



Environmental Education: An Essential Tool for the Attainment of Sustainable Development Goals in the 21st Century Nigeria

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Abstract

This study assessed the role of Environmental Education as an essential tool for the attainment of Sustainable Development Goals in the 21st century Nigeria. The study made use of five research questions and five hypotheses. The descriptive survey design was adopted for the study. The population of the study comprised of the entire 209 Science and Environmental Education students in University of Abuja for 2016/2017 session which was used as sample for the study. The research instrument used for data collection was a 26-item questionnaire, rated on a 5-point Likert scale, with response options of Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); and Strongly Disagree (SD). The statistical methods employed in analyzing the research questions were, Mean (\bar{x}) and Grand Mean ($\bar{g\bar{x}}$) while Chi-Square was used to test the hypotheses, generated at 0.05 level of significance. The findings of the study revealed that EE has created the needed awareness and provided quality training towards the achievement of Sustainable Development Goals, which include prevention of activities causing climate change, disaster safety measures, controlling of negative anthropogenic activities on the environment, and challenges associated with overpopulation in the 21st century Nigeria. Based on these findings, the following were recommended among others: Environmental Education should be taught as a main subject at all levels of education, beginning from the primary level to tertiary level in Nigeria. Nigerian teachers, at all levels should be given quality training on the importance of EE and the benefits associated with the achievement of the SDGs which in turn will enable them to impart same to their pupils/students. Nigerian government should implement existing policies on population to help reduce population growth without any political, religious, and ethnocentric sentiments and colorations.

Keywords: *Environmental Education (EE), Environmental sustainability, conservation and preservation, carrying capacity and Sustainable Development Goals (SDGs).*

Introduction

In 2000, at the United Nations Millennium Summit, 189 world pioneer leaders, including Nigerian president received the Millennium Affirmation to beat poverty through an arrangement of eight fortifying interrelated time-bound goals (MDGs) with related targets. One of the expressed targets of the "goals" was to give an accountability system for quality training. The significance of having goals is that they can be assessed after a certain period as achievable or not achieved. The MDGs were at the forefront of the global development agenda to eradicate poverty by 2015 (Ihekweazu, 2015). The essential point of the MDG's was to energize general human development by enhancing social and economic conditions on the planet's poorest nations on a set 15-year course of action. As an active signatory to the MDG's, Nigeria sought after the objectives vigorously with accentuation on enhancing the social and monetary states of the poorest Nigerians. This eight goals proposal was intended to eliminate poverty and hunger, while at the same time expecting to accomplish all inclusive Universal Primary Education, encourage gender equality, decrease child mortality, enhance maternal wellbeing, combat HIV/AIDS, malaria/intestinal sickness, and different illnesses, guarantee ecological manageability and build up a worldwide partnership for development. Based on these goals, the world has galvanized previously unprecedented efforts to meet the needs of the world's poorest and most disadvantaged (United Nations, 2015).

However, at the end of the MDG period in 2015, there were a number of unsupported claims that Nigeria has achieved most of the goals (Akosile, 2015). However, according to the UN report, "nearly 60 percent of the world's 1 billion extremely poor people lived in the top twenty countries in 2011: with India, Nigeria, China, Bangladesh and the Democratic Republic of the Congo" among them (United Nations, 2015). Nigeria contributed considerably to more than 42,000 citizens who were compelled to forsake their homes and look for security because of internal conflicts such as the Boko-Haram insurgency and the herdsmen and farmers conflicts in 2014 and beyond. Of the 2.1 million new HIV infections that took place in 2013, 75% took place in only 15 nations with Nigeria, South Africa and Uganda representing one quarter of all. Moreover, Nigeria has one of the lowest numbers of children sleeping under the mosquito nets, in a comparison of surveys among nations of the world (United Nations, 2015).

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After 2015, with most developing countries not being able to attain the Millennium Development Goals, a new set of developmental goals were proposed by the United Nations with an attainment date of 2030. The Sustainable Development Goals (SDGs) are made up of 17 goals and 169 targets which are to be achieved in the next 15 years from 2015 to 2030. The SDGs is a global affair that calls all countries to action. The spirit and agenda of the SDGs are commendable as they combine efforts to eradicate poverty and increase the development of poor countries. The SDGs is expected to take a more inclusive and diverse approach by mobilizing actors in both developed and developing countries (ICSU, 2015). The SDGs anchored more on scientific researchers than did the Millennium Development Goals (MDGs), which they substitute (Maintainability Science, 2016).

Issues like climate change, renewable energy, food, healthy living and water provision relating to environmental conditions requires a well articulated worldwide monitoring and modeling of many factors, categorized under social, economic and environmental factors. African nations may struggle to provide coordinated monitoring due to the dearth of skilled personnel to undertake this task. There is no doubt that the implementation will pose a significant challenge for national statistical systems. It is for this reason that collaboration with international and scientific agencies will be required to help devise metrics, establish monitoring mechanisms, evaluate progress and standardize and verify data. African countries lack the infrastructure to undertake earth observation, ground-based monitoring and information-processing capabilities required to give better global coverage, to allow direct comparisons of data by using similar instruments, and to store, analyze and share data. This can be overcome by collaboration between developed and developing countries (G20, 2013). African nations can be ingenious by using smart phones for data gathering such as point source information in immunization (Lu, Nakicenovic, Visbeck, Stevance, 2015).

Immediately after the Second World War (1939 – 1945), there arose the need to improve the lot of ordinary persons by removing slums, building new towns and improving the quality of the decaying urban-industrialized regions. A decision was therefore made to call a conference on education at the University of Keele in 1965. It was here that the term “Environmental Education” was heard for the first time in Britain. However, alarm about the pollution of the environment was first raised by ecologists during the United Nations Conference on the Human Environment held in Stockholm in 1972 (Dipeolu, 2015). From this small beginning, Environmental Education was developed and has now gained universal acceptance and recognition. The concept of Environmental Education like the concept of environment has evolved since its inception (Awan, 2013).

Environmental Education is defined by Agbor (2016) as the “process that gives individuals opportunities to explore environmental issues, engage in problem solving, and take action to improve the environment. Miller and Spoolman (2011) define Environmental Education to encompass the acquisition of knowledge in basic Environmental Education concepts, principles, history, policies, basic human population dynamics, knowledge of biodiversity, sustainable agriculture, forestry, soil conservation, water use, non-renewable mineral resources, non-renewable and renewable energy resources, climate change and ozone depletion, pollution prevention and waste reduction, sustainable cities, environmentally sustainable economic and political systems, environmental ethics and the overall worldviews of the environment.

Arising from the above definitions, the main objective of Environmental Education therefore is to induce positive change in the use of our natural resources to meet the need of present generation without jeopardizing the chances of future generations to meet their own needs. Thus, it is seen as a major tool in the attainment of Sustainable Development Goals (Umoren, 2005; Debbie, 2013; Andrejs, Dan & Kelly, 2013). Generally, this objective, if attained according to Andrejs, Dan & Kelly (2013), will produce the following output: awareness and sensibility to the environment, its importance, challenges and knowledge, and an understanding of the environment. It is also concerned with values and attitudes for the environment and motivations to improve and maintain environmental quality. It involves skills to identify and participate in resolving environmental problems (Andrejs, Dan & Kelly, 2013).

Nigeria’s National Agenda 21 provisions of which Section 7(1) and Section 4(a) of the National Policy on Environment is devoted to issues relating to public participation in environmental awareness. The document stipulates that public participation should be achieved through partnerships with various stakeholders and interest groups, and

also through integration and infusion of EE in school curriculum, and by organizing environmental programs at the national and international levels. Environmental Education holds that, sustainable development is possible in the 21st Century Nigeria and warns against indiscriminate development that disregards ecological balance. Environmental Education (EE) therefore aims at creating a future society where the public are aware of their civic responsibilities and are ready to play useful roles as leaders and citizens, responsible for their environmental sustainability (ICSE, 2000). To realize this vision, Environmental Education should become a fundamental part of the education system at all levels of education in Nigeria (Stohr, 2013).

The Nigerian as a nation maybe running out of time in the attainment of Sustainable Development Goals which involves every citizen all over the world to participate and meet the 169 targets by the year 2030 if urgent steps are not taken. Major Environmental Education related problems in Nigeria include; climate change, low disaster safety measures, anthropogenic activities, low quality education for the sensitization of citizenry about these environmental problems, and lack of Environmental Education and exposure of Nigerians to the continuous depletion of our environmental resources. In their struggle to survive and eradicate poverty in the 21st century, Nigerians are rapidly exposing the environment to the grave threats which pose problems to food, energy, politics, economies, ecology and security, which altogether constitute constraints to the attainment of sustainable development (Wole, 2009). One of the major issues of the Group of Eight (G8) leaders' summit in Germany in 2007 bothered on climate change.

Nigeria also participated in the Copenhagen Summit on Environment in 2009 as well as the Paris Conference on climate change in 2015 and the 72nd United Nations General Assembly (UNGA) meeting on climate change in 2017, among other recent conferences. Unfortunately, the awareness and sensitization needed for Nigerians to understand the implications of their action on the environment are still deficient. Erosion and flood for example, exacerbated by human activities have become a recurrent environmental challenge in Nigeria. The 2012 floods that ravaged nearly 25 States of the federation with untold economic, social and political consequences clearly shows that Nigeria is faced with some environmental problems in this 21st century (Robinson, 2013).

UNGA (2017) stated other human induced problems that also impact on the Nigerian environment in the 21st century to include: deforestation, crude oil spillage, pollution of coastal zones and wetlands, poor agricultural practices and population growth which is expected to double its size by 2030. Environmental Education is considered as an essential tool for combating these problems that impact on the socio-economic and socio-cultural development of the 21st century Nigeria. Its appraisal is therefore necessary in this study.

Methodology

The research design used for this study was the descriptive survey design. The population of the study comprised of the entire 209 Science and Environmental Education students in University of Abuja for 2016/2017 session. The research instrument used for data collection was a 26-item structured questionnaire rated on a 5-point Likert scale, with response options of Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD). The questionnaire was titled: Environmental Education for Attaining Sustainable Development in Nigeria (EEASDN), which was formulated by the researchers and validated by two senior lecturers. Out of the 209 only 150 questionnaires were properly filled and returned, hence this these number was used for the analysis. The instrument was administered by the researchers and same collected by the researchers. The statistical methods employed in analyzing the research questions were, Mean (\bar{x}) and Grand Mean ($g\bar{x}$) while Chi-Square was used to test the hypotheses generated at 0.05 level of significance. This study assessed the role of Environmental Education as an essential tool for the attainment of Sustainable Development Goals in the 21st century Nigeria. Specifically, five research questions were asked based on the objectives of the study thus:

1. To what extent has EE contributed towards the achievement of Sustainable Development Goals on climate change in the 21st century Nigeria?
2. To what extent has EE created needed awareness and provided quality training towards the achievement of Sustainable Development Goals and provision of quality environment in the 21st century Nigeria?

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3. To what extent has EE educated Nigerians on achieving Sustainable Development Goals on disaster and safety measures in the 21st century Nigeria?
4. To what extent has EE created awareness on the consequences of human negative anthropogenic activities on the Nigerian environment?
5. To what extent has EE sensitized Nigerians on the consequences of overpopulation on the 21st century Nigerian bio-physical environment?

Five commensurate research hypotheses were also formulated based on the objectives thus:

- Ho1:** There is no significant relationship between EE and the achievement of Sustainable Development Goals on climate change in the 21st century Nigeria.
- Ho2:** There is no significant relationship between EE and creation of awareness and provision of quality training towards the achievement of Sustainable Development Goals in the 21st century Nigeria.
- Ho3:** There is no significant relationship between EE and the achievement of Sustainable Development Goals on disaster and safety measures in the 21st century Nigeria.
- Ho4:** There is no significant relationship between EE and creation of awareness on the consequences of human negative anthropogenic activities on the 21st century Nigerian environment.
- Ho5:** There is no significant relationship between EE and sensitization of Nigerians on the consequences of overpopulation on the 21st century Nigerian bio-physical environment.

Results and Discussion

Research Question one: To what extent has EE contributed towards the achievement of Sustainable Development Goals on climate change in the 21st century Nigeria?

Table 2: Mean and standard deviation Analysis of Research Question Two

S/N	Items	SA	A	N	D	SD	\bar{x}	Decision
	Climate change is a global problem which can be solved by using Environmental Education	90	31	20	6	3	4.33	Agreed
	Climate change is a topic taught in Environmental Education	81	40	18	7	4	4.25	Agreed
	Climate change occurs as a result of human negative activities on the natural environment	81	41	15	5	7	4.21	Agreed
	Climate change could lead to flooding, hurricane, and other natural disasters	79	38	19	9	5	4.18	Agreed
Grand Mean ($\bar{g\bar{x}}$)						4.46		

Source: Field Survey, 2017

Table 2 depicted EE undergraduate students’ opinions to research question two; the 4 questionnaire items were agreed upon with means (\bar{x}), ranging from 4.18 to 4.33. The grand mean ($\bar{g\bar{x}}$) was 4.46 which shows that students agree to the statement that Environmental Education contribute to the achievement of the Sustainable Development Goals on climate change in the 21st century Nigeria.

Research Question two: To what extent has EE created needed awareness and provided quality training towards the achievement of Sustainable Development Goals in the 21st century Nigeria?

Table 1: Mean and standard deviation of Research Question One

S/N	Items	SA	A	N	D	SD	\bar{x}	Decision
	Environmental Education is important in achieving quality education on environmental issues in Nigeria	75	70	2	1	2	4.43	Agreed
	Environmental Education helps to find solutions to environmental problems	70	73	3	2	2	4.38	Agreed
	Environmental Education induces positive change in the use of our natural resources	78	60	6	4	2	4.39	Agreed
	Environmental Education has the potential of changing values and attitudes of people towards a better environmental quality	71	66	7	3	3	4.33	Agreed
	Environmental Education should be part of the education system at all levels of education in Nigeria.	80	62	3	2	3	4.43	Agreed
					Grand Mean ($\bar{g\bar{x}}$)	4.39		Agreed

Source: Field Survey, 2017

Table 1 revealed the opinion of EE undergraduate students on research question one; the 5 questionnaire items were agreed upon with means (\bar{x}), ranging from 4.33 to 4.43. The grand mean ($\bar{g\bar{x}}$) was 4.39 which denote that students agree to the statement that Environmental Education create needed awareness and quality training towards the achievement of the Sustainable Development Goals of quality environment in the 21st century Nigeria.

Research Question Three: To what extent has EE educated Nigerians on achieving Sustainable Development Goals on disaster and safety measures in the 21st century Nigeria?

Table 3: Mean and standard deviation Analysis of Research Question Three

S/N	Items	SA	A	N	D	SD	\bar{x}	Decision
	Environmental Education enlightens people on the negative effect of oil spillage on the Nigerian environment	80	51	9	4	6	4.30	Agreed
	Environmental Education helps to reduce the rate of deforestation in Nigeria	82	50	7	5	6	4.31	Agreed
	Environmental Education helps to minimize flood disasters	87	42	9	8	4	4.33	Agreed
	Environment Education helps to reduce air, water, land, and soil pollution	89	40	7	6	8	4.31	Agreed
	Environment Education recommends alternatives to natural resources for sustainability	79	42	11	10	8	4.16	Agreed
	Environmental Education helps to educate people on the use of green resources to enhance conservation of the environment	82	51	3	10	4	4.31	Agreed
					Grand Mean ($\bar{g\bar{x}}$)	5.14		Agreed

Source: Field Survey, 2017

Table 3 depicted EE undergraduate students' opinions to research question three. The 6 items were agreed upon with means (\bar{x}), ranging from 4.16 to 4.33. The grand mean ($\bar{g\bar{x}}$) was 5.14 which revealed that students agreed to the

statement that Environmental Education contributes to the achievement of the Sustainable Development Goals on disaster and safety measures in the 21st century Nigeria.

Research Question Four: To what extent has EE created awareness on the consequences of human negative anthropogenic activities on the 21st century Nigerian environment?

Table 4: Mean and standard deviation Analysis of Research Question Four

S/N Items	S	A	N	D	SD	\bar{x}	Decision
Environment Education creates awareness on the consequences of overgrazing the land by herdsmen	80	56	4	7	3	4.35	Agreed
Environment Education creates awareness on the consequences of felling trees (deforestation) without replacement	76	61	6	4	3	4.35	Agreed
Environment Education creates awareness on the consequences of bush burning	70	67	5	6	2	4.31	Agreed
Environment Education creates awareness on the consequences of biodiversity loss	65	60	11	8	6	4.13	Agreed
Environment Education creates awareness on the consequences of pollution of coastal zones and wetlands	80	58	2	7	3	4.37	Agreed
Grand Mean ($\bar{g}\bar{x}$)					4.30		Agreed

Source: Field Survey, 2017

Table 4 depicted EE undergraduate students' opinions to research question four; the 5 item questionnaire were agreed upon with means (\bar{x}), ranging from 4.13 to 4.37. The grand mean ($\bar{g}\bar{x}$) was 4.30 which denote that students agreed to the statement that Environmental Education creates awareness on the consequences of human negative anthropogenic activities on the 21st century Nigerian environment.

Research Question Five: To what extent has EE sensitized Nigerians on the consequences of overpopulation on the 21st century Nigerian bio-physical environment?

Table 5: Mean and standard deviation Analysis of Research Question Five

S/N	Items	SA	A	D	SD	\bar{x}	Decision	
1	Overpopulation occurs when the number of people exceeds the available resources	89	48	3	5	5	4.31	Agreed
2	Nigeria's population is above the available resources	84	47	8	7	3	4.33	Agreed
3	Environmental Education enlightens the masses on the consequences of overpopulation	71	51	11	12	6	4.15	Agreed
4	Overpopulation leads to poverty and famine	80	50	8	7	5	4.29	Agreed
5	Environmental Education helps to tackle the problem of overpopulation in Nigeria	81	44	5	12	8	4.19	Agreed
6	Overpopulation occurs when people migrate to an urban area for greener pasture	81	50	8	8	3	4.32	Agreed
Grand Mean ($\bar{g}\bar{x}$)						5.12	Agreed	

Source: Field Survey, 2017

Table 5 depicted EE undergraduate students' opinions to research question five; the 5 tem questionnaire were agreed upon with means (\bar{x}), ranging from 4.15 to 4.33. The grand mean ($g\bar{x}$) was 5.12 which denotes that students agreed to the statement that Environmental Education sensitize Nigerians on the consequences of overpopulation on the 21st century Nigeria bio-physical environment.

Test of Hypotheses

Chi-Square (χ^2) was used to analyze the hypotheses generated for this study.

Hypothesis one: There is no significant relationship between EE and creation of awareness and provision of quality training towards the achievement of Sustainable Development Goals in the 21st century Nigeria.

The calculated chi square value is 9.91, the critical table value is 7.96, the calculated is higher than the critical, so therefore the null hypothesis is rejected, while the alternate hypothesis which stated that there is a significant relationship between EE creation of awareness and quality training on towards the achievement of the SDG. This implies that Environmental Education is significant in the creation of awareness and provision of quality training towards the achievement of Sustainable Development Goals in the 21st century Nigeria.

Table 6: Chi square analysis of the relationship between Environmental Education and the provision of quality training towards the achievement of sustainable development goals

χ^2	Df	Table Value	P	Decision
9.91	16	7.96	0.05	Rejected

Hypothesis 2: There is no significant relationship between EE and the achievement of Sustainable Development Goals on climate change in the 21st century Nigeria.

Table 7: Chi square analysis of the relationship between Environmental Education and the achievement of sustainable development goals on climate change in Nigeria

χ^2	Df	Table Value	P	Decision
7.26	15	6.41	0.05	Rejected

The result on table 7 shows the chi square analysis of the relationship between Environmental Education and the achievement of sustainable development goals on climate change in Nigeria. Result of the chi-square analysis shows a calculated value of 7.26, while the table value at degree of freedom of 15 shows 6.41. Since the calculated value is greater than the table value, hypothesis two is rejected. This implies that there is a significant relationship between Environmental Education and the achievement of Sustainable Development goals on climate change in the 21st century Nigeria.

Hypothesis 3: There is no significant relationship between EE and the achievement of Sustainable Development Goals on disaster and safety measures in the 21st century Nigeria.

Table 8: Chi square analysis of the relationship between Environmental Education and the achievement of sustainable development goals on disaster and safety measures

χ^2	Df	Table Value	P	Decision
15.98	20	10.85	0.05	Rejected

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The result on table 8 shows the chi square analysis of the relationship between Environmental Education and the achievement of sustainable development goals on disaster safety measures in Nigeria. The calculated Chi-square value is 15.98, while the critical table value is 10.85 at a df of 20. Since the calculated value is greater than the table value, hypothesis three is rejected. The implication of this result is that there is a significant relationship between Environmental Education and the achievement of Sustainable Development goals on disaster safety measures in the 21st century Nigeria.

Hypothesis 4: There is no significant relationship between EE and creation of awareness on the consequences of negative anthropogenic activities on the 21st century Nigerian environment.

Table 9: Chi square analysis of the relationship between Environmental Education and the creation of awareness on the consequences of negative anthropogenic activities

X^2	Df	Table Value	P	Decision
15.69	16	7.96	0.05	Rejected

Result of the chi-square analysis on table 9 shows a calculated value of 15.69 while the critical table value at degree of freedom of 16 shows 7.96. Since the calculated value is greater than the table value, hypothesis four is rejected. This implies that there is a significant relationship between Environmental Education and the creation of awareness on the consequences of negative anthropogenic activities in the 21st century Nigerian environment.

Hypothesis 5: There is no significant relationship between EE and sensitization of Nigerians on the consequences of overpopulation on the 21st century Nigerian bio-physical environment.

Table 10 : Chi square analysis of the relationship between Environmental Education and sensitization of Nigerian on the consequences of population

X^2	Df	Table Value	P	Decision
15.75	20	10.85	0.05	Rejected

The result of the Chi-square analysis shows a calculated value of 15.75 while the table value at degree of freedom of 20 is 10.85. Since the calculated value is greater than the table value, hypothesis five is rejected. This implies that there is a significant relationship between Environmental Education and the sensitization of Nigerians on the consequences of overpopulation on the 21st century Nigerian environment.

Discussion of Findings

The results of this study showed significantly that Environmental Education (EE) is an essential tool in the attainment of Sustainable Development Goals in the 21st century Nigeria. From the findings in table 1, the study revealed that EE creates needed awareness and provides quality training towards the achievement of Sustainable Development Goals in Nigeria. This study is consistent with earlier study conducted by Robinson (2013) who revealed that the importance of Environmental Education in creating awareness and quality training for achieving these global goals cannot be overemphasized. The author highlighted that Environmental Education helps in the awareness and sensibility to the environment, promote positive values and right attitude for the environment, provide the required skills to identify and help resolve environmental issues and survival issues. The findings also revealed that EE contributes to the achievement of Sustainable Development Goals on climate change. This finding is in agreement with that of Ekpoh & Ekpoh (2011) who in their study revealed that the educational sector and EE teachers play an important role in creating

awareness to students about climate change, related issues of the environment and possible solutions. The finding of this study is in agreement with the earlier finding of UNGA (2017) which found that environmental issues could be addressed effectively with the help of Environmental Education.

The present study revealed that EE should be used as a tool to address matters relating to disasters, pollution and degradation of the environment. This finding is in agreement with that of Agbor (2016) who noted that EE explores environmental issues and ensure safety measures relating to environmental disasters. The study also corroborates the studies conducted by Omofonmwan and Osa-Edoh (2008) which identified the following as anthropogenic activities: pollution, deforestation, flood, oil spillage, poor agricultural practices, and loss of biodiversity, desertification and erosion, among others as causes of environmental imbalance in Nigeria.

The present study sees population pressure on the environment and its resources as a compulsory situation where concerted effort must be put in place to reduce this pressure, thereby guaranteeing sustainable and quality environment. Human population is a variable that impacts negatively on the carrying capacity of the supportive ecosystem and the biophysical environment in Nigeria. This findings support the position of UNGA (2017) which noted that the world's population will be doubled by 2030, and that drastic measures should be taken to avoid food shortages, poverty, refugee problems and deaths. This is also in line with Aiyedun (2015) who recommended that Nigeria should have a realistic population policy which will help us attain the number one Sustainable Development Goal (SDG) which is poverty eradication.

Conclusion and Recommendations

From the findings of the study, it is concluded that Environmental Education is an essential tool in the actualization of the SDGs in the 21st century Nigeria. Current environmental issues plaguing the Nigerian nation can be successfully addressed using Environmental Education. Considering the importance of EE, and the benefits associated with the attainment of Sustainable Development Goals by the year 2030, the following recommendations are put forward:

- i. Environmental Education should be taught as a main subject at all levels of education, beginning from the primary level to tertiary level in Nigeria.
- ii. The general public should be enlightened on the adverse impacts of anthropogenic activities which deplete the country's natural resources.
- iii. Government officials should avoid ambivalence in the implementation of strategies towards the attainment of SDGs in Nigeria.
- iv. Nigerian teachers, at all levels should be given quality training on the importance of EE and the benefits associated with the achievement of the SDGs which in turn will enable them to impart same to their pupils/students.
- v. Nigerian government should implement existing policies on population that will help to reduce population growth without any political, religious, and ethnocentric sentiments and colorations.

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