to take root and thrive, a conducive environment must be created. This is a collective responsibility that calls for the government, the parents, institution, communities and individuals (Ikwuazom, 2005). National development is closely associated with the quality of its environment. This being the case, programme of sustainable development must be linked up to the current education scheme. The state of an environment is the product of human activities of yesterday, today and tomorrow. It follows therefore that the present education programme cannot be separated from the Nigerian environment.

The concept of environment according to Myer (2002), environment is a thin layer of life, and life supports called the biosphere including the earth's air, soil, water and living things. Botk and Keller in Onwuka and Anyikwa (2013) define environment as a modern technical society, the environment for most of us is what we encounter in our everyday lives. Sada in Cecilia (2013) sees environment as the sum total of all external condition influencing the growth and development of an organism. Environment is considered abused when injuries or complying element is introduced thereby fouling it, reduces the satisfaction and utility derivable from it (Cecilia, 2013). Fedieye (1997) viewed environment as man's surrounding consisting of physical and social environment as a single complex political, economic, biological, cultural and technological environment. It follows therefore that environmental education, is the education of members of that society about their immediate surroundings, its climate and other natural phenomenon (Cecilia, 2013). According to Ibilisim Enemuo and Obidike (2017), environmental education refers to a process aimed at making individuals and communities understand the complex nature of the natural and build environments resulting from the interaction of their biological, physical, social, economic and cultural aspects and acquire the knowledge, values, attitudes and practical skills to participate in a responsible and effective way in anticipating and solving environmental problems and management of the quality of the environment. Environmental education can also be seen as process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment

This will enable the individual develop of deeper understanding of environmental issues and have the skills to make informed and responsible decision. According to Jekayinfa and Yusuf (2008) the major components of environment include, awareness and sensitivity to environmental challenges; knowledge and understanding of the environment and environmental challenges; attitudes of concern for the environment; motivation to improve or maintain environmental quality skills to identify and help resolve environmental challenges; participation in activities that lead to the resolution of environmental challenges. Ogunleye (2004) recommended that; Every Nigeria should be knowledgeable about how a healthy environment can best be preserved. It is imperative that Nigerian formal education be strengthened with environmental education at levels so that from childhood on, the citizenry acquires the fundamental knowledge about the proper interactions between people and their environment.

Jekayinta and Yusuf (2008), added that the scope of environmental education was structured information themes of ecological foundation, human environment and development; environmental change/impact and sustainable development. They further suggested that each theme should be structured into performance objectives, content, and learner's activities, teaching materials evaluation guide lines and carefully incorporated into primary six mathematics, Social Studies, English Language, Islamic Religious Studies and Christian religious studies. Children would be adequately equipped intelligently, emotionally and the necessary manipulative skills that help children to meet the challenges pose on them by both the present and future environment (Jakayinfa and Yusuf, 2008). Cutter-Mackenzie and Smith (2003) environment, environmental educators often maintain that schools should endeavour to improve and protect the environment through producing an environmentally informed, committed and active citizenry, yet existing research shows that the implementation of environmental education in schools is problematic and has limited success.

However, the federal government established Federal Environmental Protection Agency (FEPA) now Federal Ministry of Environmental and Nigerian Conservation Foundation (NCF). Nigerian Education Research and

Development Council (NERDC) has equally draft Environmental Education Curriculum for primary schools. Enemuo et al. (2017) added that despite the legal backing and funding to promote environmental consciousness among Nigerians, the rate of environmental degradation is growing worse. This implies that the level of success recorded is far beyond their set objectives, this could be traced to the people's attitudes towards the environment, according to Okoye (2001) attitude refers to as enduring mental frame of predisposition that determine the direction and intensity of our behaviour pattern in a particular way. People's attitudes are totally negative towards waste management and environmental sustainability, probably because of ignorance, that is lack of information, poor advocacy, poverty, inadequate equipment and lack of personnel and resilient government finances (Onwuka et al., 2013). Most areas are defaced with heaps of rubbish with the result that one can hardly pass without covering one's nose. It is evident that no significant environmental achievement would be made if people's attitudes toward environment are not change no matter the number of policies, legislations and amount of money pumped into the programmes. However, education is needed to change how people have toward environment Somanathian (2010) opined that providing information inform of education and awareness initiatives can be important tool in addressing some of the major environmental problems facing developing countries. Jekayinfa and Yusuf (2008) and Peterson (2008) maintain that many environment experts stated that environmental consciousness must begin in early years in primary school. To Onwuka et al. experts in ecological matters most times blames the populace for erecting illegal structures along water drainages dumping domestic and industrial waste in drainages which block the drainage. Communities with poor knowledge and attitude resort to dumping the waste into any available space, such as drains, streams and road side (Sridhar, Olaseha, Adeoye, Tairu and Ogunwolere (2008). When the environment is clean, the populace lives healthy.

Purpose of the study

This study examined:

i. How environmental education promote responsible environmental attitude among students

UNIJERPS

ii. Identified measures that enhance knowledge and skills in adopting environmental strategies.

Research Quetions

i. Dose environmental education promote responsible environmental attitude among students?
ii. What measures can enhance awareness, knowledge and skills in adoption environmental management strategies among

Hypotheses

Ho_1: There is no significant difference in environmental education to promote environmental attitude among students.

Ho_2: There is no significant difference in measure of enhancing awareness, knowledge and skills in adopting environmental management strategies among students.

Method

The study employed descriptive survey research design in which only existing variable were investigated without manipulating them.

Population of the study

The target population for the study were students with interest in management of environmental education in Cross River State with a total number of 125 from the four secondary schools.

Sample and sampling techniques

The study employed simple random sampling to select participants. A total number of 52 participants were randomly selected from university demonstration secondary, Margaret Ekpo Secondary School, Girls Secondary School Big Qua and Community Technical College, IkotEffangah, Calabar Cross River State – Nigeria.

Instrument for Data Collection

The instrument used for data collection for the study was a questionnaire tagged Effective Management of Environmental Education as a prerequisite for developing environmentally (EMEEPDEQ). It was made up of two sections namely A and B. Section A was on bio-data of the participants while section B was divided into sub section I and II. Sub section I contain items on management while sub section II contained items on environmental education. Section A consisted of the gender of the respondents which is either male or female while section B is designed to be rated on four point likert scale of:

Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (DA) = 2 points and Strongly Disagree (SD) = 1 point. The instrument was self-constructed. It was given to experts to ensure face and content validity. Various suggestions by the experts were incorporated and the instrument was pilot tested and data collected was analysed using CronbachAlpha. The reliability coefficient was 0.80 for sub section I and 0.78 sub section II respectively.

Method of Data Analysis

Mean scores, standard deviation and t-test were used for the analysis of the data collected. Mean scores were used to answer research question one and two while t-test was use to answer thehypotheses. Mean score above 2.50 indicates high while mean score below 2.50 indicate low, mean score above 2.50 indicates (positive attitude among students) while mean below 2.50 indicates poor (attitude). The hypotheses to be tested will be upheld if the t-calculated is lesser than the t-critical. On the other hand, the hypotheses will be rejected if the t-calculated is higher than the t-critical

Presentation/Results

Research question I: Does environmental education promote responsible environmental attitude among students?

UNIJERPS

Table 1: Mean score and standard deviation of the respondents on environmental education promotion of responsible attitude among students

S/N	Item	X	Sd	Remarks
1.	Environmental education promotes responsible environmental attitude by changing people negative attitude about the environment	3.98	0.825	Agree
2.	Environmental education enhances student's skills psychological problems caused by environmental injustice	2.90	1.011	Agree
3.	Environmental education enables the students to develop a cause of action aimed at combating environmental injustice	3.02	0.811	Agree
4.	Environmental education bring a lasting solution to environmental problems people face	2.46	1.051	Agree
5.	Environmental education management allows students to understand how individual actions affect the environment	3.07	0.997	Agree
6.	Knowledge of environmental education management enables the students to be better equipped to weight various sides of the issue and make informed decision	3.00	0.784	Agree
7.	Environmental education management enhances students acquisition of problem solving and decision making skills which will promote responsible attitude	2.79	0.871	Agree
8.	Awareness of environmental education enable students develop critical thinking on environmental issues that will enhance pro-environmental attitude	2.76	1.067	Agree
9.	Knowledge of environmental education	2.76	0.821	Agree

	issue help students to develop pro-environmental friendly attitude			
10.	Environmental education management enable students to acquire the basic and fundamental awareness of environmental issues that will promote responsible attitude	2.90	0.932	Agree
11.	Lack of environmental regulation promote environmental development	2.12	0.889	Not Agree

In table 1 item number one, the mean score is 3.98 and SD is 0.825. The mean score is greater than the benchmark mean which is 2.50. This means that majority respondents supported the opinion of the item. In item number 2 to 10, the mean score. The implication is that, the respondents supported the opinions of items. However, the mean score of the item number 11 is 2.12 and the standard deviation is 0.889. With the result above, the mean score is lower than the benchmark. The implication is that many of the respondents did not support the opinion in item number 11. From the mean score of the items, it can be concluded that the awareness of environmental education management can promote environmental attitude among students.

Research Questions 2: What measures can enhance awareness, knowledge and skills in adopting environmental management strategies among students

UNIJERPS

Table 2: The mean scores and standard deviation of the respondents' on measure that can enhance awareness knowledge and skills in adopting environmental management strategies among students

S/N	Item	X	Sd	Remarks
1.	There is need to offer environmental refresher courses	1.95	0.921	Not Agree
2.	Environmental information to be transmitted through social media for publicity	2.43	0.991	
3.	Regular environmental education workshops, seminar and conference attendance	2.43	0.991	
4.	Provision of appropriate instructional materials	2.24	0.932	
5.	Active cooperation between environmental educators community members and experts in management	2.07	0.959	
6.	Educational education enhancement for career option among students	2.30	0.853	
7	Professional membership of environment	2.34	0.911	
8.	Government provision and adequately financing school libraries/computer room	2.33	1.004	
9.	Community partnership in funding environmental education	2.46	2.002	
10	Government support of professional development programme on environment for teachers	2.46	1.027	

In table 2, the mean score and standard deviation of item 1-10 indicate that the measure to enhance awareness knowledge and skill in each of the item of the questionnaire were less than 2.5. This is because means score were below

the 2.50 benchmark mean. The implication generally was that the attitude towards environmental management strategies among students are positive.

Hypothesis: There is no significant difference in environmental education to promote environmental attitude among students.

Table 3: T-test showing comparison of male and female teachers attitude in environmental education

Sex	N	X	SD	r-cal	Df	t-crit	Remark
Male	17	29.94	3.269	-1.432	40	0.160	N.S
Female	25	31.64	4.081				

P<0.05

From the table above, the t-calculated of -1.432 was less than the t-critical of 0.160 at alpha level of 0.05. T-calculated of -1.432 is less than critical value of 0.160 at 0.05 level of significant. This means that hypothesis one was accepted meaning that there is no significant difference in the environmental education to promote environmental attitude among student.

Hypothesis 2: There is no significant difference in measure of enhancing awareness knowledge and skill in adopting environmental management strategies.

Table 4: T-test showing comparison of male and female teachers with awareness, knowledge and skills in environmental management strategies

Sex	N	X	SD	r-cal	df	t-crit	Remark
Male	17	29.94	3.269	-1.432	40	0.160	N.S
Female	25	31.64	4.081				

P<0.05

From the table above, the t-calculated of 0.062 was less than the critical of 0.951. Hence, the null hypotheses is accepted indicating that there is no significant different in the awareness, knowledge

and skills in environmental management strategies among student.

Discussion

The results of research questions one and two revealed that the teachers agreed that knowledge of environmental education would promote student's responsible environmental attitude. Environmental education enhances students to acquire problem solving and decision making skills, help the students to develop critical thinking, enables students to be better equipped to weigh and also allows students to understand how individual actions affect the environment. Again teachers agree that environmental education enable students to develop a course of action aimed at combating environmental injustice enhances student's skills and motivation to deal with emotion and psychological problems caused by environmental injustice as well as taking proactive measures that limit environmental degradation (Enemuo and Obidke, 2017). Culen (2005); Jekayinta and Uysuf (2008); Kollmuss and Agyemann (2003); Marcinkowski (2005); Ogunleye (2008); Omofonmwane and Osa-Edoh (2008) observed that knowledge and attitude toward the environment influence environmental behaviour.

Conclusion

Based on the findings of this study, it is concluded that effective management of environmental education will help in developing environmental friendly attitude among the students in terms of cleanness/waste control to create good health, because a healthy man is a wealthy man.

It also creates awareness of positive living within and outside the learning environment.

Recommendation

1. Government should introduce a course titled 'environmental management in the higher institution to create more awareness'.
2. There should be regular maintenance of environment by law
3. Taskforce should be put in place for environmental management.

REFERENCES

Onwuka, L. N. &Anyikwa, N. (2013).Right attitude towards waste management and environmental sustainability primary school education as a possible panacea.*Unizik Orient Journal of Education* 7(1), 158-164.

Mayer, N. (2002). Environment in Encyclopedia in Standard 2012 Microsoft Encarta

Cecilia, A. E. (2013). Environmental management as an instrument for effective waste management for sustainable development in secondary schools in Imo State.*Unizik Orient Journal of Education* 7(1), 175 – 181.

Fedieye, J. D. (2007). Social Studies for Pre – NCE Kosobo: Aboderin Printing Presss.

Ikwuazom, A. C. O. (2005). *Strategies for the provision of enabling Environment for the Retention of UBE Teachers*. In: John U. E., Imo E. U. &Jarah, N. O. (Eds.) Dimensions of Universal Basic Education in Nigeria: Theoretical and Practical Issues.

Enemuo, J. O. &Obidike, N. D. (2017). Environmental education: A Prerequisite for Developing Environmentally Responsible behaviour among primary School Children. *Journal of Early Childhood & Primary Education* 1(1), 74 – 84.

Peterson, N. (2005). Factors influencing the development of environmental sensitivity: A Model. In Essential Reading in Environmental Education, 3rd ed. Pp. 295 – 299 Champaign: Stipes Published L.L.C.

Somanthem, E. (2010). Effects of Information on Environmental Quality in Developing Countries.

Jekayinfa, A. A. & Yusuf, A. R. (2008).Teacehr's opinions on the incorporation of environmental education in Nigerian Primary School Curriculum. Education Research and Review,3(11), 334 – 338.

Cutter-Mackenzie, A. & Smith, R. (2003). Ecological literacy: The Missing Paradigm in Environmental (Part one). Environmental Education Research, 9(4), 497 – 524.

Ogunleye, F. (2004). Environmental sustainability in Nigeria: *The Awareness Imperative Journal Storage* (JSTOR): African Issues, 31/32, 41 – 52.

Cecilia, A. E. (2013).Environmental Management as an Instrument for Effective Waste Management for Sustainable Development in Secondary Schools in Imo State.Unizik Orient Journal of Education, 7(1), 178

UNIJERPS

Myer, N. (2002). Environment in Encyclopedia in Standard 2012 Microsoft Encarta.

Okoye, N. (2001). Some basic issues in psychology. Awka: Erudition Publishers.

Onwuka, L. N. &Anyikwa, N. (2013).Right attitudes towards waste management and environmental sustainability primary school education as a possible panacea.*Unizik Orient Journal of Education*, 7(1), 158 – 164.

UNIJERPS