

Roles and constraints of clubs in enhancing environmental awareness among secondary school learners in Nairobi West District, Kenya

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Abstract:

Sensitizing people and requiring them to take action to counteract present environmental crisis is quite urgent. Environmental issues present some of the most profound and complex challenges requiring attention today and in the coming decades. This study aims to investigate the role played by co-curricular clubs (CCC) in secondary schools in Kenya and their effectiveness in enhancing environmental awareness for sustainable development (EASD). Co-curricular clubs already exist in schools and engage in activities ranging from social; economic to environmental which are the three pillars of Education for sustainable Development (ESD). In this study, efforts were made to give an overview of environmental concerns nationally and locally within the study area. The role and constraints experienced by clubs in carrying out environmental activities and recommendations were made on how clubs could be improved to make them more effective. Four research questions were formulated to guide the study. The literature review focused on environmental degradation and sustainable development challenges, role and constraints of clubs in enhancing (EASD). The main objective of this research was to find out the clubs available in secondary schools, their activities and the constraints they face in enhancing environmental awareness. The study adopted descriptive survey design and student questionnaire to obtain the required data. The sample comprised of 290 respondents derived from 12 secondary schools that were purposely sampled. The research generated both qualitative and quantitative data. Means, percentages and correlations were utilized for analysis. Results showed that out of the 49 clubs that existed in schools 61% were involved in environmental awareness activities. The main environmental challenges were identified as littering, misuse of resources and cutting down of trees. Data obtained from the questionnaires was coded appropriately and transferred to the relevant computer software and analyzed. The need to fund clubs and allocate more time for their activities was noted. Recommendations were made for the Ministry of Education Science and Technology (MOEST) officials to in-service teachers and evaluating co-curricular clubs in schools. The ministry of education through the Quality Assurance department should ensure that co-curricular activities are emphasized and supervised by teachers. The study formed a basis for further research to establish roles of clubs in the rest of the districts in Kenya in both primary and tertiary institutions