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(A case study of Akure South Local Government Area of Ondo State)
BY

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Abstract

The paper examined the roles of school community in environmental protection. Some of the environmental problems in the study areas were identified, while the causes were also evaluated. The perception and level of participation of schools in environmental protection was examined in the paper. Data were collected mainly from primary source. The primary data was collected by means of structured questionnaire. The instrument was administered on 120 students and 40 members of staff in 8 selected secondary schools in Akure South Local Government Area of Ondo State. T-test statistical tool was used in analysing the result in order to show whether the formulated hypothesis should be accepted or rejected. The result of the findings showed that there is a significant difference between the level of education and participation in environmental protection based on gender, school type, status and school location. Conclusively, the paper advocated among others, the enlightenment of school community on the dangers of environmental hazards on man and his physical environment as well as on teaching and learning process. A participatory and school community based environmental education team designed with the youth in mind should be introduced in schools.

Keywords: School community, Environmental protection, Development, Hazard

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Introduction

Our environment is a complex mix of materials and processes which together provide the natural resources and support systems or ecosystem services, which sustain all life on earth. Our society and our economy depend on this service which is why protecting and improving our environment is absolutely essential. The degradation of the environment constitutes a threat to human and efforts to arrest the environmental degradation did not start until 1972, when there was a global sensitization and management strategy in Stockholm. This consequently, resulted in the establishment of the United Nations Environmental Program (UNEP). Although the exploitation of the Earth's resources for development purposes started since the beginning of humankind, much of the environmental degradation we see today is the result of increased human consumption of natural resources which began during the industrial revolution. Since that time up till now, humankind's relationship with the planet Earth has been guided by the "anthropocentric paradigm" (John Passmore *et al.*, 2005). Hence resources have been exploited indiscriminately as if this has no long-term effect on humans themselves. As a result of humans' unsustainable development activities, the planet Earth is now in critical danger.

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 primary goal was to empower the world population to maintain and enhance environmental quality. One of the key specific objectives was 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). Environmental education was therefore symbolic of modern environmentalism espousing the "biocentric" and "new environmental" paradigms that had begun and have continued to gain ground all over the world. 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. The anthropocentric view of nature as being separate from and external to human consciousness is thus challenged.

Our physical environment, which surrounds us, is made up of air, land, water, vegetation and animals. It affects every aspect of our lives, the work we do, the clothes we wear, the food we eat and even the way we behave towards another. Our occupation depends on the environment in which we live, and what type of vegetation is found there. Different types of disasters can occur in our environment and we try to deal with them as effectively as we can (Wanjala, 2007).

Over many years, attention had been on community- based environmental protection. Our role in protecting the environment and human health is wide-ranging, including environmental regulation, mitigation and adapting to climate change, monitoring and reporting on the state of our environmental issues engaging with the public through citizen science projects and resolving environmental harm (Mitchell 2002).

Community-based environmental protection is action that local individuals and groups take to address their own environmental concern. Ecosystem protection carries such activity beyond localized environmental issue, such as pollution from a particular factory or lead poisoning from paint in older housing, to consider the ecological health of the total local environment. Protection can be

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conducted from a number of purposes, including to establish baselines, trends and cumulative effect (Mitchell 2002), to test environmental modeling process, to educate the public about environmental condition, to inform policy design and decision-making, to ensure compliance with environmental regulations, to assess the effects of anthropogenic influences or to conduct an inventory of natural resources (Mitchell 2002).

For people in Nigeria and other developing countries, life depends directly on the environment which surrounds them. Features of the environment such as climate, soil and trees determine the availability of land use options. People and their action influence the natural resources which can be used and impact on their quality and quantity. Most activities undertaken such as Agriculture, livestock husbandry or even the construction of houses or roads influence the environment positively or negatively. If negative impacts of the activities are not recognized at an early point of time, they can over the long run lead to serious effects and can destroy the base of livelihoods.

Ever since, people are used to observing the environment. They look at the frequency and quantity of rainfall, the condition of the leaves on trees which they want to harvest or the color of the soil. From these observations, they determine the best way for their action. For instance, they either decide to continue their way of practicing agriculture or using forest products or they start doing things differently. However, with rapid changing environmental and social conditions, these traditional ways of observing the environment are often not sufficient anymore to prevent over use. The process of continuous observation of the environment and adaptation of action is at the core of environmental protection which is the issue of this work.

Environmental protection is not meant to limit the use of natural resources and to limit the options for development, but is a way of wise long-term development planning. It is a pre-requisite for adaptive natural resources and ecosystem management. Environmental protection approaches can range from purely-scientific to very participatory ways of set up of implementation. The participatory community-based approach, where the protection activities are carried out by the resource users themselves emanates from their informal observations of the environment, acknowledges their expertise on environmental trends in their villages and critical issues and their traditional environmental knowledge .Community based protection can be carried out in many different settings and even with very restricted funds.

Several studies have been carried out on environmental protection. These include the work of Wanjala (2007), Mitchell (2002), Agboola *et al.* (2004), Akinleye S.O (2005) among others mainly on the role of community participation. Considering the potentials of school community in participating actively in environmental protection, also necessitate the carrying out of this study.

Statement of the Problem

School communities comprise half of the world population and are highly vulnerable to the effects of environmental degradation now and in the future (United Nations, 1994). Moreover, secondary school students are usually receptive and strongly motivated and are capable of understanding the implications of environmental destruction and of trying to take preventive action (UNEP, 1990). However, for school children to meaningfully participate in environmental conservation activities, they should possess dynamic qualities gained through environmental education (Kelley-Laine, 1991). 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 and Koech, 1991)

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As efforts to intensify environmental education in schools have continued to increase over the years, a considerable number and variety of claims have been raised severally concerning the inability of the students to participate in environmental action. In 1991 for example, the Minister for Environment and Natural Resources voiced his concern for the lack of practical conservation principles in the students' daily activities (Posch and Koech, 1991). It is becoming increasingly necessary to see the evidence supporting these claims. 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. The studies done by Buskov *et al*. (1991) are valid examples. Most of these researchers employed the systems – analysis approach that focuses on easily quantifiable variables relating to the quality of the products arising from environmental action projects as directed by the teachers. Data produced in this way may not necessarily provide an insight into the process of students' participation in environmental action. As Katherine M. Emmons (1997) observes, the relationship between environmental education and positive environmental action is a complex one and requires a deeper understanding of the contributing factors. This is because a behavioural manipulation of many variables can result in students' participation in environmental action in the manner that is pedagogically undesirable. Research designs that elicit phenomenological data could help us understand students' participation in sustaining and improving environmental quality.

Aim and objectives

The aim of this study is to examine the roles of school community in environmental protection in Akure South Local government in Ondo state. In view of the above aim, the following are the specific objectives, to:

1. assess the level of awareness of school community about environmental hazards;
2. examine the perception of school community about the causes and effects of environmental hazards;
3. determine the perception of school community about the need for Environmental protection; and
4. assess the role of school community in Environmental protection

Research Hypothesis

H_1: there is a significant difference in the level of participation of school community in environmental protection based on gender, school type, school community members' status and school location.

Conceptual Framework

The Environment

Environment is a global term used by everyone across all spheres of life. The term describes the sum total of physical and biotic conditions influencing the responding organisms. It is all factors (living and non-living) that actually affect an individual organism or population at any point in the life cycle (Botkin and Keller, 1998). An environment may be natural or man-made.

An environment is sometimes used to denote a certain set of circumstances surrounding a particular occurrence. The four major components or elements of the environment include the atmosphere (air), lithosphere (land), hydrosphere (water) and the biosphere (life bearing layer). The components are

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dependent on each other to sustain life. See the figure below:

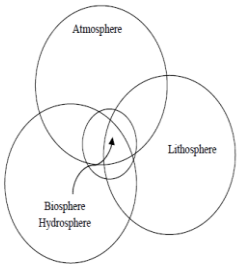

Fig 1: The interdependency of the components of the earth (Botkin and Keller, 1998)

Environmental Perception.

According to Whyte (2011) environmental perception is the means by which we seek to understand environmental phenomena in order to arrive at a better use of environmental resources and a more effective response to environmental hazards. He further noted that the processes by which we arrive at these decisions include direct experience of the environment (through the senses of taste, touch, sight, hearing and smell) and indirect information from other people, science, and the mass media. They are mediated by our own personalities, values, roles and attitudes. In the same vein environmental perception could be seen as an awareness of, or feelings about environment and the act of apprehending the environment by the senses. This implies that our judgement of the environment plays a significant role in the way we handle it.

Environmental Education

This refers to organised efforts to teach how natural environment function, and particularly how human beings can manage behaviour and ecosystems to live sustainably. It is an education within the school system, from primary to post-secondary. However, it is not restricted to in-class lesson plans, sometimes includes all efforts to educate the public and other audiences, including print materials, websites, media campaign etc.

Environmental Education involves the teaching of individuals and communities in transitioning to a society that is knowledgeable of the environment and its associated problems, aware of the solution to these problems and motivated to solve nature among society and in enhancing public environmental awareness. UNESCO emphasises 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. The environmental education policy involve training of individuals to thrive in a sustainable society, building strong relationship with nature, possessing skills and knowledge that will enable individual to survive the 21st century. This also incorporates training of teachers and worker-training initiatives so that teachers can effectively teach environmental studies and also workers to adapt to the new green economy.

Environmental Protection

Environmental protection is the practice of protecting the natural environment in all means by individuals, organisations and governments. Its objectives are to conserve natural resources and the existing natural environment and, where possible, to repair damage and reverse trends. The pressures of overconsumption, population explosion and technology have led to the degradation of the biophysical environment, sometimes permanently. Environmental protection involve policies and procedures aimed at conserving the current state of natural environment and where possible reversing its degradation.

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Sustainable Development

This is a notion, a movement and an approach which has developed into a global wave of concerns, study, political mobilization and organisations around the twin issues of environmental protection and economic development. The World Commission on Environment and Development report, "our common future", helped in making this concept popular and became an operational concept, capturing the principles, ideals and values which are essential and necessary for tackling recent environmental and developmental problems and processes respectively.
Sustainable development as to the submission of the report, seeks to meet the needs and aspirations of the present without compromising the ability of the future generation to meet their own needs and aspirations. In this case energy is channelled towards ensuring a liveable environment.

METHODOLOGY

The Study Area

Akure is the capital city of Ondo State. It is made up of two LGAs (Akure North and South). Akure South lies on Lat. $7^0$16'30"N and Long. $5^0$151"E. It is located in the South western part of Nigeria. It covers a landmass of 991 km^2 with an elevation of 350m (1,150ft). The climate of the study area is of the tropical rainforest type, with distinctive wet and dry seasons. It has a mean annual temperature of 27^0C and mean annual rainfall of 2000mm associated with relative humidity of not less than 70%. Geologically, Akure falls into the pre-cambrian exposed order granite belt. Its formation dates back to as far as 600-3500 million years ago. The site is generally flat and its soil area falls into large quantity of red laterite and very little of mangrove swamp soil of humid tropical/equatorial area. The natural vegetation is of the high forest composed of many varieties of hard timber such as Melicia excels, Antaris Africana, Terminalia superba, Lophira procera, Hevea brasiliensis and Symphonia globulifera. Over most of the state, the natural vegetation has been very much degraded due to human activities. Tree crops cultivated in the study area include cocoa, kola, coffee, rubber, oil palm and citrus while food crops include cassava, yam, maize, plantain, cocoyam, okro and vegetables. The study area has a population of 484, 798 as at the time of 2006 Census (NPC, 2006). Large proportion of the population of the study area engages mainly in agriculture with few in the public service employment to earn a living.

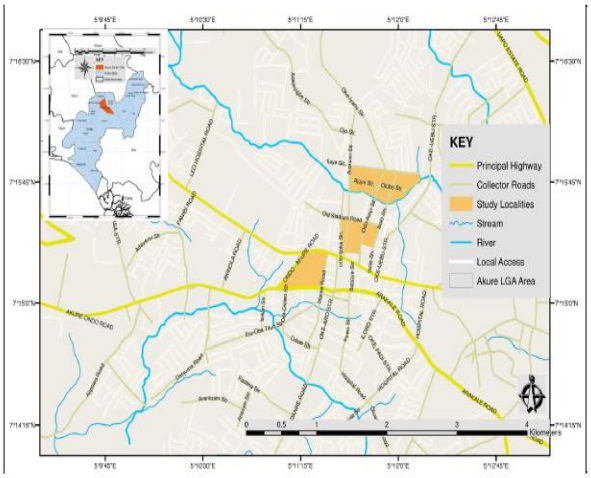

Fig 1: Utility Map of Akure South LGA.
Source: Ondo State Survey Office, 2017

Source of Data

Primary data was used mainly for this study. Data on the level of awareness and perception of school community on environmental hazards and their roles in environmental protection was obtained from the field through the use of a well-structured questionnaire.

Sampling Procedure

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Multi-stage sampling technique was employed for this study. Firstly, Eight (8) schools were purposively selected in the study area from both rural and urban centres of the study area. Three (3) schools were randomly selected from the rural area while five (5) schools were randomly selected from the urban area of the study area. Secondly, fifteen (15) students were randomly selected from each of the eight (8) schools making a total of 120 students sampled in the study area. Thirdly, five (5) staff from each school was randomly selected to make a total of 40 members of staff from the eight (8) schools. A total of one hundred and sixty copies of a well-structured questionnaire were distributed among the eight schools.

Method of Data Analysis

Both descriptive and inferential statistics were used for this study. Simple percentage was used to determine the level of awareness and perception of school community on environmental hazards and their roles in environmental protection. On the other hand independent T-test was used to test for the research hypothesis at a confidence level of 0.05%.

FINDINGS AND DISCUSSION OF RESULTS

Table 1 showed the distribution of gender, school type, respondents' status and location of the school communities used for this study.

Table 1: Distribution of the Respondents based on gender, school type, status and school location

Item	Frequency	Percentage %
Gender		
Male	80	50
Female	80	50
School type		
Private	4	50
Government	4	50
Status		
Student	120	75
Member of staff	40	25
School location		
Rural		
Urban	3	37.5
	5	62.5

Source: Fieldwork, 2018

Both private and government established schools sampled were of equal proportion while more students (75%) were sampled more than the members of staff. The result also revealed that most school communities used for the study were located in the urban part of the study area. The choice of equal number of gender and school type was done purposively to avoid inequality and discrepancies. Also schools are mostly concentrated in urban centre than rural areas. This necessitated the need for the selection of more schools in urban centre of the study area.

Table 2 showed the level of awareness of school community about environmental hazards. The result showed that majority of the respondents is familiar with various environmental hazards listed. This means their level of awareness about environmental hazard is high (78.43%) since the environment is where they carry out their daily activities. This might not be unconnected from the fact that they are

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exposed to various occurrences in the environment such as flood, erosion, drought etc. on seasonal and yearly basis which affects their various environmental activities as well as destruction of lives and properties.

Table 2: Level of awareness of school community about environmental hazards

Item	Agreed (%)	Disagreed (%)
Flooding is an environmental hazard	125 **(83.33)**	35 **(16.67)**
Pollution is harmful to the environment	127 **(79.34)**	33 **(20.66)**
Soil erosion has negative impact on soil use	120 **(75)**	40 **(25)**
Earthquake/landslide is harmful to livesand properties	130 **(81.25)**	30 **(18.75)**
Mean %	**78.43**	**21.57**

Source: Fieldwork, 2018

Table 3 showed the perception of school community about the causes and effects of environmental hazards. Four items were used to measure their perception about the causes and effects of environmental hazards. From their responses, each item had not less than 80% of agreed respondents to the items set out. Also a grand mean of 86.88 respondents agreed to the items. This means that majority of the respondents are familiar with the causes and effects of environmental hazards. Their perception of the causes and effects of environmental hazard could be precipitated on the fact that they are exposed to the feedback from environment from every activity carried out.

Table 3: The Perception of School Community about the Causes and Effects of Environmental Hazards.

Item	Agreed (%)	Disagreed (%)
Dumping of refuse in river channel may lead to flooding	143 **(89.38)**	17 **(10.62)**
Burning of bushes and wastes may lead to serious health issue like Asthma	133 **(83.13)**	27 **(18.27)**
Deforestation may lead to loss of farmland and famine	141 **(88.13)**	19 **(11.87)**
Pollution of water will make the water dangerous for usage	139 **(86.88)**	21 **(13.12)**
Mean %	**86.88**	**13.12**

Source: Fieldwork, 2018

Table 4 showed the level of perception of school community about environmental protection. None of the items used had less than 80% respondent agreeing to the contents of environmental protection listed in the items. Also, the grand mean of the responses showed that 88.28% of the respondents agreed with the items, this constitutes the majority of the respondents. This means that the level of awareness of the school community about environmental protection is high and that there is need for environmental protection. This could be as a result of the various problems encountered and the potentials of unforeseen problems due to the way the environment is being handled either by nature or their own various activities.

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Table 4: The Perception of School Community about Environmental Protection

Item	Agreed (%)	Disagreed (%)
Our environment should be properly and regularly sanitized	138 **(86.25)**	22 **(14.67)**
Buildings should be sited away from water logging areas and wind directions	142 **(88.75)**	18 **(11.25)**
Activities such as deforestation, bush burning, grazing etc. if stopped will help to achieve a sustainable environment	145 **(90.63)**	15 **(9.37)**
Policies and laws of environmental protection if duly implemented will help in achieving a sustainable environment	140 **(87.50)**	20 **(12.50)**
Mean %	**88.28**	**11.72**

Source: Fieldwork, 2018

Table 5 showed the level of participation of school community in environmental protection. The result showed that all the items used to measure their involvement in environmental protection were met with high percentage of agreement. Not less than 80% agreed with each item. This means that the school community have been participating in environmental protection through inclusion of environmental education either directly or indirectly into the school curriculum, regular and effective environmental sanitation, proper disposition of wastes, controlling erosion through construction of drainage and planting of trees, grasses and flowers. Also, through the importation of environmental education knowledge to their homes and neighbourhood to maintain a healthy and sustainable environment.

Table 5: Participation of School Community in Environmental Protection

Item	Agreed (%)	Disagreed (%)
There is an inclusion of environmental education in the school curriculum either directly or indirectly to enable individual to be conscious of their environment.	141 **(88.13)**	19 **(11.87)**
Our school often carry out environmental sanitation exercise effectively	135 **(84.34)**	25 **(15.66)**
Our school engage in construction of drainage to prevent erosion	143 **(89.34)**	17**(10.63)**
Our school engage in planting of trees, flowers and grasses to prevent soil erosion	135 **(84.34)**	25 **(15.66)**
There is placement of waste bins at strategic locations within the school environment	150 **(93.75)**	10 **(6.25)**
There is proper disposal of wastes in our school	150 **(93.75)**	10 **(6.25)**
Our knowledge of environmental education learnt in school often helps us in carrying out sanitation activities at home and in the neighbourhood as well as our relationship with the environment anywhere we are.	130 **(81.25)**	30 **(18.75)**
Our various school's environmental clubs like red cross, sanitation club etc. help in creating environmental protection awareness	143 **(89.34)**	17 **(10.63)**
Mean %	**88.03**	**11.97**

Source: Fieldwork, 2018

TEST OF HYPOTHESIS

Table 6a showed the group statistics of the respondents on their role in environmental protection based on gender. The result showed that male has a higher mean score of 12.00 while female has a mean score of 10.16.

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Table 6a: Group Statistics of data collected based on Gender

	Gender distribution of respondents	N	Mean	Std. Deviation	Std. Error Mean
Hypo1	Male	80	12.0000	.00000	.00000
	Female	80	10.1600	1.89623	.21896

Table 6b: Independent Samples Test of data collected based on Gender

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1395.585	.000	8.950	158	.000	1.84000	.20559	1.43395	2.24605
Equal variances not assumed			8.403	74.000	.000	1.84000	.21896	1.40372	2.27628

Source: Authors' Compilation, 2018

This means that male plays more roles in environmental protection more than their female counterpart. On the other hand table 6b showed the Levene's test for equality of variances and means. The p-value for variances and means equality are 0.000 respectively, less than 0.05. Therefore the alternative hypothesis is accepted. This means that there is a significant difference between the level of education and participation in environmental protection based on gender. This might be unconnected from the fact that female engage more in domestic activities such as cooking, fetching water and care for the home while their male counterpart have luxury of time to do more of sanitation activities such as clearing of bushy areas, repairing/rehabilitating dilapidated structures as well as gardening. Table 7a showed the group statistics the respondents on their role in environmental protection based on school type. The result showed that Government owned school has a higher mean score of 12.00 while Private established school has a mean score of 10.95.

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Table 7a: Group Statistics of Data collected based on School Type

	School type distribution of respondents	N	Mean	Std. Deviation	Std. Error Mean
Hypo2	Government	80	12.0000	.00000	.00000
	Private	80	10.9500	1.65277	.18479

Source: Authors' Compilation, 2018

Table 7b: Independent Samples Test of Data collected based on School Type

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	208.588	.000	5.682	158	.000	1.05000	.18479	.68503	1.41497
Equal variances not assumed			5.682	79.000	.000	1.05000	.18479	.68219	1.41781

Source: Authors' Compilation, 2018

This means that government school plays more roles in environmental protection more than private school. On the other hand table 7b showed the Levene's test for equality of variances and means. The p-value for variances and means equality are 0.000 respectively, less than 0.05. Therefore the alternative hypothesis is accepted. This means that there is a significant difference in the level of participation of school community in environmental protection based on school type. The large participation of government school in environmental protection could not be disconnected from the fact that most government schools have large landmass and large number of students compared to private schools. Large portion of this landmass is unpaved in government school; as a result, they engage the students in regular sanitation. Also each student has a portion to work on irrespective of their class. On the other hand most private schools' environment is mostly paved and occupies relatively small landmass and mostly employs the services of labourer(s) and/or machinery for sanitation purposes. Table 8a showed the group statistics the respondents on their role in environmental protection based on status. The result showed that students have a higher mean score of 11.82 while members of staff have a mean score of 10.13.

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Table 8a: Group Statistics of Data collected based on Respondents' Status

	Status distribution of respondents	N	Mean	Std. Deviation	Std. Error Mean
Hypo3	Student	120	11.8167	.38856	.03547
	Staff	40	10.1250	1.09046	.17242

Source: Authors' Compilation, 2018

Table 8b: Independent Samples Test of Data collected based on Respondents' Status

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	215.918	.000	14.520	158	.000	1.69167	.11651	1.46155	1.92178
Equal variances not assumed			9.610	42.346	.000	1.69167	.17603	1.33651	2.04682

Source: Authors' Compilation, 2018

This means that students play more roles in environmental protection more than the members of staff. On the other hand table 8b showed the Levene's test for equality of variances and means. The p-value for variances and means equality are 0.000 respectively, less than 0.05. Therefore the alternative hypothesis is accepted. This means that there is a significant difference between the level of education and participation in environmental protection based on status. Children and young adults are easy to be tamed at tender age, in-still fear and inculcate good morals in them. They develop along this line until they are able to take decisions on their own. This might be the reason why they take part in environmental protection activities more than their staff members. Although the number of members of staff sampled is less than one-third of the sampled population.Table 9a showed the group statistics the respondents on their role in environmental protection based on gender. The result showed that rural school community has a higher mean score of 12.00 while urban school community has a mean score of 11.09.

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Table 9a: Group Statistics of Data collected based on School Location

	school location of respondents	N	Mean	Std. Deviation	Std. Error Mean
Hypo 4	Rural	60	12.0000	.00000	.00000
	Urban	100	11.0900	1.54459	.15446

Source: Authors' Compilation, 2018

Table 9b: Independent Samples Test of Data collected based on School Location

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	130.163	.000	4.558	158	.000	.91000	.19966	.51566	1.30434
Equal variances not assumed			5.892	99.000	.000	.91000	.15446	.60352	1.21648

Source: Authors' Compilation, 2018

This means that male plays more roles in environmental protection more than their female counterpart. On the other hand table 9b showed the Levene's test for equality of variances and means. The p-value for variances and means equality are 0.000 respectively, less than 0.05. Therefore the alternative hypothesis is accepted. This means that there is a significant difference between the level of education and participation in environmental protection based on school location. This could be attributed to the fact that rural livelihood is more of natural life than that of urban livelihood. Access to free gifts of nature is high in the rural areas than in urban centres. Since rural lives depend mostly on resources their immediate environment offers at a particular time, they tend to protect it in order to sustain life unlike in urban centres where technology could be used to manipulate livelihood.

SUMMARY

In regards to the roles of school community in environmental protection and sustainable development in Ondo state, it was revealed that there

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is variation in the level of school community's response towards a sustainable environment. The result gathered from the administered questionnaire showed that there is a high level of level of awareness by school community about environmental hazards. They are aware that environmental hazards are as a result of both natural and human factors. The school community sees a need for environmental protection through various activities that will help in achieving a sustainable environment.

On the other hand, the result of the T-test revealed that there is a significant difference in the level of participation of school community in environmental protection and sustainable development. Gender, school type, school location and school community membership status plays a significant role in determining their level of participation.

CONCLUSION

From the result of the findings it could be concluded that school community is very much aware of environmental hazards; its causes and effects. Also that there is a significant difference in the level of participation of school community in environmental protection based on gender, school type, school community members' status and school location.

It could also be concluded that male participated more in environmental protection activities more than the female. Also that environmental protection and management activities in rural area is higher than what is practicable in the urban centre of the study area.

Finally the study concluded that government school community partake in environmental protection activities more than the private established schools in the study area.

RECOMMENDATION

Based on the findings of this research work, the following are recommended to stimulate and mitigate environmental problems:

1. A participatory and school community based environmental education should be introduced, the theme of such educational programme should be environmental based, as well as designed with youth in mind.
2. There should be enlightenment on the dangers of environmental hazards on man and his physical environment as well as on the teaching and learning process.
3. There should be proper education on waste disposal. The students and staff should be educated more on causes and effects of environmental hazards on the lives and properties of individual.
4. Government should support and enforce smoke-free in the school environment and ensure that the indoor air within the classrooms is of quality and classrooms should be well ventilated.
5. Environmental education should be explicitly incorporated into the school curriculum right from the basic classes to the senior secondary school and in our tertiary institutions.

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