

# Students' Role towards Environmental Protection

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## Abstract:

The study focuses on the role of student organizations in the development and conservation of the community. It evaluated the programs and practices of the student groups concerned with environmental challenges and problems. The student leadership may be an essential vehicle to tackle environmental issues and foster sustainable education. In the analysis, descriptive- evaluative research methods were used. Documentary research was utilized to assess the sustainable conservation and security initiatives, ventures and events of the numerous student organizations. In the framework of interviews and concentrated group meetings, secondary evidence were verified and the challenges and shortcomings of the organisation were established. The findings of this research indicate that the University promotes the empowerment of students by student organisations. Student associations, as stated in the student manual, are entitled and accorded rights and privileges. More than 40 student organisations is certified in CBSUA. Each of them introduced university-related environment-related programs / projects and events. Leadership of students by student associations is a crucial resource to foster environmental awareness and safety. Community leadership by student organizations will promote student engagement in the most urgent environmental concerns.

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## INTRODUCTION

Climate change is commonly regarded as one of the most severe threats confronting the planet of ecological implications. As the atmosphere is not limited to the territories of multiple nations, the consequences of such a climate crisis may be prevented by no society or person (Ramirez 2015). As environmental issues grow across the globe, citizens take action like never before. Significant concern is given to the climate (Peleman, 2016). and both industries are coming closely to support and engage in the most pressing problems.

Young people are one of society's most successful industries. They can promote change, young, despite their innate dynamism and their ability to offer fresh ideas, strength, ambition and a sense of what is possible (Jokinen 2016). They can promote change. Youth in the academy have more chances to be learned and trained and to engage in environmental

issues. We should do a lot to understand and to help their actions.

A substantial portion of the world's population is made up of young people (World Youth Survey, 2003). Demographic figures indicate that children under 15 constitute about one third of the world's overall population and 60% reside in Asia. As a consequence, children and community organisations are becoming a big force in environmental research. For starters, in Bangladesh, the National Federation of Youth Organizations (NFYOB) in Bangladesh motivated the young people with the aid of appropriate training. Many community organizations focus specifically on environmental consciousness and young people's engagement. (Major Team Function, 2008).

Undoubtedly, young people may play a major part in culture. Young people from all over the world ought to be actively involved in any specific level of decision-making, because it influences their lives now

and influences their potential (Youth Sourcebook of Sustainable Growth, 1995). In addition to their analytical input and capacity to rally resources, they often provide specific insights that must be recognized.

The young people become drivers of progress. They represent the hope of present and potential generations (Castillo, 2016). In addition to having a larger position to play in the remote potential, young people are especially well positioned to promote environmental consciousness precisely because they they have stronger exposure than their elders to environmental knowledge (World Youth Survey, 2003).

The role of young people in certain social issues has been recognized for a long time. Several positive tales have been reported on the involvement of young people in environmental activism. The Philippine Centre for Environmental Conservation and Sustainable Growth, Inc. website represented active engagement by the Progressive Youth Movement of the Philippines in environmental campaigns. GYM Philippines claims that Filipino youth will participate in green initiatives as a) they represent 30% of the population; b) they are vulnerable to environmental destruction and disasters; c) they are liable for environmental protection; d) they have a high academic capacity to engage in green initiatives; and e) they have a good potential to organize. Mobility of young people may be increased by functioning as a collective.

Student organizations can offer teamwork opportunities. It may help develop networks and have respected expertise in the field of safety of the atmosphere (Foubert 2006) and useful insights (Hernandez, K. et al. 1999). The participation of student members helps form organizational goals. (Wallner, 2005).

This is realistic to include students in curriculum changes. We bring special insights and experiences that can support change (Wallner, 2005). The engagement of students in environmental activism will contribute to the effective introduction of environmental conservation and activism, as the presence of students requires effort and passion. (Levin, 2000) Student organisations can have a effective resource to speed up student knowledge and motivation. Their leaders should play an important role in turning themselves into a prosperous

community (Weidner, 2014). Children must be interested in environmental awareness and conservation as visionaries and innovative minds, as different ideas and solutions will then be explored. (Dimick, 2012) Students become advocates for transition (Spira, 2013). We are part of sustainable development initiatives (Levin, 2000) and are a source of and participant in the school's outcomes[11]. They played a key role in environmental conservation programs (Bolstad, R. et al. in press). There is no question that youth today can be an effective resource for the advancement of environmental awareness and conservation by student organizations. The sustainability efforts of student groups in private institutions are also deserving of recognition.

The work reflects on the role of student groups in supporting and preserving the community. The Central Bicol State University of Agriculture (CBSUA) evaluated in specific the programs and behavior of student groups concerned with environmental concerns and problems, from 2015 to 2016. The student leadership may be an important vehicle to tackle environmental issues and foster sustainable education. The research aimed to define the University policies and the legal framework on which student organizations operate; to develop the profile of the approved student organizations in the CBSUA for the duration from 2015 to 2016; to define the student organizations actively engaged in environmental promotion and protection;

## METHODS

The thesis utilized descriptive-evaluative analysis approaches. The aim of documentary study and survey was to evaluate the environmental education and security organizational profile, programs, initiatives and activities carried out by the different student organizations. The secondary evidence collected from the Office of the Student Affairs and Services of the University (OSAS) is checked through interviews and centered community meetings including student representatives, executive officials, staff participants and corporate counsellors.

## Respondents

The top ten (10) student organizations from the 49 OSAS certified student organizations of CBSUA from 2015 to 2016 were the focus of the study, rating them on the basis of positive involvement in environmental

conservation activities. The people who are running organisations, including CBSUA Student Relations and Programs (CBSUA-OSAS) staff were main informants (KI). The company was led by managers, leaders and committed participants. Any OSAS employees included the leader and the student group organizer in particular. They were the author of certain important knowledge including the Student Association University rules and the policy for operations, and others.

### Sampling Procedure

In the Main Informants Interview (KII), thirty-four (34) main informants (KII) were established through a purposeful survey. 10 (10) counselors, 10 leaders, 10 active members, 1 representative of the OSAS, 1 leader of student organizations and 2 staff members of the OSAS. The association manager identified the active members, and the OSAS personnel were assigned to address the concerns of the student organisations. For ethical reasons, the names of main informants were refused.

### Data Gathering Procedure

Documentary research was carried out to evaluate the environmental awareness and conservation initiatives, ventures and events carried out by the numerous student organizations. The student representatives, executive officials, participating participants and executive advisors were engaged in the main informant Interview (KII) and centered community conversations (FGD) to verify secondary data gathered from the office of the University Student Relations and Services. The FGD was done to verify the data collected in the interview.

The OSAS records including a student organization biography, performance reviews, student textbook, operation plan, operation permit and other documentation were demanded from the OSAS Director and student organization coordinator. The records were secondary data sources which were analyzed. Informal interviews and centered group discussions (FGDs) with main informants established through selective sampling were performed. Discussions centered on the organisation's image, the programs / projects undertaken, actions initiated, the effect on student leaders' attitudes to the conservation of the community, and environmental concerns.

The completion results were included in documentary study of the ten (10) student organisations whose membership is denied. Only relevant and accepted records submitted at the Student Affairs and Services University Office in the compilation of data were included. Knowledge provided by the KII was triangulated by the FGD to insure that research findings are accurate.

## RESULTS AND DISCUSSION

This segment reflects on (a) university and the rules of student organizations, (b) the image of approved CBSUA organizations in 2015 to 2016, (c) student organizations actively engaged in environmental activism and safety, (d) effects on student leaders' environmental conservation behaviors, (e) problems and weaknesses; (f) Student leadership as an important resource to tackle environmental concerns and to encourage sustainability for the community.

### University Policies on Student Organizations

Student organization is a major component of the Central Bicol State University of Agriculture student affairs and services. In Chapter VI of the Student handbook, student organizations are defined as associations of faithful students who support and act as a growth resource to support the values and goals of the University (Student Handbook, 2015). Its management services serve the needs of the students and greatly support the educational and social aims of the institution. It is sponsored by the Student Organization Organizer and is governed by the OSAS directly.

CBSUA student associations are categorized as private, civic, brotherhood, sorority and religious organisations. The USSC is the national organization, coordinated for all approved student organizations. It is the largest regulatory body for students who act as the administrator's face (Student Handbook, 2015). The Council has the authority to conduct tasks, including organizing and aiding approved organisations in carrying out their duties. It ensures the programs and operations of university student groups are governed and/or authorized by the USSC and are supervised by the OSAS.

All true university students have full opportunities to participate or organise themselves in every association. Throughout the beginning of the semester

any community of 25 (25) students may apply to the OSAS as an entity and clearly comply with the criteria laid down in the University Policy. An annual progress summary, financial report and records produced include a) the annual work plan for academic year events accepted by the advisor; b) the list of existing officers and leaders with their names and addresses duly verified by the University Registrar; c) the list of newly elected position. Accreditation and re-accreditation programs are expected at the School, which include a) one activity reflecting the intent of the organization; b) one service learning experience in nature; c) a common events operation, and involvement in all activities directly supported by the OSE or its coordinators. Organizational consultants are expected to develop a tracking and assessment scheme. In compliance with Chapter VI of the Student Handbook, which are both rules on rewards and opportunities, returning organisations, termination of citizenship, acknowledgment and other regulations.

**Organizational Profile for 2015 to 2016**

The Office of Student Relations and Resources records represent the complete assistance of the University to student organizations. In addition to the provisions contained in the student manual which enable genuine students to mobilize for a common cause the University has allocated student services funds, in particular for building the capacity of student leaders and supporting student organizations. The USSC is allowed to control the student advancement fund; furthermore, a process is foreseen.

Table 1 results shows the positive presence of students in the group. In CBSUA, there are more than forty approved student associations, with separate classifications, for 2015 to 2016 alone.

Impact of Participation to Environment Related Activities to the Attitude of Students Towards Environmental ProtectionProblems Encountered By Organization Leaders in the Conduct of Environment Related InitiativesStudent Leadership as Tool in Addressing Environmental Concerns and Promotion of Environmental Education and Protection

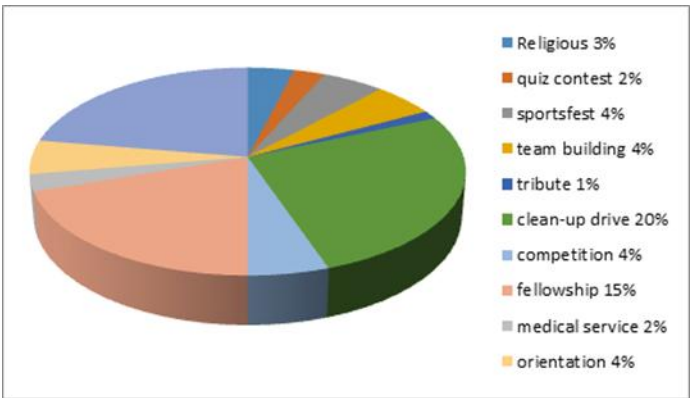
Table 1. CBSUA Certified Student Association Profile 2015-2016

| Classification          | Number of Organizations |           |
|-------------------------|-------------------------|-----------|
|                         | 2015-2016               | 2016-2017 |
| College Student Council | 3                       | ---       |
| Academic Organizations  | 26                      | 29        |
| Civic Organizations     | 11                      | 7         |
| Religious Organizations | 2                       | 3         |
| Fraternity andSorority  | 7                       | 7         |

The analysis of student organizations approved showed that the majority of student organizations were scholarly. The majority is political and a few religious organisations. There were also data showing the presence of university student councils; these were not, however, renewed in 2016. Interviews with the Officials showed no reason for failure to update the certificate because the academic role of the Officers responsible for writing the documentation required for re-accreditation is conflicting.

**Student Organizations Involved in Environmental Advocacy and Protection**

For the years 2015 to 2016 there were more than forty (40) certified student organisations in CBSUA. All these approved organizations, as required by the Institution, have undertaken at least one environmental operation. Figure 1 describes the relative percentages of corporate tasks typically performed for 2015.



Graph 1: Student Organization Activities for 2015 (Source: OSAS Accomplishment Report for 2015)

Data revealed that all these organizations actively engaged in activities which support the educational and social goals of the University. Activities included: educational (18%) moral (3%), quiz contests (2%), sporting activities (4%), team building (4%), tributes (1%), clean-up campaign (20%), rivalry (4%),



fellowship (15%), medical services (2%) and registration (4%) and outreach (17%).

Chart 1 reveals that clean up is the most regularly performed operation, representing 20 percent (20 percent) of the overall operational operations carried out for 2015 (OSAS Report on Completion, 2015). The type of events that were more proportionate and related to environmental conservation and safety is instructional, clean-up and outreach.

Education and workshops on environmental sustainability and safety provide educational events. As organizational leaders observed, their clean-up activities also helped to preserve ecological equilibrium, particularly in the conservation of natural flora and fauna ecosystems, a strong expression of the student's environmental interest.

Based at the information given by the OSAS, it is evident that at least one (1) environmental operation has been undertaken by most organisations. It is because it is a prerequisite for the student association to be re-accredited. Data analysis revealed a number of organizations which support activities which are mainly connected to the environment. Collaboration between organisations is often apparent. Table 2 (see Appendix) accounts for organisations involved in conservation and preservation of the ecosystem with unique tasks relevant to the community that are carried out.

According to Table 2 (see Annex), environmental protection groups include the League of Ecologists (LOE) with at least ten (10) research carried out in 2015 alone; the League of Elementary Teachers (LET) with 5 environmental programs; the Physical and Biological Sciences Union of Rotaract (PBSSU) and the Sarong Banggi Association, both four (4) operations. Three (3) environmental measures relevant to 2015 have been conducted by Spirited Otakus 'Ultimate Team.

Table 2 data also illustrates that the top five student organisations; environmental activism and conservation programs such as university, estero, and marine clean-ups; tree planting and delivery of planting and planting materials; waste analysis and characterisation (WACS); environmental awareness seminars; waste management training seminars;; Findings showed student understanding and respect for environmental safety. The desire for protection of

the environment is clear in the actions of the various organisations. In reality, community activism by student groups, which can be an important vehicle for the development and conservation of the environment, has been at the forefront of environmental awareness (Bolstad, R and others in the press). The dynamism and imagination of young people with greater access to knowledge (World Youth Report, 2003) will offer a different outlook (Jokinen, 2016) and can contribute to fostering environmental conservation. CBSUA student representatives can be members of the University to encourage awareness and conservation of the climate.

### **Impact of participatory practices on the environment The approach of students to environmental protection**

Interviews and large group discussions with student leaders, company administrators and advisors showed that sustainability programs are having a positive impact. Most respondents are happy to engage in community-based events including tree planting and clean-up campaigns. It helped them understand the value of environmental protection. One of the members of the association said that his frequent involvement in conservation programs started his support for protection of the environment. He is also consciously supporting and guiding his peers to engage in their organization's sustainability programs.

Another very interesting reaction during the FGD was that the student organizations passed their information and support to the group. Most FGD participants expressed the opportunity to affect their own communities. Waste segregation, soil, energy conservation, recycling and clean-up is included. Several members have assisted in the planting of neighborhood tree and "rabus." Rabus is a community-based project, bayanihan in essence, where neighborhood members have committed to certain projects of civic cleaning and other similar activities in the barangay.

Findings suggest a positive attitude towards the protection of the environment. This occurrence is compatible with the ideals of learning, which claim that knowledge facilitates learning results and improvements in behavior (Gines, A. et al, 1996) Gregorio, 1983). The experience gained by the student organization in engaging in the environmental activities encourages understanding of environmental

issues among students, which contributes to a change in behavior. Thus, student organizations can be an important ally to support environmental protection and activism.

Young people are one of society's most successful industries. They will encourage progress, youth as they can bring fresh insights, strength, enthusiasm and a sense of what is possible due to their inherent dynamism and force of will (Jokinen 2016, Hishan 2020a, Hishan 2020b). Youth in the academy have more chances to be learned and trained and to engage in environmental issues.

### **Problems Faced by sustainable policy corporate members**

Problems faced by corporate participants of environmental activism is primarily of a financial nature. The time limits and the procedures for seeking authorization to perform the operation often raised problems in the FGD.

Because of the small corporate budget, the financial issue was. The application for subsidies from the University Supreme Student Council (USSC) is complicated because of the restricted fund distribution from the USSC and because of the sharing of funding between multiple organisations and students. The abundance of instructional activities of the students concerned created time constraints. The lengthy protocol and the several requisite records related to the execution of an operation discouraged operational preparations from being carried out.

### **Leadership of students as a tool to tackle environmental concerns and encourage environmental education and safety**

The results of the study strongly showed the potential for change by student leaders. The student organization brings new ideas and young minds and dynamism that make things possible. With minimal adult supervision, their creativity and their strong conviction to make a difference enabled them to participate in the most urgent environmental concerns.

The Philippine Center for Environmental Protection and Sustainable Development, Inc. (PCEPSDI) believed today's youth can be a tool to protect the environment. Through its Green Youth Movement), it quoted the fact that Filipino young people should take part in green initiatives, because a) they make up 30

percent of the country, b) they are sensitive to environmental degradation and disasters, c) they are responsible for environmental protection, d) they have a great intellectual ability to take green initiatives, and e) they have a strong environment.

This research has shown that members of CBSUA's students have the same ability. The Student Affairs and Services documents provide an overwhelming evidence for the University Student Organizations ' environmental advocacy and protection initiatives. They became the implementing branch of OSAS to promote environmental initiatives they themselves have designed. No doubt, the youth of today can be an important tool in promoting environmental education and protection through student organizations.

### **CONCLUSION AND RECOMMENDATION**

The CBSUA University promotes student leadership through community organizations. University student associations are encouraged and given rights and freedoms as set down in Chapter VII of the student manual. CBSUA had more than 40 certified student organizations. All accredited student organizations have initiated environmentally related programs / projects and activities as needed by the university. There have been significant member organizations in at least 3 events annually, which consist of coastal clean-up, estero clearance, tree planting, environmental awareness training, clean and green project, pulotkalatsa University, waste and characterisation studies (WACS), recycling, Green CBSUA Project photoshooting and more.

Student leaders are partners of the University in the conduct of environmental initiatives across different student organisations. With supervision for adults, the creativity and dynamism of student leaders can effectively mobilize students for environmental sponsorship and/or participation. That means that they can be effective tools for the promotion and protection of the environment. Leadership of students through student organisations can be an effective tool in promoting education and environmental protection. Student empowerment can promote the participation of students in the most pressing environmental protection concerns.

To order to improve the successful engagement of students in environmental education and safety, the university can provide additional Student

Development Fund (SDF) to address budgetary limitations faced by students organizations; organizational advisors must be granted less responsibility to take time to assist student leaders in creating a more suitable and productive atmosphere inst.

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