

ENVIRONMENTAL ADVOCACY PROGRAM FOR GRADE 11 STUDENTS OF BAUAN TECHNICAL HIGH SCHOOL

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ABSTRACT

The study aimed to assess the environmental advocacy program for Grade 11 students of Bauan Technical High School. It also aimed to assess the level of environmental awareness of students in terms of environmental concept and issues; the environmental attitude relative to personal, school and local government responsibilities; extent of participation of the respondents and the constraints met by the teachers in the different environmental activities by the students relative to discipline, waste segregation and waste disposal. Researcher - constructed questionnaires were used to gather the information from the respondents. The researcher utilized the statistical tools such as frequency count, weighted mean, ranking and Pearson r to process the information obtained from the respondents. Pearson r was used to determine the relationship among environmental awareness, attitudes and participation of the respondents. The result of the study showed that respondent's environmental awareness of the concept and issue was moderate. Moreover, the respondents agreed on personal, school, and local government duties when it comes to environmental attitudes. In terms of environmental participation, it was revealed that there is only a moderate level of participation. The findings of the study that pertained to the relationship of environmental awareness and extent of participation was found to be significant. Furthermore, the environmental attitude was found to be significantly related to the extent of participation. Finally, an environmental advocacy program for Bauan Technical High School students was established in order to deepen and increase the student's environmental awareness. Some recommendations were given based on the findings, such as curriculum developer training, active teaching approaches, and the execution of specified activities.

Keywords: Education, Environment, Questionnaire, Philippines

INTRODUCTION

At present planet Earth faces various problems in relation with the environment. This problem may get worse if the government is not given an appropriate attention. This environmental issue must be addressed by everyone on Earth simply because all living organisms depend solely on this planet for vegetation, atmosphere, water, soil and life itself. The environmental issues concern of us, from the international to local bodies; from our school to home.

Environmental crisis experienced by planet Earth is due to the excessive use of its natural resources by a greedy human society. They exploit the nature beyond its reasonable limit. Moreover, they operate illegally for their own benefits, neglecting the consequences it will bring in the near future.

Some environmental and social scientists said that the major causes of the environmental problems faced today are caused by population growth, wasteful and unsustainable resource use, poverty and failure to include in their market prices



the harmful environmental costs of goods and services (Miller and Spoolman, 2013).

According to United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations Environment Programme (UNEP), 2012 and as cited by Boiyo in his study (2014), at the dawn of the 21st century, a powerful and complex web of interactions has contributed to unprecedented global trends in environmental degradation. These include rapid globalization, urbanization, poverty, unsustainable consumption patterns and population growth. They have served to compound the effects and intensity of the global environmental problems. Global climate change, depletion of the ozone layer, desertification, deforestation, loss of the planet 's biological diversity, trans-boundary movements of hazardous wastes and chemicals are all environmental problems that bother every nation and adversely affect the lives and health of their populations.

Comprised of over 7,100 islands in Southeast Asia, the Philippines has a strong institutional and political framework to protect its environment but still faces rapid depletion of natural resources—which is being exacerbated by a changing climate and the extreme effects of recent natural disasters.

Thus, Republic Act no. 9512, also known as an act to promote environmental awareness through environmental education and for other purposes was promulgated. This Act is known as the national environmental awareness and education act of 2008.

For educators the question should become not only the quantity of the student's knowledge about the education, but also the quality and their attitudes towards environmental quality. A clear goal of environmental education is to change behavior, thus understanding the basis of environmental attitudes is advantageous to facilitate environmental behavior (Woodgate, 2012).

In compliance with Republic Act 9512 or "An Act to Promote Environmental Education and for other Purposes", the Department of Education (DepEd) urged all public and private schools to lead the role on environmental awareness by enhancing environmental education and by pursuing effective school-based activities that seek

to preserve and protect the environment. The former Secretary Armin Luistro issued a DepEd Order No. 52 series of 2011 to strengthen environmental education in public and private schools. This order directed schools to intensify environmental education and create environmental awareness group in schools.

Bauan Technical High School as one of the schools in the province of Batangas and under the umbrella of the Department of Education is not exempted to the environmental issues and problems. The school has a problem on solid waste disposal and management due to the fact that it has a population of approximately 6,000 students and there is no proper area for waste storage and no regular collection of the solid waste in the school.

Based from the aforementioned discussion the researcher who is currently employed at Bauan Technical High School teaching science felt that these ecological problems are not just task of the government but rather it involves everyone, that is why this study aimed to assess the environmental advocacy program of Bauan Technical High School to gain more information and understanding which the researcher believes as supplement for deeper understanding of its readers.

OBJECTIVES OF THE STUDY

This study aimed to assess Bauan Technical High School's environmental advocacy program for Grade 11 students. Specifically, it sought to answer the following questions 1) determine the level of environmental awareness among students in terms of environmental concepts and issues; 2) describe the respondents' attitudes toward the environment and their level of participation in environmental activities; 3) determine the relationship between environmental awareness and participation, as well as the relationship between students' attitudes about the environment and participation; and 4) understand the constraints faced by teachers in various environmental activities undertaken by students, particularly in terms of discipline, waste segregation, and waste disposal.



METHODOLOGY

This study utilized a descriptive correlative method of research to assess the environmental advocacy program for grade 11 students of Bauan Technical High School. The results of this study were used as basis to develop an environmental advocacy program which can be strengthen and deepen the environmental awareness, attitudes, and participation of the students.

The respondents of the study involved Grade 11 students enrolled during the school year 2018 – 2019 at Bauan Technical High School. The researcher used the Sample size calculator by Raosoft formula to determine the number of respondents. The respondents were selected through stratified random sampling method. Furthermore, the distribution of respondents was proportionally allocated to answer proper representation. Aside from the select students, all ten (10) Science teachers involved in the study. They answered the part IV of the questionnaire about the constraints they met in the different environmental activities of the learners.

The data was gathered by sending out a research-made questionnaire to the respondents. It was adapted from a study by Boiyo (2014), however the researcher modified the questions to make them more relevant to the research questions at hand. The questionnaire was created based on the topic's principles, methodologies, and associated theses. The items were validated by many specialists in the fields of education and the environment.

The answered questionnaires were collected and its responses were tallied and totaled. The responses were tallied using frequency count and its percentage equivalent. The completed surveys were gathered, and the responses were totaled. The frequency count and its percentage equivalent were used to tally the answers. The relationship between environmental awareness and extent of participation, as well as the respondents' attitude and extent of participation, was determined using Pearson R.

RESULTS AND DISCUSSION

1. Environmental Awareness

1.1 In terms of Environmental Concept

Table 1 presents the frequency distribution of the respondents based on their awareness on environmental concept.

Table 1
Level of Awareness in terms of Environmental Concept

Environmental Concept	Weighted Mean	V.I.
Water	3.53	EA
Health	3.46	MA
Pollution	3.45	MA
Atmosphere / Air	3.44	MA
Climate	3.39	MA
Wastes	3.38	MA
Ecosystem	3.37	MA
Living organism	3.33	MA
Population	3.32	MA
Land / Soil	3.19	MA
Energy Conservation	3.13	MA
Agriculture	3.12	MA
Ozone Layer	3.12	MA
Fertilizer	2.88	MA
Toxins	2.81	MA
Composite Mean	3.26	Moderately Aware

It can be gleaned from Table 1 that the respondents were extremely aware about water as one of the environmental concepts. This concept obtained the highest weighted mean value of 3.53. This is probably because Earth is covered with almost 75 percent of water, and it is one of the basic needs of human.

An environmental concept on toxins scored the lowest weighted mean value of 2.81. This is the lowest probably because the respondent does not encounter a toxin substance in their everyday activities in school and home.

The study of Dinka (2018), according to him exposure to toxic chemicals is inevitable, but he found out that the majority of individuals particularly in developing countries are unaware of toxicities of toxic chemicals and the possible routes of



exposure to those chemicals. This study is parallel with the current study which has found out that there is lower level of awareness of toxins as environmental concepts.

The composite mean of 3.26 indicates that the respondents moderately aware on the aforementioned environmental concept indicators.

1.2. In terms of Environmental Issues

Table 2
Level of Awareness in terms of Environmental Issues

Environmental Issues	Weighted Mean	V.I.
Floods	3.44	MA
Climate change	3.42	MA
Water pollution	3.39	MA
Air pollution	3.37	MA
Global warming	3.32	MA
Waste disposal	3.30	MA
Land Pollution	3.27	MA
Noise pollution	3.18	MA
Deforestation	3.15	MA
Soil erosion	3.13	MA
Energy shortage	3.10	MA
Loss of biodiversity	2.98	MA
Ozone depletion	2.87	MA
Acid rain	2.72	MA
Eutrophication	2.40	SA
Composite Mean	3.14	Moderately Aware

Table 2 presents the frequency distribution of the respondents based on their awareness on environmental issues.

It appears in the table that out of the 15 includes environmental issues indicators, floods got the highest weighted mean value of 3.44 as assessed by the students and interpreted as moderately aware.

On the other hand, the environmental issue about eutrophication obtained the lowest weighted mean value of 2.40 and can be interpreted with slightly awareness among respondents.

The result of the study by Khan (2014) has similar the results. Khan stated that public

awareness of eutrophication can play an important role in preventing the eutrophication of water bodies. The finding stated that the people in their country were not fully aware with this environmental issue.

The composite mean of 3.14 implies that respondents are moderately aware of the aforementioned environmental issues.

2. Environmental Attitude

2.1. In terms of Personal Responsibility.

Table 3
Respondents' Environmental Attitude in terms of Personal Responsibility

Personal Responsibility Indicators	Weighted Mean	V.I.
• feel good when I do something that improves the world around me	3.43	A
• always sort my leftover food to make compost	3.25	A
• worry too much about the future of the environment and not enough about prices today	3.05	A
• will give a portion of my allowance for environmental protection	2.96	A
• believe that plants and animals exist to be used by humans	2.63	A
• cannot do anything about continuous destruction of the environment	2.44	D
• find it more interesting in a shopping mall than out in the forest looking at trees and birds	2.43	D
• harms the environment from my day-to-day activities	2.38	D
• cannot see any real environmental problems being created by rapid economic growth	2.31	D
• think spending time in nature is boring	2.14	D
Composite Mean	2.70	A

Table 3 presents the summary of the responses of the respondents about environmental attitude in relation with personal responsibility.

It can be observed from the Table 3 that the item “feels good when I do something that improves the world around me” got the highest weighted mean value of 3.43 and verbally interpreted as agreed.

Last in the rank is “thinking spending time in nature is boring”. This probably because most of the respondents are nature lover. They want to stay in the nature to relax and have fun.

The result from the study of Ryan (2010), a professor of psychology at the University of



Rochester is parallel to the result of the present study. He conducted a study where he found out that individuals consistently felt more energetic when they spent time in natural settings or imagined themselves in such situations. The study also found that the respondents boost their vitality levels when they spend time with nature even just twenty (20) minutes.

The composite mean of 2.70 suggests that respondents agreed that they have environmental attitude towards personal responsibility.

2.2. In terms of School Responsibility.

Table 4
Respondents' Environmental Attitude in terms of School Responsibility

School Responsibility Indicators	Weighted Mean	V.I.
The school..		
• designates a specific place for garbage bins and pits in the campus	3.48	A
• provides proper information dissemination about waste segregation and disposal	3.40	A
• segregates waste properly into biodegradable, non-biodegradable, and hazardous waste from chemicals on the science laboratory	3.38	A
• sets standards on proper solid waste management inside the campus.	3.36	A
• has a program to promote environmental concerns	3.31	A
• employs in classroom activities some best practices on solid waste management	3.28	A
• coordinates with LGUs for proper waste collection and disposal	3.25	A
• must have policy regarding the vehicles	3.21	A
• is the sole responsible for the environmental issues in the campus.	3.10	A
• should hire cleaners and not use students	2.75	A
Composite Mean	3.25	A

Table 4 displays the summary of the responses of the respondents in the environmental attitude in relation to school responsibility.

With regards to school responsibility, the respondents' environmental attitude has a composite mean of 3.25 with verbal interpretation of "agree".

2.3 Local government Responsibility

Table 5 presents the summary of the responses of the respondents in the environmental attitude in relation with local government responsibility.

Table 5
Respondents' Environmental Attitude in terms of Local Government Responsibility

Local Government Responsibility	Weighted Mean	V.I.
The local government...		
• must have actions or programs aimed to make the most efficient use of natural resources are considered as priority	3.54	SA
• should implement strict guidelines for waste management	3.49	A
• should control the population growth	3.39	A
• should tell the malls and supermarkets to stop using plastics	3.39	
• have clearly defined environmental policy based on the principles of sustainable development	3.32	A
• has the sole responsibility protecting the environment	3.25	A
• is the one to solve environmental problems in the country	3.12	A
• should build more subdivisions and commercial establishments	2.72	A
• should focus on economic progress rather than the environmental protection	2.62	A
• should not be concerned about environmental problems affecting other countries because they do not concern us	2.46	D
Composite Mean	3.13	A

It can be seen in table that the first item, "must have actions or programs aimed to make the most efficient use of natural resources are considered as priority" has the highest ranked and highest weighted mean value of 3.54 and verbal interpretation of "strongly agreed".

The item that ranked last and gained a weighted mean value of 2.46 is LGU should not be concerned about environmental problems affecting other countries because they do not concern us. It is verbally interpreted as disagree by the respondents.

As stated in the study of Elazegui et. al. (2019) that the role of local government units (LGUs) in the EIA and EIS process is important in order to harness local level participation in ensuring social and environmental acceptability of a project. Local government takes a strong role in sustainable development being both a planner and implementor of policies, and mobilizer of local



public participation. The said study proved the legibility of the findings of the present study.

The composite mean of 3.25 means that respondents agreed that they have environmental attitude towards local government responsibility.

3. Environmental Participation.

Table 6 highlights the extent of participation of respondents towards environmental activities.

Table 6
Extent of Participation of the Respondents toward Environmental Activities

Items	Weighted Mean	V.I.
I switch off running water taps at home and in school	3.60	GE
I throw my waste paper in the trash can	3.57	GE
I properly used the facilities in the school vicinity	3.53	GE
I switch off the lights and other appliances when not in use	3.52	GE
I use my own bag to carry things when I go shopping other than the offered plastic bag	3.47	ME
I pick litters whenever I find them in the school	3.14	ME
I recycle my used paper.	3.14	ME
I participate in tree planting and cleanup activities	2.98	ME
I join an environmental club	2.76	ME
I burn the solid waste in our garden	2.46	ME
Composite Mean	3.33	ME

It can be observed from the table 6 that switches off running water taps at home and in school get ranks first in terms of the participation of the respondents towards environmental activities with a weighted mean value of 3.60 and verbally interpreted as great extent by the respondents.

“Burning the solid waste in their garden” got the lowest weighted mean value of 2.46 and had a verbal interpretation of moderately extent. This is because it is the easiest way to lessen the garbage in their home.

The study of Debashree, as cited by Azad (2015), confirmed the result of the present study when it comes to lessening the waste through burning. According to her, cities that do not have enough land available for landfills controlled burning of wastes at high temperatures to produce steam and ash is a preferred waste disposal

technique. During the process of combustion, the waste reduces significantly in terms of the volume.

The composite mean of 3.33 implies that respondents’ participation towards environmental activities is at moderate extent.

4. Relationship between Environmental Awareness and Extent of Participation

Table 7 shows the relationship between environmental awareness and extent of participation.

Table 7
Relationship between Environmental Awareness and Extent of Participation

Indicators	r- Coefficient	V.I.	P – Value	Decision H ₀	V.I.
Environmental Concept	0.583	MP	0	Rejected	S
Environmental Issues	0.586	MP	0	Rejected	S

It can be gleaned from the table that environmental concept got the r – coefficient value of 0.583 with a verbal interpretation of moderate positive a p – value of zero (0) and found to be significant. Environmental issues also found significant with an r – coefficient value of 0.586 with a verbal interpretation of moderate positive and had a p – value of zero (0). The results rejected the null hypothesis.

The finding of this study is similar with the finding of Limpo (2016), her study found out that most of the indicators show a significant relationship between the level of awareness and extent of participation in the programs on the implementation of waste disposal and segregation among the secondary schools as perceived by the students. This means that there is a significant relationship between the level of awareness and extent of participation in the programs on waste disposal and segregation.

5. Relationship between Environmental Attitude and Extent of Participation

It can be noted in the table that environmental attitude in terms of personal responsibility got the r – coefficient value of 0.392



with a verbal interpretation of low positive a p – value of zero (0) and found to be significant. Environmental attitude in terms of school responsibility and local government responsibility are also found significant, with an r – coefficient value of 0.399 and 0.410 with a verbal interpretation of low positive and had a p – value of zero (0). The results rejected the null hypothesis.

Table 8
Relationship between Environmental Attitude and Extent of Participation

Indicators	r- Coefficient	V.I.	P – Value	Decision H ₀	V.I.
Personal Responsibility	0.392	LP	0	Rejected	S
School Responsibility	0.399	LP	0	Rejected	S
Local Government Responsibility	0.410	LP	0	Rejected	S

Furthermore, it can be seen in the table that, environmental attitude in terms of personal, school and local government responsibilities are significantly related with the extent of participation among the respondents. The table also indicated that there is no correlation at all, whether the respondents agreed on the indicators on environmental attitudes, their extent of participation is not affected at all.

6. Constraints encountered by the respondents in the different environmental activities

6.1. In terms of Discipline

Table 9
Constraints Met by the Respondents in the Different Environmental Activities in terms of Discipline

Discipline	Weighted Mean	V.I.
Throwing of plastic bottles in the school playground	3.5	A
Spitting and sneezing in any area of the school	3.4	A
Dropping of garbage in the classroom	3.3	A
Unwillingness to flush the toilet after usage	3.2	
Blocking of toilet bowl and water system with garbage	3.1	A
Composite Mean	3.28	

Table 9 flashes the constraints met by the respondents in the different environmental activities in terms of discipline.

It can be seen in the table that throwing of plastic bottles in the school playground got the highest weighted mean value of 3.50 and verbally interpreted by the respondents as agreed. This is because, the respondents are aware on the attitude of the students in terms of cleanliness.

Last in the rank is blocking of toilet bowl and water system with garbage with a weighted mean value of 3.10 and again agreed by the respondents.

The composite mean of 3.28 shows that respondents agreed that constraints are met in the different environmental activities in terms of discipline

6.2 Waste Segregation

Table 10
Constraints Met by the Respondents in the Different Environmental Activities in terms of Waste Segregation

Waste Segregation	Weighted Mean	V.I.
School head gives attention on waste segregation	3.20	A
Students know the importance of segregation	2.90	A
Students really understand the recycling process of waste	2.70	A
Barangay conducts a regular inspection on proper waste segregation	2.40	D
The trash bins are properly labeled	1.90	
Composite Mean	2.62	A

Table 10 shows the constraints met by the respondents in the different environmental activities in terms of waste segregation.

It can be seen in the table that the entry which says “school head gives attention on waste segregation” got the highest rank with a weighted mean value of 3.20 and agreed as perceived by the respondents. This is probably because the office mandated the entire classroom to provide three trash bins for segregation of different type of wastes.



Last in the rank is the item which says, “trash bins are properly labeled”. It has weighted mean value of 1.90 with verbal interpretation of disagree and also constraints for the respondents. It was verbal interpreted as disagreed

The composite mean of 2. 62 shows that respondents agreed that constraints are met in the different environmental activities in terms of waste segregation.

6.3 Waste Disposal

Table 11 presents the constraints met by the respondents in the different environmental activities in terms of waste disposal.

Table 11
Constraints Met by the Respondents in the Different Environmental Activities in terms of Waste Disposal

Waste Disposal	Weighted Mean	V.I.
School coordinates with local government about waste to dispose	2.5	A
There is an efficient way on how to dispose the wastes	2.4	D
There is an efficient way on how to compost biodegradable waste	2.4	D
There is a proper location for the garbage	2.4	D
There is a proper way on recycling and reusing waste	1.9	D
Composite Mean	2.32	D

It can be noted from the table that the item, “school coordinates with local government about waste to dispose”, got the highest weighted mean value of 2.50 which is verbally interpreted as agreed by the respondents. Among all indicators, this is the only item that do not consider as constraints among the respondents. Last is the item “there is a proper way on recycling and reusing waste” with a weighted mean value of 1.90 and also disagreed by the respondents.

The article written by Panganiban (2016) was congruent to the study about the waste disposal issue. In his article he cited that the residents from Barangay 20 continue to disregard the barangay’s waste disposal management scheme as evident by the improper segregation

and disorderliness over at the assigned pickup points much to the dismay of Barangay Captain Jovy Fetalvero. In his interview, the barangay captain stated that the root cause of this recurring problem which had already been previously solved is the lack of discipline from its residents.

The composite mean of 2.32 shows that respondents agreed that constraints are met in the different environmental activities in terms of waste disposal.

7. Proposed Environmental Advocacy Program to Strengthen and Deepen the Environmental Awareness, Attitudes and Participation of the Students

The researcher proposed an environmental advocacy program to Bauan Technical High School to strengthen and deepen the environmental awareness, attitude and participation of the students. This program is based on the results of this study, the researcher made a decision to provide activities that focus on awareness, attitude and participation specifically those items that got the lowest weighted mean or the items that need be enhanced for the welfare of the environment. Environmental Advocacy Program is a program proposed by the researcher to the school and community to keep the environment from harmful activities created by human beings.

The proposed programs will help to increase the level of awareness, attitude and participation of the students towards environment. The community will also benefit from the proposed activities. The success of the proposed environmental advocacy program will be based on the camaraderie among the persons involved for the activity. An action plan will be provided by the students’ organization. This plan will set the activities and a time frame for every activity.

CONCLUSIONS

Based on the findings of the study, the following conclusions were made. The level of awareness of the respondents in environmental concept and issues are moderately aware. The respondents agreed on the environmental attitude

in terms of personal, school and local government responsibilities. The extent of participation towards environmental activities of the respondents is moderately extent. The environmental awareness has found to be significantly related to the extent of participation. The environmental attitude has found to be significantly related to the extent of participation. The respondents agreed that the discipline and waste disposal are constraints. However, the item for waste segregation was not a constraint. The proposed activities may help to strengthen and deepening the awareness, attitude and participation of the students towards environment.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are given. Training of curriculum developers in line with this field is essential. Environmental concepts and issues must give more attention completely by teachers and students. Teachers may use more active teaching approaches including trips, projects, activities and community extensions that will expose and increase awareness of students to the reality of environment and environmental problems. Proposed activities may be implemented by the school head and the club. A parallel study about the environmental concepts and issues may be conducted to enhance their awareness and to give appropriate solutions.

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