

Review on School Based Environmental Education Club on Student and General Environment

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Abstract

Environmental clubs play an important role in creating environmental awareness amongst the future generation. Environmental clubs performs activities to save the environment, like planting trees, organizing poster competitions on various environmental issues and increase awareness about increasing pollution impact on environment. Environmental clubs is a platform on which knowledge about environment is gained. They offer programs and activities to encourage others to reduce pollution, plant trees, and more. Environmental club is a voluntary group which promotes the participation of students in learning about, and improving their environment. Therefore, this paper is sets out to review the impact of school based environmental club on student and environment in general. The findings of those reports related to the selected topic and objectives is organized from student and environmental attribute perspectives from different published and un published materials found. The review result concluded as it is a wonderful opportunity to create awareness, build attitudes and help students take up activities in real world, in a way in which the constraints of the classroom and curriculum will not allow. An Environmental clubs can thus help to extend boundaries and scope of the formal educational system encouraging creativity, and improving students for constructive action. Impart knowledge to help individuals and social groups gain a variety of experiences in and acquire a basic understanding of, the environment and its associated problems. Build attitudes to help individuals and social groups acquire a set of values and feelings of concern for environment, and the motivation for actively participating in environmental improvement and protection. Teach skills to help individuals and social groups for identify and solve environmental problems and lead the students towards action to participate in appropriate action to help solve these problems and avoid future problems.

Keywords: environmental club, environment, Environmental education, impact, student

DOI: 10.7176/JEP/13-10-03

Publication date: April 30th 2022

1. Introduction

The exploitation of the Earth's resources for development purposes was started since the beginning of humankind, and up to now humankind's relationship with the planet Earth has been guided by the "anthropocentric paradigm" that nature subordinate the needs and wants of humans . The concept of environment is not new; moreover, it is deeply related to each specific culture and its relationship with nature. Internationally, environmental education gained recognition when the UN Conference on the Human Environment held in Stockholm, Sweden, in 1972, declared environmental education must be used as a tool to address global environmental problems. To correct and prevent any further environmental degradation the United Nations Conference on the Human Environment held in Stockholm in 1972 urged all countries of the world to incorporate environmental education in their curricula at all levels of education. A follow-up conference held in Tbilisi in 1977 outlined the objectives and implementation strategies of environmental education.

The roots of environmental education can be traced back as early as the 18th century when Jean-Jacques Rousseau stressed the importance of an education that focuses on the environment in *Emile: or, On Education*. Environmental education has been considered an additional or elective subject in much of traditional curriculum. Conservation Education was a major scientific management and planning tool that helped solve social, economic, and environmental problems during this time period. Environmental education was born of the realization that solving complex local and global problems cannot be accomplished by politicians and experts alone, but requires "the support and active participation of an informed public in their various roles as consumers, voters, employers, and business and community leaders.

1.1. Objective of the review

The objectives of the paper was to review impact of school based environmental clubs on student and environment

2. Methods of organization

The paper is organized by reviewing different written and published materials such as research findings and other reports from local schools. The findings of those reports related to the selected topic and objectives are organized from school based club impact on student attitude, knowledge to its implication to general

environment. The paper also organized in the way that it can introduce or shows about school based environmental education club and its challenges.

3. Result of literature review

3.1 Definition of Environmental Education

The EPA has a definition of what environmental education should be and it is as follows. "Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment" and *Environmental clubs is a group who works to contribute to improving environmental conditions*. The EPA also has a list of the components of what should be gained from Environmental Education. The expected output of environmental education generally includes:-Awareness and sensitivity to the environment and environmental challenges, Knowledge and understanding of the environment and environmental challenges, Attitudes of concern for the environment and motivation to improve or maintain environmental quality, Skills to identify and help resolve environmental challenges and Participation in activities that lead to the resolution of environmental challenges.

3.2 Objective of Environmental education

Insufficient environmental awareness aggravates the problem of environmental degradation **and** environmental awareness is one of the goals of environmental education (Gakuo (2010)). The key specific objectives were that environmental education should provide individuals and social groups with an opportunity to be actively involved at all levels working towards the resolution of environmental problems (UNESCO, 1980) and to empower the world population to maintain and enhance environmental quality (Toili, 2007). Gakuo (2010) environmental education programmes aim at empowering students to be the change our sustainable world needs by engaging them in fun, action-orientated and socially responsible learning through developing environmental knowledge, skills and awareness about the natural resources and their management..

3.3 Environmental education

Environmental education (EE) refers to organized efforts to teach how natural environments function, and particularly, how human beings can manage behavior and ecosystems to live sustainably. Environmental education programme was developed in 1992 in response to the need to involve young people in environmental projects at the local level as identified at the United Nations Conference on Environment and Development of 1992. Environmental education comprises of education programmes that focuses on creating awareness and modifying learners' behavior towards preservation and conservation of the physical environment (Ajiboye and Silo (2008), Gakuo (2010)).

As early as 1988, World Wide Fund-United Kingdom (WWF-UK) had made statement regarding usefulness of environmental education when it noted that "environmental education is fundamental to the well-being of the planet and of its inhabitants" (WWF-UK, 1988). The United Nations Educational, Scientific and Cultural Organisation (UNESCO) states that environmental education is vital in imparting an inherent respect for nature amongst society and in enhancing public environmental awareness. UNESCO emphasizes the role of environmental education in safeguarding future global developments of societal quality of life, through the protection of the environment, eradication of poverty, minimization of inequalities and insurance of sustainable development (UNESCO, 2014a). The term often implies education within the school system, from primary to post-secondary. However, it sometimes includes all efforts to educate the public and other audiences, including print materials, websites, media campaigns, etc.

There are also ways that environmental education is taught outside the traditional classroom. Aquariums, zoos, parks, and nature centers all have ways of teaching the public about the environment. Environmental education has crossover with multiple other disciplines like citizen science, education for sustainable development, climate change education, science education, outdoor education, experiential education, garden based training, inquiry based training. While each of these educational fields has their own objectives, there are points where they overlap with the intentions and philosophy of environmental education (Ajiboye and Silo, 2008).

Much country has come to appreciate that environmental education has an important role to play in molding an individual to become a responsible citizen towards his/her environment.

In many countries the Ministry of Education realized that the absence environmental education (EE) in the school curriculum may contribute greatly to the improper use of the environment as the field of education. It has been argued that there are already some subjects in school that teach aspects of environmental education, why then do we need another programme of this nature and nearly all writers in the subject of citizenship education agree that the subject is essential for preserving a country's democratic way of life (Angel, 1991, Hoge, 1998).

As cited in Nderitu (2011), Falk (2005) observed that environment in particular, is a topic not easily confined to school hours and years, because our knowledge and understanding of environmental processes are

ever changing. However, the current school curriculum cannot be relied upon wholly to teach environmental issues thoroughly since it only mentions them and at times introduces the topics but does not give details on the issues raised (Mbwesa, 1996; Perrot, 1977). Nevertheless, the researchers felt that these clubs could be improved to address environmental threats by allocating funds to buy equipment and facilities, money for trips, giving support to the school based clubs, allocating time, integrating Environmental Education in the school curriculum and involving all teachers, training the patrons on Environmental Education and providing the literature with current information about the environment. Some of the patrons saw the need to use the media to publicize the club activities (Nderitu, 2011).

3.4 Environmental education club

As reported by Gakuo (2010), Although environmental education content is infused in the formal education system through an interdisciplinary approach across the primary and secondary education system and it has not produced an environmentally literate society because most of what is taught in primary school is theoretical. Thus it would be unfeasible to expect learners to become environmentally literate without relevant exposure to environmental knowledge and skills which foster competence to participate in day to day management of their environment. It is through environmental clubs that learners are introduced to practical bit through exposure to actual ecological environment. Environmental clubs are therefore an avenue that complete the formal education offered by the schooling system by involving community activities into the curriculum and thus, the goals of environmental education would be to instill in learners knowledge for the environment, positive attitudes toward the environment, competency in citizen action skills, and a sense of empowerment (Ruto, 2004).

3.5 Motivation

School environmental clubs are motivated by a range of different factors, some of which are altruistic and others are for personal interest and development. The principal motivation behind participating in environmental clubs is to improve the environment. According to the explanation of most of the research finding and students view, environmental Club is the most important club in school with a really important message and knowledge for creating a more sustainable world. According to many authors and observation all of the students are happy with their membership in the club and it is after becoming club members describe a change and an increased interest for nature and culture. They also explained as they enjoy teaching about the natural resources and culture conservation and environment protection.

3.6 Participation

According to different scholars view Environmental education focuses on:-Engaging with citizens of all demographics to:-Think critically, ethically, creatively , Make educated judgments ,Develop skills , a commitment to act independently and collectively to sustain and enhance the environment (Bamberg & Moeser, 2007; Wals et al., 2014). James Mutugi Gakuo (2010) and Mwangangi (2012) reported that, Pupils in many schools are vigorously involved in local environmental projects. Majority of the student joined the clubs through invitation by their friends, wanted to participate in environmental issues or were curious to know what was going on in the club (Nderitu 2011). Research dealing with students' participation in environmental action has tended to focus on the products in the environment rather than on the process involved in arriving at such action (Buskov, 1991; Pieters, 1991). As reported by Toili (2007) referencing (Emmons, 1997), For participation in environmental management demands that students be equipped not only with personal knowledge of the environment, leading to affection, but also dynamic qualities that can come only from practicing these attributes in real environmental activities. Perhaps of greater interest is the fact that only very few students participated in environmental action through their own personal initiative than through other modes of participation.

In Ethiopia in the case Bale highland districts namely Dinsho, Goba and Sinana schools environmental clubs report and the research results of implementers (MELCA, IBI and BMNP) ,many of the students became members in the environmental Club because the school told them they had to choose at least one club, earlier they were not an active club member and they did consider as the club was not much useful and not valued for them.

3.7 Why youth

Learning more about the environment generally means learning more about what we have done to the environment rather than what we have done to care for it (Meseret, 2016). To become involved in respecting nature and protecting the environment over the long term, people need to have a sense of hope and gratification from environmental instructions (Stewart, 2001). Modern environmentalism start with the premise that we bear the responsibility of our actions towards nature and therefore our eyes and hearts must be educated (Toili, 2007).

According to Meseret (2016) and Geff (2010) youth is targeted as environmental risks and hazards are more affecting and will affect young people who have to live for an extended period. This implies, the new generation

is the one who is more affected by environmental problems and who can do something towards the solution. Some authors argue that environmentally responsible choices that adults make are based on lessons learned in their youth (Eagles & Demare, 1999); while other authors argue that school programmes and clubs have a significant impact in improving children's environmental consciousness (Eagles & Demare, 1999; Pashby & Weis, 2002; Ajiboye & Silo, 2008).

The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 reiterated, in Agenda 21, that through environmental education school children are obliged to participate actively in guarding the quality of the environment. This is because they comprise half of the world population and are highly vulnerable to the effects of environmental degradation now and in the future (United Nations, 1994).

3.8 Why educational institution for environmental education club

As cited in Meseret (2016) over the past 15 years educational institutions across the world have been encouraged to mobilize students and to take a more active participation in local, national and global processes towards environmental sustainability issues (UNESCO, 2012). According to United Nations Educational, Scientific and Cultural Organisation (UNESCO) conservation education should be incorporated into primary schools subjects and also in science and geography curricula of secondary schools (UNESCO, 1977). Environmental education focuses on the importance of the public's better understanding of natural resources importance to the society, and developing citizen support for sound natural resource preservation and conservation and management programmes. School voluntary Environmental-club, which promote the participation of young students in learning about and improving their environment, is best ways of reaching the young about the environment. The educational institutions, where more young generations are more concentrated, have the big responsibility and opportunity to create awareness on young students through both formal and informal educations. These institutions should more recognize and respond effectively to environmental deterioration problems through creating environmental awareness to the new leaders of environmental field over the coming new century. The school school based environmental Clubs are one of the good ways through which the students can meet together and deal on environmental protection issues (Meseret, 2016).

3.9 Activities of School Based Environmental Club:-

An environmental organization is an organization coming out of the conservation or an environmental movement that seeks to protect, analyze or monitor the environment against misuse or degradation from anthropogenic activities. Some of environmental issues that environmental organizations focus on include pollution, plastic pollution, waste, resource depletion, human overpopulation and change (Gakuo, 2010). School based Environmental clubs are volunteers that conduct a range of activities including environmental monitoring, ecological restoration such as re-vegetation and educating others about the natural environment discussed (Gooch, 2005).

3.9.1 Cleanups

The club has been undertaking many environmental protection activities including waste management, soil conservation, plantation, and campus landscaping Meseret (2016). Nderitu (2011) added that most club members participated in these activities and Local communities were sensitized on energy saving, deforestation, hygiene and proper waste management through organizing rallies, marches, human chains and street theatre at public places with a view to spread environmental awareness. An environmental organization is an organization coming out of the conservation or an environmental movement that seeks to protect, analyze or monitor the environment against misuse or degradation from anthropogenic activities. Some of environmental issues that environmental organizations focus on include pollution, plastic pollution, waste, resource depletion, human overpopulation and change (Gakuo, 2010). The club members also sensitize other students to minimize the use of plastic bags, not to throw them in public places as they choke drains and sewers, cause water logging and provide breeding ground for mosquitoes.

3.9.2 Awareness creation

The school based environmental clubs had minimal activities and club activities are monotonous as their work repeated year after year. The works experienced and frequently carried out were taking positive action in the local environment in collaboration with other organizations to create awareness on the diverse environmental problems (Mutugi, 2010, Gakuo, 2010 and Nderitu 2011). Nderitu (2011) added that most club members participated in these activities and Local communities were sensitized on energy saving, deforestation, hygiene and proper waste management through organizing rallies, marches, human chains and street theatre at public places with a view to spread environmental awareness. In some cases school based Environmental clubs Organize seminars (rarely), debates, lectures and popular talks on environmental issues in the school and publically to student family through celebration. This implies there is need among the school youth to be aware of environmental problems (nature, causes, and extent) and to stop the extensive use of environmental resources, protect our environment and create sustainable future (Meseret, 2016).

In Bale zone in three district environmental education club implementers and member students has been organizing cultural biodiversity, Mountain Nyala day and climate change awareness creation celebrations days. The participant school of environmental clubs present different poems, dramas, music and anthem in the stage. The presentation mainly focus on the values of biodiversity conservation, adverse effects of climate change and the measures that should be taken to mitigate the effect, protection of elders and traditional ecological knowledge for biodiversity conservation, the value of traditional ecological knowledge and others.



3.9.3 Tree planting

School based Environmental clubs are volunteers that conduct a range of activities including environmental monitoring, ecological restoration such as re-vegetation and educating others about the natural environment (Gooch, 2005). According to Gakuo (2010 and Meseret (2016) the club is currently engaged on campus land rehabilitation and land cover through plantation. Environmental clubs therefore provide learners with an opportunity to experience physical environment and act to conserve it. In the same way at in Bale highland schools in most school environmental club park has been established and indigenous tree seedlings were planted.



The negative experiences of community members considering tree plantations have to be revised. Conservation parks like the Hora-Soba school site show students how

Rehabilitation works. Furthermore these parks function as demonstration sites for the broader community. Students talk about their club activities and community members can take part at tours around the conservation park. Also the influence of the striking appearance of this site, which can even easily be noticed from the outside

at any time, demonstrates that it is manageable to grow trees there and rehabilitate the area.

3.9.3 Water storage

Promote ethos of conservation of water by minimizing the use of water through school based water day celebration mostly in university level club. Installation of a rain harvesting plant: With the installation of the plant rain water can be collected, purified and used for various purposes in the school/College.

3.10 Environmental Education club Activity impact

Environmental education club conducts activities like planting trees ,cleaning school camp and organizing awareness creation events and the following activity outcomes is expected to be resulted.

3.10.1 Care for environment

Surveys have found that those engaged in environmental clubs care deeply about the environment and wish to improve the environment in which they live within. The environmental club leader teachers and school directors agree as the environmental Club has a good impact on the students both in and out of school mobilizing replacing each tree cut down by planting at least two to three new seedlings and clean the school yard. They also explained as they did not care about the destruction of the forest, they did not know the strong relation between nature and culture. Because they did not have knowledge and awareness , they did not teaches other students the value of the nature and culture, the importance of replacing trees and to plant endemic species and the value of having schools nursery site and culture hut. A common answer on how to raise the awareness is that the participants teach other students, the families and other people in the surrounding about bio cultural diversity (the importance of natural resource conservation and conservation of the culture).According to the Environmental Club leader teacher's responses, their Schools environmental Club is best in that, it brings awareness to the school and it gives the members valuable information on how to conserve natural recourses

3.10.2 Personal benefit

There are a few central qualities involved in environmental education that are useful contributions to the individual. This attribute includes:-Enhancing real-world problem solving, Strengthens physical activity and Improves communication/leadership when working in groups. According to some teachers and students of club members having environmental or other club certificate is also seen as helping employment prospects.

3.10.3 Student knowledge and attitude

Ajiboye and Silo (2008) reported a significant change in the knowledge and attitudes of the pupils after their exposure to the club activities. Additionally Environmental knowledge competences of environmental club members were higher than environmental knowledge competences of non-club members and Environmental attitudes of environmental club members were more positive than environmental attitudes of non-club members (Gakuo (2010).The same evidence was seen in three districts of Bale zone that the behavior, attitude and environmental related knowledge of club members was higher than non-member of the club.

3.10.4 Relation among students

The clubs also helped to establish relationships; learned new information built leadership skills, attitudes, and brought unity in the schools and approaches to environmental problems (Gakuo (2010) and Nderitu (2011). It is observed that the club members joined from different grades and villages were debate freely on environmental and other issues. The clubs members assume themselves as one body working for common goal and believe in each other. The member themselves evaluate ones work for the club especially issues to be presented on the stage during events. This process helps the students to learn from each other through developing relationship among them.

3.10.5 Student academic point

With this sense some teachers tried to evaluate student academic points and witnessed improvement especially in subjects like geography and Biology in Ethiopia, Bale zone highland woredas. Bakers (2008) found that learners who took part in co-curricular activities during college life were more academically successful than those who did not. Robyn (2008), found learners who participated in peer support programmes developed valuable skills and attributes. Botma (2000), found a relationship between environmental clubs and schools where academically weak learners became more noticeable as they exposed their aptitude.

3.10.6 Student self-confidence

In most school based environmental clubs it is the students who share and lead the whole club activities at different level with minimum guidance from the patron.in process of organizing and conducting club activities they develop their self-confidence and leadership ability. The developed self-confidence and leadership ability helps the in their future career life solving the challenge they may face. Svedbom (2000) found environmental clubs develop a sense of resilience and coherence in the face of problems and risks that adolescents face as they prepare for adulthood so that they feel their lives are manageable and meaningful(from Gakuo ,2010).

3.10.7 Student Awareness

The study conducted by Nderitu (2011) affirmed that school based environmental clubs created awareness on the need to conserve the environment to both the students and local community.

The awareness and acquired knowledge in the club insisted the students to act as environmental advocates and to participate in different issues of the environment. Environmental club members used to participate more in activities geared towards environmental protection than non-club members (Gakuo, 2010). The study conducted by Nderitu (2011) added that clubs mostly addressed threats related to unclean water, deforestation and environmental disease as Clubs were useful in creating awareness, advocacy, conservation, maintenance of school environment and in projects establishment. The schools in Bale highland have been undertaking many celebration events from school level to schools cluster level celebration on different issues of environmental resource conservation and gaining awareness to themselves and creating awareness to local community.

3.10.8 Advocacy

Most of the students explained as they trying to convince people cutting trees for fuelwood to stop and look for better alternatives such as fuel saving stoves or replacing each tree by planting two or three new ones. They are trying to influence other students, local communities and government bodies by demonstrating environmental resource degradation consequences. Some school students also trying to convince local governments to give attention to environment and requesting implementation of environmental resource conservation rules and regulations through different events and voluntary works.

3.10.9 Student Attitude

The role of education institutions in relation to environmental sustainability is more prevalent as it is essential to impart and reinforce the environment respecting moral values in the young minds (Brynjegard, 2001). Youth whose parents were engaged in tourism-related activities were more positive towards wildlife and environmental conservation. Schooling and participation in extra-curriculum activities through clubs positively influenced the youth's perceptions of wildlife and environmental conservation (Gakuo 2010). Progress towards sustainable environment is dependent upon a fundamental change in youths' attitude to nature and the environment (Sukhwinder, 2013).

Dynamic qualities are personal qualities of thought, feeling and action which develop in the students through a process of learning in which understanding and action are key features (Posch, 1991, p.3). Most of the students responded that as they have dramatic attitudinal change. As the research indicated, the participants of the environmental club program in schools and MadaWalabu University have been started playing leading role in clubs activities, they become more environmental friendly. All the interviewed school directors and school environmental club leaders highly recognized the importance of environmental club and that explains the attitudinal change of their students in the school and outside the school.

3.10.10 Student behavior

If dynamic qualities of students are to be translated into responsible social behavior (environmental action) it would appear that these qualities should be deeply rooted and based upon environmental knowledge and awareness, and experienced through genuine participation in their local environments rather than superficially "learned" or instilled by coercion (Toili, 2007). In the same way the reports from Bale highland schools mentioned dramatic behavioral improvement was observed on some students with peak bad characters. Some schools have also reported story of a few student behavioral change related bad wearing style, smoking, chewing and attention to education.

3.10.11 Student knowledge

Similarly Meseret (2016), Reported as the club brought about significant change in students environmental mentality and on ground environmental protection activities, with ever increasing large number of participants. According to Bale highland schools reports most of the interviewed students know a clear connection between forest degradation and climate change, they have developed an interest for raising and planting trees and they change their concern about the climate change and environment degradation.

As the most respondents explained their minds changed after participating in the clubs activities for a while and become truly interested in natural resource conservation and the traditional culture.

They have been a member in the club and learned a lot about medicinal plants in forest, and they understood that all plants and trees have their special value in the nature and that they also can be used for medicine for both human beings and animals. Many of the students said that the different field trips they have undertaken (Sof Umer cave, Goba Escarpment, BMNP) have played a great role in motivating them to conserve the forest.

As they responded that, they did not have much knowledge about nature or culture but after being environmental club member they got more knowledge about the environment and the culture, their mind transformed from first being negative to neutral and now positive towards conservation of the forest. After they participated in the environmental club programs, all students interviewed explained how they have developed an interest and understanding for the value of conserving natural resources.

3.11 Challenges to environmental club

3.11.1 Financial

The environmental Club needs more financial support both from donors and the School to be able to work with full potential. Several challenges limit student participation in environmental club activities among most schools (Geff Wahungu 2010). The club activities were hindered by lack of funding. Major challenges to the school based clubs were financial, poor timetabling of the clubs' activities, lack of motivation and necessary facilities among others (Nderitu, 2011).

3.11.2 School curriculum

Environmental education processes is an integral part of both the formal and non-formal curricula, but little was done at classroom level, beyond a discipline-based approach to the teaching of environmental education processes in many countries (Gakuo, 2010).

Environmental clubs are offered as co-curricular activities in schools to provide an experiential form of learning which supports the formal education practices. According to Nderitu (2011) most of the schools put more emphasis on school curriculum and very little time was given to club activities.

3.11.3 Time given to club activities

As it is reported by Nderitu (2011) most of the schools gives little time for club activities .In most schools Even that little time was not as such active and passed by waiting other members to come then finally postponed always. Because of this many members hesitate and leave the club as it consumes their study time. In some cases the school activities often disrupted the club meetings and other teachers felt that the clubs belonged to the particular supporters (Nderitu, 2011).

3.11.4 Student parent

The parents had negative attitudes/fear towards the clubs and frequently discouraged their children from joining them especially female students as club activities are out of education time and students spend may attacked by male students. In most developing countries the school found far from their home and it takes some time to arrive both the school and back to home. The family advises their child to use his time properly to arrive the school and home on time. Additionally in case there is field trip the parent of female student is not willingness to send their children. These problems affect both the knowledge that the students acquire from club activity and successfulness of the club in general

3.11.5 School land size

Most schools had very small pieces of land that had already been filled with trees or have no nursery site area. In certain cases instead of rising seedling in school nursery, the directors prefer getting seedling through purchase. The planted seedlings were also mostly exotic tree species having ornamental value. Most schools dependency on exotic tree species have its own implication on conservation of indigenous tree species through creating less value attitude and attention to indigenous tree species at school student and generally to wider community

3.11.6 Politics

In some countries the students and patrons feared to carry out demonstrations in case they were mistaken for politicians. The students and patron are not free say or write what they feel about the environmental conservation. These especially common in case students work outshine politician's weakness regarding environmental conservation.

3.11.7 Awareness

The students' awareness problems especially at the beginning or before they here from seniors are common challenge and Lack of motivation to participate as there is no events or occasion that expose this to the students were the major challenges for the success of the club (Meseret 2016).

3.11.8 Lack of motivation

The biggest challenge from the member point of view was lack of motivation from school teachers and directors probably because of the very few activities that were being carried out in the clubs. Some of them also believes that no one evaluate their club activity performance except formal subjects given to them.

3.11.9 Knowledge of club leaders

It was clear that only a few patrons had attended environmental education courses and even most of them have little knowledge of environmental education. In some of the schools the patrons were appointed as patrons of the clubs and hence they did not have the zeal to improve the clubs or guide the interested students as they had many other responsibilities and received very little material gains from clubs (Nderitu, 2011). In the same way the criteria to become environmental protection club leader is not having knowledge/awareness of environmental education and person with environmental hobbies, rather being relative of school director or gaining high number of vote from group.

3.11.11 Selfishness

As club leader explained earlier they got merits from participating in the club but now the club does not get any other benefit than good knowledge about bio cultural diversity. Additionally the interest/objective of most club leader was not to bring attitudinal change of students and local community, instead to collect certificates for

personal promotion. In the same way many students become club member to get certificate of witness that may help them when they look for a job.

3.11.12 Lack of attention

Most of the schools put more emphasis on school curriculum and very little attention was given to club activities. In most schools Even that little time was not as such active and passed by waiting other members to come then finally postponed always. Because of this many members hesitate and leave the club as it consumes their study time. In some cases the school activities often disrupted the club meetings and other teachers felt that the clubs belonged to the particular supporters (Nderitu, 2011).

4. Conclusions

From the review it could be concluded that when learners participate in environmental clubs activities their environmental knowledge competences are improved possibly due to exposure gained from interaction with the nature. Positive outcomes in attitudes are experienced when learners participate in environmental clubs than when they do not participate; possibly due to regular voluntary interactions with the environment. Pupils who were environmental club members were more likely to continue engaging in environmental activities geared towards environmental protection than pupils who were not environmental club members. Engaging in voluntary environmental groups comprising of learners and teachers (club patrons) in a school can promote participation of pupils in learning about and working towards the conservation and sustainability of the environment. With the support of respective school management and other interested stakeholders, the clubs movement can create awareness about the environmental related issues which threaten the existence of the ecosystems.

5. The way forward

From the review the way forward produced includes increased funding, training on Environmental Education and integration of Environmental Education in all primary and secondary school curriculum. Other recommendations include support from government and school administration, encouraging collaboration and partnership, motivation and positive reinforcement, adherence to time allocated for the clubs, establishment of projects to raise funds and provision of facilities and equipment such as trips and literature among others.

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