ASSESSMENT OF STUDENTS KNOWLEDGE AND PERCEPTIONS ABOUT BIODIVERSITY AND CONSERVATION METHOD IN HARARI REGIONAL STATE, EASTERN ETHIOPIA

Yeneayehu Fenetahun* and Girma Eshetu

Ethiopia Biodiversity Institute (EBI), Harar Biodiversity Center
Email: yeneayehu07@gmail.com

Received-16.01.2018, Revised-27.01.2018

Abstract: The term biodiversity refers the number and variability of living organisms on the plant and it is the heart of sustainable development and the life insurance in itself. The main objective of this study was to assess students’ level of knowledge and perception about biodiversity conservation techniques, hence strengthening and developing students’ level of knowledge and perception towards biodiversity conservation has a great role to protect the variety of all species in the ecosystem. The study has employed both qualitative and quantitative methods such as individual interview, FGD and structured questionnaire. A total 360 students from two target groups (grade 10 and 12) selected from 6 secondary and preparatory schools were involved. The results showed that students’ level of knowledge and perception towards biodiversity conservation was varied. Accordingly, above 50% and 70% of the students of grade 10 and 12 were found above mastery level in their knowledge and had shown favorable perception respectively regarding biodiversity conservation whereas students from grade 10 above 50% were found below mastery level regarding their knowledge and above 50% of the students also had shown favorable perception about conservation of biodiversity resource. This indicated that the students were not more awareness about biodiversity and conservation methods due to different factors like teaching learning of biodiversity conservation was found ineffective due to lack of facilities, lack of effective implementation of the stated methodology in their text book and large class size. Thus, it can be concluded that the students has not get the expected change in knowledge and perception among students about conservation of biodiversity resources particularly in grade 10 with in the school. Therefore, fulfilling of the necessary facilities, awareness creation on the concerning body and implementing effectively the teaching methods of biodiversity conservation that included in their text book such as field exposure, group discussion active classroom session and continues assessment in the study area is highly recommended.

Keywords: Biodiversity, Conservation, Harari, Students, Perception

REFERENCES


