

## Environmental awareness and sustainable practices of college students at San Jose community college: A framework for green initiatives

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### Abstract

Environmental awareness reflects the extent to which individual cares about his/her environment. A higher degree of involvement provides motivation to the students to correct his preference order. This study determined the 1) level of environmental awareness, 2) the student's sustainable practices along: a) solid waste management, b) water conservation, c) energy conservation and d) environmental conservation.

The study was premised on the following assumptions: a) The students are highly environmentally aware, b) The students are highly practicing the environmental sustainability of the institution.

The main respondents of this study were the Fourth Year Students of San Jose College in Malilipot, Albay using a Slovin's formula in order of fair representations of respondents in the study.

Using a descriptive quantitative research design the findings revealed that the students fully understood the importance of healthy and sustainable environment. Regularly, they practice how to conserve water, energy conservation, waste management and environmental conservation. However, there was complacency in the implementation of the RA 9003 and the Department of Education Memorandum 409 series of 2010 which led to insufficient waste bins and proper waste segregation.

It is therefore, advocated that continuous environmental education and practices should be incorporated in all subject activities which will ultimately become a habit of good practice and humbly pray that the formulated Framework for Green Initiatives be adopted.

**Keywords:** Environmental Awareness and Sustainable Practices of College Students; Solid Waste Management; Water Conservation; Energy Conservation; Environmental Conservation

### 1. Introduction

Environment awareness is important because it helps to understand the current state of the environment, including the causes and consequences of environmental problems is fundamental to environmental awareness. It means that people develop sensitivity and realization of their natural environment. It is a concept used to understand the importance of protecting the environment and having an understanding of the environment impacts human behavior and an integral part of movement's success. By spreading awareness to others that the physical environment is fragile and indispensable, one can begin fixing any issues that threatens it. It is the responsibility of human to respect, protect and preserve the natural world from its anthropogenic (caused by humans) afflictions.

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Environmental education is considered essential to ensure the environmental quality for sustainable development. By providing knowledge to students, it is so expected to promote awareness and develop positive attitude towards environment. An analysis of the environmental knowledge among college students of Dharwad Karnataka, India was conducted and revealed that air pollution is the major problem faced in their daily lives. Ozone layer which is the protective shield and earth's umbrella now is damaging by increasing the temperature of the earth. Water is the most affected or polluted by housing activities and agriculture is the main causes of deforestation (Kasar and Naikwadi, 2022). Acknowledging and addressing contributions to environmental preservation is critical for a sustainable future.

The researcher believe that education should not only focus on academic learning but shaping the students to become socially responsible individuals. As a faculty, environmental issues such as climate change, pollution and waste management are the prevailing issues that affects everyone in the society. Environmental degradation generates direct health hazards such as extreme weather and floods. It is a key factor in non-communicable and contributes to infectious diseases. The San Jose College is a new institution which was founded in 1993 under the supervision of the local government. As a novice institution implementation of different programs are not completely implemented due to limited resources. Furthermore, majority of the students come from rural areas where access to environment programs in particular are quite not much given priorities and inappropriate practices such as waste dumping and uncontrolled burning are also practiced in school. Considering that a relevant part of the college population is living in rural areas, the benefits associated with an appropriate environmental awareness practice is enormous.

### **1.1. Statement of the Problem**

With the significant issuance of National Environmental Awareness Act of 2008 (RA 9512), the researcher is guided to conduct a study with the main objective to know the level of environmental awareness practices of the students in San Jose Community College in Albay.

Specifically, it sought answers to the following;

What is the level of environmental awareness of the respondents?

What are the sustainable practices of the respondents along;

- Solid waste management
- Water conservation
- Energy conservation
- Environmental conservation

What are the challenges confronting the students along the identified areas

What programs, projects and activities (PPA) can be proposed based on the findings of the study?

### **1.2. Assumption of the Study**

The students are highly environmentally aware

The students are highly practicing the environmental sustainability of the institution.

### **1.3. Scope and Delimitation**

The study conducted is about knowing the level of awareness practices of the fourth-year students of San Jose College in Malilipot, Albay. They are considered to be the respondents in the study considering that they have already sufficient knowledge on environmental awareness which is being taught in lower years. Moreover, they will become future professionals and as such they are expected to be implementors and model in the promotion of health environment. The study commenced after the proposal defense where suggestions and comments were incorporated and expected to finish this school year 2025-2026. The respondents were chosen by using Slovin's formula to give each section a fair representation.

On the other hand, those students from 1<sup>st</sup> year to 3<sup>rd</sup> year of San Jose College were not considered in the study because they may have still limited understanding on the importance of environmental awareness and sustainability. Moreover, there are other subjects that may need more concentration. Other students from other colleges are likewise not

included in the study since they may also have different manner and strategies on how to implement awareness practices in their schools.

## 2. Materials and Methods

### 2.1. Research Design

This study employed a descriptive quantitative analysis. This is a design where the researcher considers and establishes a formal procedure to draw a conclusion (Unimrkt, 2023). It is primarily a quantitative research technique in which the researcher administers a survey or questionnaire to a sample or entire population of individuals to describe their attitudes, opinions, behaviors, and experiences or other characteristics of the population.

### 2.2. Sources of Data

Both primary and secondary data were considered. The primary source was the information drawn from answers of the respondents from the questionnaires and checklist. Relevant secondary data was taken from the books, journals, and internet-provided related matters. Related literature and studies gathered as served as guide in the conduct of the study.

### 2.3. Respondents

The respondents in the study were the Fourth Year Students of San Jose College in Malilipot, Albay using a Slovin's formula in order of fair representation of respondents in the study.

### 2.4. Research Instrument

A survey questionnaire used in the study comprises four parts namely; 1. What are the existing environment awareness program of San Jose College in Malilipot, Albay, 2. What is the level of practice of the students on the environment awareness program along the following areas; a. School and Community Based Program, b. Media and communication campaigns, c. Workplace and institutional programs, d. Training and capacity building programs, 3. Identify the test of difference on the level of awareness of the respondents; 4. What are the challenges encountered by the respondents on the level of awareness of the respondents and Formulate plan of action to address the challenges. A researcher made questionnaire check list was formulated guided by the different existing studies and literature. The questionnaire will be presented during the proposal defense to the panel of expert for further comments and suggestions.

In part two of the questionnaire a 5-point Likert Scale will be used to measure the extent of practice of the respondents along the areas mentioned;

| Numerical Rating | Range       | Adjectival Description |
|------------------|-------------|------------------------|
| 5                | 4.20 - 5.00 | Highly practiced       |
| 4                | 3.40 - 4.19 | Often practiced        |
| 3                | 2.60 - 3.39 | Sometimes practiced    |
| 2                | 1.80 - 2.59 | Rarely practiced       |
| 1                | 1.00 - 1.79 | Never practiced        |

### 2.5. Validation of the Research Instrument

The instrument was subjected for validation to panel of expert not recognized as respondents in the study. They were the science teachers from other secondary schools. The comments and suggestion were incorporated in the instrument.

## 3. Results and Discussion

### 3.1. Level of Environmental Awareness of the Respondents

Environmental awareness is having an understanding of the environment, impacts of human behaviors onset and the importance of its protection. It also refers to the extent to which individuals are knowledgeable about environmental issues and are conscious of the impact of their actions on the environment. It also reflects the attitudes, behaviors, and

practices that individuals adopt to contribute to environmental protection, conservation, and sustainability. In this study, the level of environmental awareness of respondents was assessed to determine how informed and responsible they are regarding environmental concern such as waste management, water conservation, energy conservation, pollution prevention, and the promotion of eco-friendly practices. It is an integral part of the movements and success. By spreading awareness to others that the physical environment is fragile and indispensable and the realization that humans and ecosystem co-exist in a shared environment. Strengthening environmental knowledge and fostering positive attitudes toward sustainable practices will not only enhance individual responsibility but also contribute ecological balance of the community.

**Table 1** Level of Environmental Awareness of the Respondents

| Indicators                                                                              | Weighted Mean | Adjectival Description |
|-----------------------------------------------------------------------------------------|---------------|------------------------|
| Understands the purpose of recycling, reusing, and reducing waste                       | 4.28          | Extremely aware        |
| Defines key environmental concept such as sustainability, conservation and biodiversity | 4.12          | Moderately aware       |
| Identifies basic environmental issues such as pollution, waste, and climate change      | 4.32          | Extremely aware        |
| Recognizes environmentally friendly products and practices                              | 4.10          | Moderately aware       |
| Advocates of environmental protection                                                   | 4.42          | Extremely aware        |
| Preserves natural resources by using them wisely                                        | 4.37          | Extremely aware        |
| Observes environmental reminders and guidelines                                         | 4.01          | Moderately aware       |
| Respects nature and all living organisms                                                | 3.92          | Moderately aware       |
| Acknowledges the long-term value of clean and healthy environment                       | 4.39          | Extremely aware        |
| Believes in the importance of environmental education                                   | 4.28          | Extremely aware        |
| Average                                                                                 | 4.22          | Extremely aware        |

Legend: 4.20 - 5.00 - Extremely Aware; 3.40 - 4.19 - Moderately Aware; 2.60 - 3.39 - Somewhat Aware; 1.80 - 2.59 - Slightly Aware

Table 1 presents the data gathered from the responses on the different indicators advocates of environmental protection obtained the highest rating of 4.42. This is followed by acknowledges the long-term value of clean and healthy environment with 4.39; preserves natural resources by using them wisely with 4.37; identifies basic environmental issues such as pollution, waste, and climate change with 4.32; understands the purpose of recycling, reusing and reducing waste; and believes in the importance of environmental education both with 4.28. The ratings of these indicators are adjectivally described as extremely aware.

The results mean that the students were cognizant on the importance of their responsibility in promoting healthy environment. It can be said that living in a healthy environment and being able to connect to a thriving natural world is a means of preserving the planet earth. Actions should be taken to keep it clean, healthy and safe for the generations to come. These actions should start from the very source of information which is education which comprises the different generations.

The environment has a tremendous impact on everyone's health. Healthy social supports crop growth clean air, decreases exposure to respiratory harm, clean rivers and lakes sustain the needs of human and wild life. These elements maintain the critical cycles of the ecosystem that keeps the world alive. The United Nation's 2030 agenda for sustainable development aimed at combating climate change and improving health outcomes and conditions. This long -term agenda supports and recognizes the significance of sustainable, equitable policies and practices of the government, institutions and community thus, promoting healthy environment. With the implementation of the RA 9003 in the school the students can become a role model in their community in terms of awareness and practices.

### 3.2. The Practices of the Students along Waste Management

Waste management practices specifically the 3Rs (Reduce, Reuse, Recycle) and proper segregation of biodegradable and non-biodegradable materials are critical for students to prevent health risks. Effective waste management practices

such as composting and using designated recycling bins in schools foster environmental stewardship, promote sustainability and create cleaner learning environment. Since educational institution is an agent of change through RA no. 9003, solid waste management concepts are being integrated in science education.

**Table 2** The Practices of the Students along Waste Management

| Indicators                                                                           | Weighted Mean | Adjectival Description |
|--------------------------------------------------------------------------------------|---------------|------------------------|
| Segregating waste in designated color-coded bins around the campus                   | 4.01          | Often Practiced        |
| Collecting classroom waste regularly and properly                                    | 4.18          | Often Practiced        |
| Recycling paper, plastic, and other reusable materials through school programs       | 3.85          | Often Practiced        |
| Reducing waste by minimizing the use of single-use plastics in school activities     | 3.90          | Often Practiced        |
| Reusing materials such as folders, containers and envelopes to lessen waste          | 4.24          | Always Practiced       |
| Composting biodegradable wastes from canteen or gardens                              | 3.87          | Often Practiced        |
| Maintaining cleanliness in classrooms, hallways, restrooms and school grounds        | 3.75          | Often Practiced        |
| Promoting waste management practices through posters, reminders and campaigns        | 4.14          | Often Practiced        |
| Implementing responsibility for personal and share waste within the school community | 3.79          | Often Practiced        |
| Partnering with recycling centers for proper waste handling                          | 4.20          | Always Practiced       |
| Average                                                                              | 3.99          | Often Practiced        |

Legend: 4.20 - 5.00 – Highly Practiced; 3.40 - 4.19 - Often Practiced; 2.60 - 3.39 – Sometimes Practiced; 1.80 - 2.59 – Seldom Practiced; 1.00 - 1.79 – Never Practiced

Table 2 presents data on the extent to which the indicators in this area are rated as follows: reusing materials such as folders, containers and envelopes to lessen waste with 4.24; and partnering with recycling centers for proper waste handling with 4.20 which are both interpreted as always practiced. Collecting classroom waste regularly and properly is rated 4.18; promoting waste management practices through posters, reminders and campaigns with 4.14; and segregating waste in designated color-coded bins around the campus with 4.01, these ratings is interpreted as often practiced. However, reducing waste by minimizing the use of single-use plastics in school activities has 3.90; composting biodegradable wastes from canteen or gardens with 3.87; recycling paper, plastic, and other reusable materials through school programs with 3.85; implementing responsibility for personal and share waste within the school community with 3.79; and maintaining cleanliness in classrooms, hallways, restrooms and school grounds with 3.75. These ratings are interpreted as often practiced. The average of the ratings is 3.99 which is also described as often practiced. This implies that with the long-term implementation of the waste management the students were already oriented on the different processes of waste management.

This corroborates with study of Molina and Catan (2021)<sup>1</sup> where the students have enough knowledge on waste management disposal, prohibited activities, management and school initiatives. However, they have a low knowledge on existing laws on solid waste management. Implementing effective waste management requires a holistic approach that integrates waste reduction, recycling, composting and reusing materials into the fabric of school days. By reducing waste and promoting eco-friendly practices, the school have the power to instill lifelong environmental responsibility in students.

### 3.3. The Practices of the Students along Water Conservation

Water is essential for life yet; it is the most threatened resource and water conservation is the best way to use water efficiently and avoiding waste to ensure adequate water supply today and in the future. Every action we take, no matter how small can make a significant difference. Simple practices such as brushing our teeth, fixing leaks, using water-

efficient appliances, and collecting rainwater can save gallons of water daily. Beyond our homes, conserving water helps maintain our rivers, lakes, and ecosystems, ensuring that future generations have access to clean and safe water. It also reduces the energy used in water treatment and distribution, indirectly helping to combat climate change. By being mindful of our water use, educating others, and actively participating in conservation initiatives, we can create a sustainable future. Raising awareness on water conservation is critical to enable communities to work together to ensure the resource is available for future generations. Reducing water scarcity is a shared responsibility that requires coordinated efforts across sectors, educational institutions and borders to achieve success. Let us remember that water is a gift, and it is our duty to protect it.

**Table 3** The Practices of the Students along Water Conservation

| Indicators                                                                  | Weighted Mean | Adjectival Description |
|-----------------------------------------------------------------------------|---------------|------------------------|
| Modeling proper water-saving behavior inside the campus                     | 4.02          | Often Practiced        |
| Limiting water use when washing hands, cleaning, or doing class activities  | 4.09          | Often Practiced        |
| Turning off faucets completely after use                                    | 4.28          | Always Practiced       |
| Reporting leaking faucets, toilets, or pipes to the school maintenance team | 4.04          | Often Practiced        |
| Promoting water conservation through classroom discussions and reminders    | 3.90          | Often Practiced        |
| Participating in school-wide water conservation programs and campaigns      | 3.75          | Often Practiced        |
| Sharing information about water-saving tips with classmates and colleagues  | 3.98          | Often Practiced        |
| Reusing water for non-potable purposes                                      | 3.82          | Often Practiced        |
| Following school rules on water use                                         | 4.05          | Often Practiced        |
| Showing awareness of water issues                                           | 4.12          | Often Practiced        |
| Average                                                                     | 4.01          | Often Practiced        |

Table 3 indicates that the students are aware of the importance of water and that it is a routinary matter to turn off faucets after use and with the limited supply of water where countless students are using it is just proper for them to hold down the use for other's usage. This practice became a usual measure for others to follow and observe. Modelling this kind of behavior is one way of sharing to others the importance of efficient use of water in the school.

Despite much being said about the climate crisis in recent years water scarcity is rarely mentioned (Butten, 2023)<sup>2</sup>. Leaks are not just confined at home. They can also occur in school, workplaces and other organizations. Proper and immediate reporting to maintenance department and even posting signs in the restrooms to encourage everyone to look for leaks and report them is very essential. However, (Borazos, 2026)<sup>3</sup> if the determined leaks are not resolved step by step, it might be time to replace those leaking fixtures. Fixing leaks saves valuable water and money.

### 3.4. The Practices of the Students along Energy Conservation

History shows that energy conservation is not a modern phenomenon; techniques for efficient energy use date back to ancient civilization and have evolved through various technological advancements over centuries. The integration of renewable energy technologies especially in energy deficit areas can enhance access and support economic growth. Energy conservation is essential not just for environmental protection but also for addressing the socio-economic challenge faced by diverse communities around the globe. The practice of energy conservation is very vital since it leads everyone to reduce the demand of the earth's natural resources. Using energy more effectively or changing one's behavior to use less and better source of service will result to reduce wasteful energy consumption.

**Table 4** The Practices of the Students along Energy Conservation

| Indicators                                                                | Weighted Mean | Adjectival Description |
|---------------------------------------------------------------------------|---------------|------------------------|
| Participating in school-wide energy-saving campaigns                      | 3.92          | Often Practiced        |
| Unplugging chargers, appliances, and devices after use                    | 4.35          | Always Practiced       |
| Encouraging others to practice energy conservation habits                 | 4.30          | Always Practiced       |
| Supporting school projects focused on renewable energy or sustainability  | 4.08          | Often Practiced        |
| Educating fellow students and peers about the importance of saving energy | 3.75          | Often Practiced        |
| Using natural light when possible                                         | 4.28          | Always Practiced       |
| Following school policies on responsible energy consumption               | 4.05          | Often Practiced        |
| Practicing energy saving behaviors in class                               | 4.10          | Often Practiced        |
| Reducing the use of personal gadgets during class hours                   | 3.81          | Often Practiced        |
| Reminding classmates and colleagues to conserve energy daily              | 3.84          | Often Practiced        |
| Average                                                                   | 4.05          | Often Practiced        |

Table 4 shows that energy conservation has been practiced already by the respondents. It could be that it is a common knowledge that in the morning there's no need to put lights on except for places where there is less sunlight and using of gadgets are limited because they are busy in school and others are in their workplaces. These practices are almost being executed by everyone and in added workplace and school policies energy conservation is practiced.

The result of the study conducted revealed a low level of knowledge among the students in terms of energy conservation and acceptable level of positive attitude and practices (Ilham, Danik, Ismael et al. 2022)<sup>4</sup>. This is consistent with the result of the current study conducted where the students often practiced energy conservation. The findings served as a wake-up call to implement a comprehensive energy policy and a new environmental curriculum with community participation.

### 3.5. The Practices of the Students along Environmental Conservation

Environmental conservation focuses on preserving natural resources like forest's wildlife, water and energy from present and future generations. Our environment is one of the most precious gifts we have, yet it faces unprecedented challenges due to human activities. Environmental conservation is the responsibility of every individual, community, and nation to ensure that our natural resources air, water, soil, forest, and wildlife are preserved for future generations. Conserving the environment means more than just protecting nature; it also involves creating sustainable practices in our daily lives. It is the effort to preserve the environment from the negative impacts, including waste production and the compensation of non-renewable resources in alignment with the principles of sustainable development. Education and awareness are key to inspiring people to act responsibly and understand the long-term impact of their actions on the planet. Environmental conservation isn't just a global responsibility it starts with a small daily action that add up over time. At its core, it's about balance using Earth's resources.

**Table 5** The Practices of the Students along Environmental Conservation

| Indicators                                                                 | Weighted Mean | Adjectival Description |
|----------------------------------------------------------------------------|---------------|------------------------|
| Advocating for eco-friendly practices among students and teachers          | 4.41          | Always Practiced       |
| Supporting biodiversity projects such as mini-ecosystems or school gardens | 3.88          | Often Practiced        |
| Avoiding littering and encouraging proper waste disposal                   | 4.24          | Always Practiced       |

|                                                                                        |      |                  |
|----------------------------------------------------------------------------------------|------|------------------|
| Joining community or school-based environmental programs                               | 3.84 | Often Practiced  |
| Promoting cleanliness and sanitation as part of environmental protection               | 4.01 | Often Practiced  |
| Designing creative outputs that highlight the importance of caring for the environment | 3.94 | Often Practiced  |
| Implementing eco-friendly classroom rules and practices                                | 4.02 | Often Practiced  |
| Planting trees and other greenery within the school campus                             | 4.22 | Always Practiced |
| Protecting school gardens and green spaces from damage                                 | 3.95 | Often Practiced  |
| Reducing the use of harmful chemicals in cleaning and maintenance                      | 3.98 | Often Practiced  |
| Average                                                                                | 4.05 | Often Practiced  |

Table 5 implies that environmental conservation has long been considered as an important strategy in mitigating climate change globally. It can be noted that disasters are always attributed to unhealthy environmental practices that resulted to different calamities. As such the students are aware on the causes of disasters and continually practice the different method to promote healthy environment. Moreover, educational institution is uniquely positioned to lead a healthy environment and practice cleanliness as part of promoting ways to build a sustainable institution and ensures that students grow to be environmentally responsible citizens.

Creating an eco-friendly school environment requires commitment and collaboration among educators, students and community. It involves understanding the challenges of climate change setting achievable goals and celebrating successes. Schools are uniquely positioned to lead the way in creating a sustainable future (Smith, n.d)<sup>5</sup>. By adopting green policies and practices such as reducing waste and using energy efficient resources schools can positively impact their environment and communities. Sustainability in schools not only sets the groundwork for a greener future but also enriches the students' educational experiences by incorporating real world environmental challenges into their learning.

### 3.6. The Challenges Encountered

In the pursuit of global advancement, sustainable development serves as guiding light directing efforts towards a future characterized by balanced economic growth and environmental conservation. Obstacles are confronting as an endeavor to construct the world that fulfills present need without jeopardizing the ability of future generation to meet their own. Waste management faces severe global challenges driven by rapidly increasing waste generation with projections expecting a 70% increase in waste by 2050 There are multitude obstacles that threaten to impede the progress from degradation of environment to the persistence of social disparities and these challenges test each one's determination and call for innovative solutions.

**Table 6** Challenges Encountered

| Challenges                                                                        | Sum of Ranks | Final Rank       |
|-----------------------------------------------------------------------------------|--------------|------------------|
| Laxity in policy implementation                                                   | 823          | 3 <sup>rd</sup>  |
| Home environmental practices                                                      | 988          | 4 <sup>th</sup>  |
| Inadequacy of waste garbage bins                                                  | 575          | 1 <sup>st</sup>  |
| Improper waste segregation                                                        | 614          | 2 <sup>nd</sup>  |
| Limited awareness on environmental issue                                          | 1152         | 5 <sup>th</sup>  |
| Attitude low perceived personal impact                                            | 1324         | 6 <sup>th</sup>  |
| Inability of school canteens to promote the use of recyclable materials           | 1792         | 7 <sup>th</sup>  |
| Mostly of the students ride on a motorcycle in going to school                    | 2011         | 8 <sup>th</sup>  |
| Students use cellphones (taking picture) instead of writing lesson discussion     | 2921         | 10 <sup>th</sup> |
| Failure to disconnect/unplug electric fan and lights at the end of class activity | 2452         | 9 <sup>th</sup>  |

Table 6 shows that the implementation and orientation on environmental waste management in the school is not properly observed and put into action. Environmental education builds awareness, creates skills and knowledge essential for the students to understand how their choices and actions influence the environment and promote a sustainable and healthy environment in the future. Those problems were not only caused by weak implementation in school but the community and family where they live. Unsanitary practices in the community are also considered as factor and they could have adopted those practices and carried in the school.

Waste management in schools often face a critical intersection of inadequate infrastructure, poor segregation practices and laxity in policy enforcement leading to significant involvement and health issues in the campus. While many schools have policies on proper practical implementation often fails resulting to improperly used trash bins. In one of the studies conducted in Gwen City, Zimbabwe, it stated that one of the most immediate challenges confronting the residents is the disposal and management of wastes affecting the health of the people. Due to the breakdown of trucks collecting the wastes, the residents are left on their way of disposing the wastes. Moreover, (Pande, and Makonye, 2023)<sup>6</sup> it was also revealed that some respondents lack awareness on the health implications of the disposal and cited lack of beans and negative attitude of the people. It was recommended that proper intervention methods are therefore are mandatory to the preservation and conservation of the natural environment and fulfillment of the National Strategic Goal promoting the health of the public.

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#### 4. Conclusion

The following conclusions were drawn:

- The respondents were cognizant on the importance, environmental concepts and issues on how to long term clean and healthy environment through environmental education.
- The performance along waste management, water conservation, energy conservation and environmental conservation were conducted frequently knowing that they are aware on the significance of sustainable practices in promoting healthy, sustainable ecological space thus promoting conducive atmosphere that promotes well-being and growth to all generations.
- Awareness and sustainable practices were executed however, the trait of neglecting responsibilities and lacking concern from the implementors were oblivious.

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#### Compliance with ethical standards

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*Disclosure of conflict of interest*

I declare that I have no conflicts of interest related to this research. I have no personal or financial relationships that could influence my work.

*Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.

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