



**EVALUATION ON THE ENVIRONMENTAL AWARENESS THROUGH ENVIRONMENTAL
EDUCATION AMONG PUBLIC HIGH SCHOOLS IN SOUTH CENTRAL MINDANAO**

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Abstract

The study aimed to evaluate the environmental awareness through environmental education among public high schools in Cotabato City, Tacurong City, Koronadal City, Kidapawan City, and General Santos City, South Central Mindanao using descriptive-predictive research design to select 350 respondents such as 50 principals and 300 teachers using Raosoft method. The study made use of mean and Regression in the analysis of data. Findings revealed that the respondents were aware of environmental awareness through environmental education to integrate environmental education in the school curriculum at all levels, environmental activities, inter-agency and multifactorial effort, and capacity building in its implementation.

The objectives of the environmental awareness through environmental education in terms of protecting and advancing the right of the people to a balanced and healthy ecology in accord with the rhythm and harmony of nature, recognizing the vital role of the youth, promoting national awareness on the role of natural resources in economic growth, environmental conservation and ecological balance towards sustained national development were high. The best predictors that emerged were the environmental education activities, interagency and multifactorial effort, environmental awareness, and capacity building. Hence, the schools have implemented varied environmental education activities that resulted in an awareness of environmental care and conservation to their students, teachers, and community people. The study recommends the intensification of environmental awareness through environmental education through capacity building

Keywords: educational administration, environmental awareness, and environmental education, descriptive-predictive, regression analysis, Philippines

1. INTRODUCTION

The study was anchored in RA 9512, a law that promotes environmental awareness through environmental education, that mandated the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA), in coordination with in Department of Environment and Natural Resources National, the Department of Science and Technology (DOST) and other line agencies to integrate environmental education in the school curriculum at all levels.

It further explained that environmental awareness and education shall encompass environmental concepts and principles, environmental laws, the state of international and local environment, local environmental best practices, the threats of environmental degradation and its impact on human wellbeing, the responsibility of the

citizenry to the environment and the value of conservation, protection and rehabilitation of natural resources and the environment in the context of sustainable development.

It shall cover both theoretical and practicum modules comprising of activities, projects, programs including, but not limited to, tree planting; waste minimization, segregation, recycling and composting; freshwater and marine conservation; forest management and conservation; relevant livelihood opportunities and economic benefits; and other such programs and undertakings to aid the implementation of the different environmental protection laws.

This law can be applied in the study in a way where environmental education can provide environmental literacy to the students who will become responsible individual in preserving and protecting environment as they are growing up.

Additionally, the study was supported by the Unified Neutral Theory of Biodiversity by Stephen Hubbell (2001) that explains about the diversity and relative abundance of species in ecological communities and their interactions with one another. The central goal of community ecology is to understand the forces that maintain species diversity. This theory asserts that species live together in a community only when they differ from one another in resource uses.

Thus, proper resource management and conservation actions can preserve the diversity of the ecology resulting to biodiversity conservation which is significant in environmental preservation and protection. This theory is applicable in the study since biodiversity conservation is the main goal of all environmental protection actions such as the integration environmental program and activities in schools which contributes to the responsible usage of resources and preservation of species in the community. These are the fundamental ways in biodiversity conservation in a way that it promotes better environment to live in and serve as the source of food for the species for their survival.

In summary, the main goal of environmental education is to succeed in making individuals and communities understand the complex nature of the natural and the built environments. Furthermore, it hopes to develop the knowledge, values, attitudes, and practical skills to participate in a responsible and effective way in anticipating and solving social problems, and in the management of the quality of the environment to the people through integration in education. The understanding of the biodiversity theory as it promotes conservation of species and resources existing in a community were intensified if environmental education is provided in the people in the community. Therefore, through environmental education in the students, the practice of environmental preservation and protection is attained.

2. MATERIALS AND METHODS

The study utilized the descriptive-correlation method in determining the influence of environmental awareness to the achievement of environmental awareness through education.

Kothari (2015), described quantitative research as the process by which a researcher decides what to study, answers specific questions, collects data from respondents, analyzes the data using statistics, and conducts inquiry in an unbiased and objective manner. Quantitative research establishes relationships between measured variables and seeks to explain causes for these relationships. The quantitative aspect on this study included the determination of the level of Environmental Awareness through Environmental Education and the level of Attainment of public high schools in Environmental Awareness.

The study was conducted in the South-Central Mindanao. Based on Department of Education records there were four hundred ninety-nine (499) schools in South Central Mindanao. The research was randomly selected the 10% of public high schools in the different schools in nine (9) divisions of South-Central Mindanao. The respondents of the study were the fifty (50) principals and three hundred (300) selected teachers from the selected public high schools in the nine (9) divisions of South-Central Mindanao. The total number of respondents was three hundred fifty.

The study used both the purposive and random sampling techniques since the researcher selected only individuals with experience in the implementation of Environmental Awareness through Environmental Education as the main inclusion criteria for selection of the principals, while random sampling was used in determining the selected teachers.

According to Kothari (2015), purposive sampling is a non- probability sampling technique which selects only the respondents depending on the capacity to answer the research questions. This was used in selecting the principals.

In computing the sample size for the teachers the researcher identified total number of respondents using an estimate of 10% of a true proportion with 95% confidence (Lwanga, 1995).

The study used a researcher - made survey instrument in the data gathering of the study. The instrument was composed of two (2) parts. The first part was composed of statements about the implementation of environmental awareness through environment education. The second part was composed of statements about the achievements of the public high schools in environmental awareness through environmental education. The instrument used a four point Likert's scale in part I; 4- highly aware, 3- aware, 2- less aware and 1- least aware and for part II; 4- fully achieved, 3- achieved, 2- partially achieved and 1-least achieved, respectively as basis for selection of the answers of the respondents.

The researcher submitted the questionnaire for content validation done by three experts composed of two professors from Cotabato City State Polytechnic College and one (1) Environmental Education program specialist from Department of Education. The result of the validity of the instrument was very good or acceptable. The reliability of the instrument was done through a pilot study to twenty (20) samples that was conducted in the ten (10) schools from the municipality of Pigcawayan. The result was analyzed and interpreted using Chronbachs' Alpha with the help of the official statistician of the school that yielded a result of .986 described as excellent and the items have relatively high internal consistency and reliability.

The author of the research implemented different activities during data gathering systematically. The first activity conducted by the researcher was to obtain permission from the dean of the graduate College to conduct the study. It was followed by obtaining permission from the Department of Education and the different principals of the schools.

After the permission was approved by the dean of the graduate college, the Department of Education and the school heads of the selected schools, the researcher personally conducted the data gathering in the different public high schools. Proper ethical considerations and research protocols were observed during the data gathering. Informed consent and brief orientation was done. Documentation was done with permission from the respondents.

The last activity conducted was the collection and analysis of the data gathered which was done with the help of the statistician and research adviser. The data

gathered were analyzed using mean for the implementation and achievements of Environmental Education. The Multiple Regressions full model was used in determining the best predictors among the implementation practices of the schools in the delivery of Environmental Education that had contributed in the attainment of its goals.

3. RESULTS AND DISCUSSION

Level of Environmental Awareness

Through Environmental Education in Public High Schools in South Central Mindanao in terms of Integration of Environmental Education, Environmental Education Activities, Interagency and Multifactorial Effort and Capacity Building

The level of environmental awareness through environmental Education was explored in four domains such as: integration of environmental education in school curriculum at all levels, environmental education activities, interagency and multi-factorial effort, and capacity building. The data gathered from the respondents were presented in the succeeding tables

Integration of Environmental Education in School Curriculum at All Levels

Table 1 presents the mean rating on the level of environmental awareness through environmental Education in terms of integration of environmental education in school curriculum at all levels.

As shown in table 1, data gathered revealed item 6- Instills values on conservations, protection and rehabilitation of natural resources was rated with the highest mean of 3.33, which was described as "aware".

This finding confirms that the respondents were aware about environmental education on integration of environmental education in school curriculum at all levels. School heads show good example in adherence to standards and protocols of the organization with a mean of 3.33 or aware. This finding signifies compliance of the school with the mandate of instilling values that are *makakalikasan* to their students as part of educational education activities.

The schools compliance on the integration in the curriculum of environmental education as a means for environmental awareness through lectures by the teacher educators on their own practice in terms of teaching the teachers of environmental concepts and principles and the laws that protects environment. This helps instill values of environment care to the students (Sletto, 2010).

The next item that received high mean rating of 3.26, interpreted as "aware" is item 5. This item states that it conducts class discussions on the responsibilities of citizens in environmental care. This finding suggests that teachers should sustain the integration of environmental awareness through education especially the class discussions to promote environmentally friendly interventions such as organic gardening, go green program and tree planting activities. These are helpful in developing values and awareness in environmental preservation, protection, conservation and rehabilitation (DepEd Order 93,s. 2011).

It was followed by item number 7- Contextualizes lectures on environmental stability with a mean score 3.09, which is interpreted as aware. Bongoza (2018), learning in

context was identified as one of the key factors that drives quality learning and education for sustainability. There is a need to find local solutions to global problems and participatory approaches in learning which apply the principles of sustainability to people's everyday lives.

Next item that received high mean was number 1-Conducts lectures about environmental laws which was interpreted as aware with a mean score of 2.99. This finding reveals that the teachers complied the laws mandated by the Republic Act 9512 known as Environmental Awareness through Environmental Education that the environmental education encompass with the environmental concept and principles, environmental laws , international and local environment, local environmental best practices and the environment in the context of sustainable development. Moreover, it can be seen in the table the respondents claimed they were aware with the mean scores of 2.90- integrates organic farming as best practices, 2.79- Discussions on the status of national and international environment conditions and design interventions about threats in environment degradations, 2.73- Facilitates student's research on climate change, 2.67- conducts forum on environmental concepts and principles, respectively. Additionally, environmental education is in favor of learning through participation and experiences from practical and first-hand activities, giving importance to active responsibility.

Finally, it stresses the environmental problem in the three time areas (past, present and future) locally and globally; and by all these, it tries to rise and develop individuals and community's environmental sensitivity, awareness, understanding, critical thinking and problem-solving skills (United Nations, 2015).

Environmental Education Activities

Table 2 presents the data gathered on the mean rating on the level of environmental awareness through environmental education activities.

The result of the analyses showed item 3- Implements the Gulayan sa Paaralan was rated with the highest mean of 3.63, which was interpreted "aware" by the respondents. This finding confirms that the respondents were aware about the Gulayan sa Paaralan program of the Department of Education.

School heads show good example in adherence to standards and protocols of the organization with a mean of 3.63 or highly aware. This finding signifies compliance of the school with the thrust of the Department of Education to improve and increase vegetable production and consumption by teaching the learners the methods of sustainable production of food by organic agriculture as well as to establish school gardens to serve as main source of food to sustain supplementary feeding (DepEd Order 93,s. 2011

The next item that received high mean of 3.51, interpreted as "highly aware" is item 2. This item states as practices on waste segregation and recycling of plastic. This finding depicts that the respondents were aware of Republic Act 9003 about solid waste management. The Department of Education enjoins aggressively in incorporating ecological waste management in the school systems at all levels, emphasizing on the involvement of school administrators, teaching and non-teaching staff, students, community and other stakeholders. Furthermore, school heads aware and practiced waste management principles such as minimization, especially resource conservation and recovery, segregation at source reduction recycling, re-use and composting, in order to promote environmental awareness and action among students (DepEd Order 5,s.

2014).

In general, the level of environmental awareness through environmental education in terms of environmental education activities got an overall mean of 3.08 which means they are aware about it. This finding denotes that school implements varied activities which are helpful in increasing knowledge, values, attitudes and behavior of students towards environmental care as part of environmental education. This result shows that the school heads, teachers and students cultivated the importance of Gulayan sa Paaralan Program .

They emphasize that the gulayan sa paaralan program reduced the malnourished individuals that resolved the major problems of the Department of Education on students which are the dropped out and risk of dropping out in the school because the Gulayan sa Paaralan serves as the food basket and real laboratory of the students in their technology, livelihood and economics subject or TLE.

Grow with Educare Centres (2017) pointed that schools must inculcate understanding to promote commitments and actions to their students how to care for nature and environment as important values.

Inter-Agency and Multifactorial Effort

Table 3 presents the level of environmental awareness through environmental education in terms of inter-agency and multifactorial effort.

Level of environmental awareness through environmental education in terms of inter-agency and multi-factorial effort are presented in the table 3. As shown in the table 3, item 10- Conducts Brigada Eskwela as part of clean up drive for preparing school environment was rated with the highest mean of 3.73, which was interpreted "highly aware" by the respondents. This result manifests the contribution of partnership of the school with stakeholders with an objective of strengthening and promoting schools capacities in environmental care to the student.

The Luistro (2017) highlighted on the school opening that one of the most helpful activity that improves the environmental conditions of the schools is the implementation of Brigada Eskwela that seeks help from stakeholders to prepare schools for students use. The participation of other partners in school environmental protection activities will develop insights for students to understand collaborative efforts to be helpful in protecting the environment.

The next item that received highest mean of 2.99, interpreted as "aware" is item 2. This item states that implements YES program with PTA support. This finding depicts that the respondents were aware of promoting harmonious relationship to other stakeholders especially to the parents. Involving parents in implementing the YES program in school will result to the greater impact in the advocacy campaign to promoting environmental awareness and environmental education. It is a two-way process where in we educating the parents at the same time we are also educating ourselves and our children as well.

The respondents gave the lowest rating on statement 4 "links with DOST for climate change trainings" with a mean of 2.41 or "less aware". This finding denotes that the schools have sought assistance from DOST on lectures about climate change which can increase awareness of students towards environment care.

The DOST (2015) reported that they have conducted lectures with different schools

all over the country to promote environmental awareness as part of combating climate change. The DOST also provides equipment and support to schools in strengthening environmental education conservation program as an important action towards attaining sustainable interventions.

In summary the level of environmental awareness through inter-agency and multifactorial effort got an overall mean of 2.84 or aware. This result signifies students are aware that their school has many partners that support environmental protection program implementation integrated in the school activities.

According to DENR (2016), strengthening the established linkages to other agencies is also a vital part of the organization in order to achieve environment sustainability. This implies that the applications of what was learned in the schools are not limited to the school community itself. It means amplifying by extending sustainable practices as collaborative effort of the students, schools, outside communities, LGU's and other related government and nongovernment agencies. These are helpful strategies in ensuring environmental conservation as accountability of not only education sector but all sectors in society.

Capacity Building

Table 4 displays the answers of the respondents on the mean rating on the level of environmental awareness through capacity building.

After thorough analyses of the level of environmental awareness through environmental education in terms of capacity building the item 7- Provides waste bins for segregation of biodegradable and non-biodegradable was rated with the highest mean of 3.41, which was interpreted "aware" by the respondents. This result denotes that proper segregation of waste promotes environmental care and sustains conservation of the resources. These are the effective strategies for sustaining the healthy environment. Furthermore, in this simple ways in segregating solid waste will also improve the attitude and behavior of a person. Thus, proper solid waste management makes the recycling process much easier and extremely beneficial for the environment. The waste will go to the correct place and will dispose sustainably.

Garcia and Garcia (2018), they have concluded that urban teachers who are often provided with seminars and trainings on environmental education exhibited significantly higher mean scores on knowledge about environmental solutions and human health; dispositions concerning empathy on environmental destruction, attitude towards nature, and willingness to participate in environmental actions; and skills in resolving environmental issues.

Level of Achievements on Environmental

Awareness Through Environmental Education in terms of Protected and Advanced the Right of the People to a Balance and Healthy Ecology in Accord with the Rhythm and Harmony of Nature, Recognized the Vital Role of Youth in Environment and Nation Building, and Promoted National Awareness on the Role of Natural Resource in Economic Growth, Environmental Conservation and Ecological Balance Towards Sustained National Development

Level of Achievements of the Public High Schools on Environmental Awareness Through Environmental Education was explored in three domains namely: protected

and advanced the right of the people to a balance and healthy ecology in accord with the rhythm and harmony of nature, recognized the vital role of youth in environment and nation building, and promoted national awareness on the role of natural resource in economic growth, environmental conservation and ecological balance towards sustained national development.

Protected and Advanced the Right of the People to a
Balance and Healthy Ecology in Accord with the
Rhythm and Harmony of Nature

Table 5 presents the mean rating on the level of achievement of environmental awareness through environment education in terms of protected and advanced the right of the people to a balance and healthy ecology in accord with the rhythm and harmony of nature. Specifically, the level of achievement of environmental awareness through environment education in terms of protected and advanced the right of the people to a balance and healthy ecology in an accord with rhythm with harmony in nature has ten (10) items that was described.

Item 9- Implements the no smoking policy in the campus received the highest mean score of 3.51 among the ten items, which was described as fully achieved. This result depicts that the schools fully implemented the no smoking policy in the campus. The school heads, teachers, students and other stakeholders strongly believed that smoking is one of the most dangerous widespread phenomena that threaten lives of the huge number of people worldwide. Moreover, students smoke because of their curiosity, they believe that it could relieve their stress and they try to imitate adult smokers because they want to show that they are adult, too. Thus, schools banned smoking in the campus to protect the students from cigarette dependents that can cause illnesses and preserve and conserve the environment, too.

Finally, the lowest results based on the achievements was on statement 4 "Advocates the policy against mining" with a mean of 2.75 or achieved. The result describes that school included on their lectures about the effects of mining in environment.

Albino and Berry (2013) support that a nation that invests in its younger citizens show wisdom and forethought and can therefore be assured of a promising future. Therefore, information about the negative impact of mining activities can help advocates the students and community to protect and conserve the environment. The youth are the future generation that can help in sustaining environment preservation in the coming years.

The overall mean of the level of achievement of the objective of environmental awareness through environment education was 3.05 described as "achieved." This result manifest schools adherence to National mandate to ensure environment education is strengthened and implemented in the schools to develop students and future generations towards caring individual in the environment.

zampas (2013), cited "Environmental Sustainability as a means on how people can be convinced to reduce the environmental impact of their lifestyle in order to maintain environmental sustainability and to guide them on their actions.

Recognized the Vital Role of Youth in
Environment and Nation Building

Table 6 presents the mean rating on the level of achievement of environmental awareness through environmental education in terms of recognized the vital role of youth in environment and nation building.

Specifically, the highest rating given on the level of achievement in the environmental awareness and environmental education in terms of recognized the vital role of the youth and nation building was the engagement of the students in community clean up drives with a mean of 3.27 described as “achieved”. This result shows that the schools participate the clean-up drive as a contribution of the students in the environmental care and protection. Accordingly, environmental sustainability helps prevent global warming and climate change. One example of environmental sustainability is simply through cleaning. Cleanliness in the environment contributes a lot in maintaining a clean and green surrounding. Cleaning is a simple but helpful way of improving a healthy environment. Furthermore, as a youth, you have to take care of the things that God gave you. This little ways will help a lot in improving a healthy environment. There is a saying that goes “Big things comes from small ones”. We must start in ourselves and encourage others to achieve change. We won’t have a society if we destroy the environment so to prevent destroying it, we must take actions to help it.

Moreover, as seen in the table 6 has a relative interpretation as achieved with the mean scores of 2.98-Provides youth representative in all YES O activities and world environmental day, 2.92- Provides trainings for youth on DRRM involvement, 2.64- Recognizes youth inventors of ecofriendly products, 2.62- Guides youth researchers on environment friendly studies and 2.59- organizes youth and climate change summit, respectively. The results show that the schools conducted different activities to integrate environmental awareness through environmental education. During the conduct of the activities the youth were empowered.

The answers of the respondents showed the lowest achievement in the level of environmental awareness through environmental education in terms of recognizing the vital role of the youth and nation building was the publications of articles and essays done by the students about climate change and global warming which got a mean of 2.51. This result manifests that schools were implementing innovative programs to involve students in advocacy to promote environmental care.

The importance of integrating varied activities such as writing articles and journals to motivate the youth through involving them in environment protection activities are important tools in moulding the new generation’s behaviour and actions towards conserving environment. The artistic strategies of the school can capture attention of the youth and can initiate higher support (Miasco, 2015).

In general, the level of achievement of environmental awareness through environmental education in terms of recognized the vital role of the youth got an overall mean of 2.87 described as “achieved.” This result showed that the schools were compliant in the mandate to involve youth in environmental care and protection as important actions geared towards nation building. This compliance was a good indicators that youths who were the product of the schools today has obtained literacy in environmental care that can be helpful in making sure conservation of the natural resources are care and used responsibly by the people.

Promoted National Awareness on the
Natural Resources Conservation and Economic Growth

Table 7 displays mean rating level of achievement of public high schools of South Central Mindanao in the environmental awareness through environmental education in terms of promoted national awareness on the natural resources conservation and economic growth.

Specifically, the item 3 with highest achievement based on the answers of the respondents showed advocacy on energy conservation to the students was interpreted as achieved with a mean score of 3.00. This denotes good accomplishment since one of the major problems of the world today which is related to environment degradation is the high energy consumption that depletes our resources.

Jose (2015), found out that school together with the teachers, the advocacy to the students must not only focus on learning and practicing the concepts and theories within the school community but also provide practicum and actual activities that will let the students realized how they can help the environment in preservation and care. The advocacy to the students about energy conservation will have impact in lessening demand for higher energy use. The collective action of the people in energy consumption is helpful in conserving natural resources in general.

According to Prince (2017) strengthening ecotourism could be a tool for environmental conservation local empowerment poverty alleviation and so on. So, it requires well planning on the basic regulations. Ecotourism has a positive impact on the economic impact on economic development as it provides more and high quality services. Ecotourism enjoys a significant superiority over general tourism with regard to tourist arrivals and economic, social and environmental benefits.

In summary, the achievements of increasing people awareness on energy conservation and economic growth got an overall mean of 2.74 described as “achieved.” This finding manifests better outcome to the advocacy and empowerment of the people towards using resources wisely to prevent depletion of the natural resources. Through active participation of the people in all the programs in conserving and protecting the natural resources will be achieved.

Multiple Regression Between the Level
of Environmental Awareness Through Environmental
Education and the Level of Achievements of Environmental
Awareness in terms of Protected and Advanced the right of
the People to a Balanced and Healthy Ecology with an
Accord with a Rhythm and Harmony in Nature

To determine the best predictor among the level of environmental awareness to the level of achievements in environmental awareness in terms of protected and advanced the right of the people to a balanced and healthy ecology with an accord with a rhythm and harmony in nature , the Multiple Regression analysis, was used at .01 and .05 level of significance.

Stepwise regression analyses were conducted to examine the relationship between the levels of environmental awareness through environmental education with potential predictors such as environmental education activities, interagency and multifactoral effort, integrate environmental awareness in school curriculum at all levels, and capacity building and the level of achievements of environmental awareness in terms of protected and advanced the right of the people in a balance and healthy ecology with an accord rhythm and harmony of nature. Table 8 summarizes the descriptive statistics analysis results.

As revealed in Table 8, environmental education activities, interagency and multifactoral effort, integrate environmental awareness in school curriculum at all levels and capacity building as sub- variables of environmental awareness through environmental education in terms of protected and advanced the right of the people to a balance and healthy ecology accord with the rhythm and harmony in nature were influenced significantly on the goal achievement of the environmental awareness and environmental education.

The multiple regression model with all four predictors produced adjusted $R^2 = .528$, $F = 17.88$, $p = .000$. The multiple regression suggest that there exist a moderate correlation between level of environmental awareness and environmental education and level of environmental achievements in terms of protected and advanced right of the people to a balance and healthy ecology with accord rhythm and harmony in nature variables as its account for 52.80 percent of the total variance of the level of achievement in terms of protected and advanced right of the people to a balance and healthy ecology with accord rhythm and harmony in nature while the remaining 47.20 percent respectively are accounted by other factors different from what were considered in this study.

In the study of Backes, Erdmann and Buscher (2015) concluded that human play a vital role in nature just like everything else. What separates us from nature though, is the ability to understand our place within it. This cognitive capacity of ours has historically been the cause of a perceived division between man and nature. However, in order to achieve a sustainable future in which humans assume a more natural role and have less of an impact. It is imperative that we consider our role and relationship with nature. A change in the way we regard nature has obvious political, economic and social repercussions, but our cognitive ability obliges us to reevaluate our position in the world rather than continue to degrade it. Moreover, there are a number of ways in which we can begin to reconsider our relationship with nature, but all of which require an enormous effort.

Recognized the Vital Role of Youth in Environment and Nation building

To determine the best predictor among the level of environmental awareness through environmental education to the level of achievements in environmental awareness in terms of recognized the vital role of youth in environment and nation building, the Multiple Regression analysis, was used at .01 and .05 level of significance.

Multiple Stepwise regression analyses were conducted to examine the relationship between the levels of environmental awareness through environmental education potential predictors such as environmental education activities, interagency and multifactoral effort, integrate environmental awareness in school curriculum at all levels, and capacity building and the level of achievements of environmental awareness in terms of recognized the vital role of the youth in environment and nation building. Table 8 summarizes the descriptive statistics analysis results.

The multiple regression model with all four predictors produced adjusted $R^2 = .645$, $F = 156.495$, $p = .000$. The multiple regression suggest that there exist a moderate correlation between level of environmental awareness and environmental education and level of environmental achievements in terms of recognized the vital role of the youth in environment and nation building variables as its account for 64.50 percent of the total variance of the level of achievement in terms of recognized the vital role of youth in environment and nation building while the remaining 35.50 percent respectively are

accounted by other factors different from what were considered in this study.

This finding signifies that the capability building on environmental awareness has contributed most in attainment of the objective of recognized the vital role of youth in environment and nation building. Through many seminars trainings and other resource building to the youth they will be transformed to practice environment friendly actions and behavior.

Gregers (2013) explained that continuous provision of support for capability building of people like through seminars and trainings on environmental care and protection people will be able to develop behavior that support environment care. Presently, advocacy of government and other agencies focused towards strengthening the capabilities of the people towards proper environment care.

Promoted National Awareness on the Role of
Natural Resource in Economic Growth,
Environmental Conservation and Ecological
Balance Towards Sustained National Development

To determine the best predictor among the level of environmental awareness through environmental education and the level of attainment of promoted national awareness on the role of natural resource in economic growth, environmental conservation and ecological balance towards sustained national development, the Multiple Regression analysis, was used at .01 and .05 level of significance.

Multiple Stepwise regression analyses were conducted to examine the relationship between the levels of environmental awareness through environmental education with potential predictors such as environmental education activities, interagency and multifactoral effort, integrate environmental awareness in school curriculum at all levels, and capacity building and the level of achievements of environmental awareness in terms of promoted national awareness on the role of natural resource in economic growth, environmental conservation and ecological balance towards sustained national development. Table 10 summarizes the descriptive statistics analysis results.

The multiple regression model with all four predictors produced adjusted $R^2 = .665$, $F = 228.787$, $p = .000$. The multiple regression suggest that there exist a moderate correlation between level of environmental awareness and environmental education and level of environmental achievements in terms of promoted national awareness on the role of natural resource in economic growth, environmental conservation and ecological balance towards sustained national development variables as its account for 66.5 percent of the total variance of the level of achievement in terms of promoted national awareness on the role of natural resource in economic growth, environmental conservation and ecological balance towards sustained national development while the remaining 33.50 percent respectively are accounted by other factors different from what were considered in this study.

In the article of Torregoza (2019), the government officials on the country shows strong support in ensuring policies and laws are promulgated to ensure energy conservation are followed and enforced. This is one of the most effective ways of combating degradation of natural resources. Thus, health awareness education should include in enriching knowledge of people in laws. This also highlighted the fact that if it is not well supported by people and government then there will be no greater impact in the overall goal of protecting the environment.

Multiple Regressions of the Overall Achievement of Environmental Awareness Through Environmental Education

To determine the best predictor among the environmental awareness through environmental education and the overall achievement of environmental awareness through environmental education, the Multiple Regression analysis, was used at .01 and .05 level of significance.

Multiple Stepwise regression analyses were conducted to examine the relationship between the levels of environmental awareness through environmental education with potential predictors such as environmental education activities, interagency and multifactoral effort, integrate environmental awareness in school curriculum at all levels, and capacity building and the level of achievements of environmental awareness in terms of protected and advanced the right of the people to a balance and healthy ecology with accord rhythm and harmony in nature, recognized the vital role of the youth in environment and nation building as well as promoted national awareness on the role of natural resource in economic growth, environmental conservation and ecological balance towards sustained national development, respectively. Table 11 summarizes the overall achievements of environmental awareness and environmental education descriptive statistics analysis results.

4. MAJOR FINDINGS

The answers gathered were summarized grounded on the problems identified. In general, the study on evaluation in environmental awareness through environmental education revealed the grand mean of 2.90 interpreted as aware. Specifically, in terms of integration of environmental education in school curriculum at all levels got the mean of 2.91 interpreted as aware, In terms of environmental education activities it got a mean rating of 3.08 interpreted as aware, In terms of interagency and multifactoral effort it received a mean score of 2.84 interpreted as aware, In terms of capacity building it got a mean rating of 2.80 interpreted as aware.

1. The findings on the level of achievements of environmental awareness through environmental education got a grand mean score of 2.89 interpreted as achieved.
 - 1.1 In terms of protected and advanced the right of the people to a balance and healthy ecology in accord with the rhythm and harmony of nature got an overall mean of 3.05 (highest) described as achieved.
 - 1.2 In terms of recognized the vital role of the youth in environment and nation building got an overall mean of 2.87 described as achieved and finally
 - 1.3 In terms of promoted natural awareness on the natural resources conservation and economic growth 2.74 (lowest) described as achieved. The result of the multiple regression analysis determined between the level of environmental awareness and environmental education and level of achievements in environmental awareness in terms the integration of environmental education in school curriculum at all levels, environmental education activities, interagency and multifactoral effort and capacity building emerged as best predictors on all the environmental education areas. Thus, it means hypothesis was rejected.

5. CONCLUSION

The study concludes that the schools have implemented varied environmental education activities that had resulted to awareness on environmental care, protection and conservation to their students, teachers and people in the community. These activities are important in enriching knowledge and skills on environmental laws and activities that are helpful in preserving nature and environment. However, there are also aspects of the mandated environmental awareness and education program that are not effective in the implementation since factors like insufficient resources become the hindering factors in an effective implementation of program and activities. Yet, it would be augmented and improved through multifactoral or interagency linkages of the schools with different partners so that it would help in sustaining the needs. The high contribution in implementation of varied environmental education activities in attaining the goal of environmental literacy conforms the fact that if students actively participated in environmental awareness activities their knowledge, skills and attitude towards environmental care increase, since actual hands on the said activities will let them realized how to do it and how important it is, thus develop values and right attitude towards environmental care.

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