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ENVIRONMENTAL AWARENESS AND PRACTICES AMONG SENIOR HIGH SCHOOL STUDENTS: BASIS FOR INTERVENTION PLAN

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ABSTRACT

The study aimed to determine the level of environmental awareness and practices among senior high school students, to create an intervention plan based on the results of quantitative analysis. A descriptive-correlational research design was employed, involving 320 senior high school students selected through stratified random sampling from four public secondary schools in Pantukan. Two adapted and validated questionnaires were used for data collection, and statistical tools such as mean, standard deviation, Pearson's r, and linear regression were applied. The results showed that students exhibited a high level of environmental awareness and a highly extensive environmental participation, which means it is often observed. In addition, a significant positive correlation was evident between environmental awareness and environmental behavior. These results indicate that although students have already demonstrated good environmental behavior by exhibiting high-level environmental practices attributes, it is still important to reinforce this awareness with structured programs. Based on these results, there is a need to revise a program to sustain and enhance further the level of students' environmental practices. The plan aims to strengthen environmental awareness, encourage sustained ecological actions among senior high school students, and ensure the continuity of environmental initiatives in school and the community.

KEYWORDS: *Environmental Awareness, environmental practices, senior high school students, regression analysis, descriptive and correlational design, Pantukan, Davao de Oro, Philippines*

INTRODUCTION

The Problem and Its Setting

Environmental issues such as deforestation, loss of biodiversity, and climate change harm ecosystems, human life, and ways of learning, resulting in harmful feedback loops around the world. (Toledo & Lingon, 2024; Valavanidis, 2022). With nature deteriorating, taking action to address environmental destruction could not be more urgent (Valavanidis, 2019; Marques & Xavier, 2020). Increasingly, student participation is recognized as critical to addressing these issues and protecting cultural and ecological heritage (OECD, 2022; Boca & Saracli, 2019). As a response, the Philippine government passed R.A. No. 9512 and R.A. No. 9003 to be implemented by DepEd and DENR to develop students into critical thinkers and stewards of the environment (Puna, 2023; Garcia et al., 2020).

According to the 2024 Environmental Performance Index (EPI) of 180 countries assessed worldwide, numerous Asian countries are at the bottom of the EPI, such as Vietnam, Pakistan, India, and Bangladesh (Block et al., 2024). A study by Cernicova-Buca et al. (2023) in Romania found that 36% exhibited low participation in environmental activities; and Debrah et al. (2021) in Portugal, found a low level of participation in conservation practices. In a study by Salman et al. (2023) in Bahrain, Afro and Ilham (2020) in Malaysia, and Chakraborty and Chaudhary (2023) in India, participation was also interpreted as "sometimes." Further, 80% of Ocean Bound Plastic (OBP) is estimated to come from Asian countries, and India produces the most plastic waste. (Koons, 2024).

The Philippines faces serious environmental challenges, ranking 169th in the 2024 Environmental Performance Index with a score of 32 out of 180. Studies reveal weak environmental engagement, particularly among students, with participation ratings ranging from poor to moderate Punzalan (2020) at 3.47, Pitlongay (2021) at 3.37, Reutotar (2023) at 2.92, Rogayan and Nebrida (2019) at 3.31, Garcia et al. (2020) and Okit and Pazaulan (2021) at 3.93, Lualhati (2019) at 2.48, Simpao and Yabut (2022), Reyes and Madrigal (2020), Magno (2021), Ruiz et al. (2021), and Sicat et al. (2020) with moderately weak level of environmental participation. The country also contributes 36% of global ocean plastic pollution, generating 2.7 million tons of plastic waste annually (Koons, 2024), and ranks among Southeast Asia's top e-waste producers (International Telecommunication Union, 2024).

Studies in Davao City and Davao del Norte have examined broader environmental concerns, such as biodiversity loss and climate change awareness (IDIS, 2019; Torrejos & Israel, 2022; Verzosa et al., 2024). The province has lost approximately 7.5% of its tree cover (Lopez, 2024). The extensive mining operations in areas such as Pantukan have led to widespread environmental consequences. Recent ecological disasters, such as the Masara landslide in Maco that destroyed the environment and killed several people (Tacio, 2024), the landslide of Km69.

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A firsthand experience of the devastating effects of flooding and garbage mismanagement in the locality where the researcher is currently assigned has shown that low student participation in environmental initiatives highlights the need for targeted interventions to strengthen awareness and instill a sense of responsibility in young individuals. Davao de Oro and its LGUs have introduced policies, strict implementation of environmental preservation, even led MRF projects throughout the localities, and the DepEd integrates at all levels of the environmental education curriculum.

The research gap of the study is a lack of research on the long-term sustainability of students' environmental practices beyond structured programs. While existing studies examine policy implementation and short-term engagement or enforcement remains inconsistent, few explore whether students maintain these practices in daily life, where environmental challenges demand sustained efforts. There is an urgent need to strengthen environmental management in Davao de Oro, since inadequate enforcement and minimal public participation allow environmental problems to persist. Senior high school students, as change agents, must be empowered to champion sustainable behavior. The goal of this study is to assess senior high school students' environmental awareness and actions to develop meaningful programs.

Statement of the Problem

This study aimed to determine the level of environmental awareness and conservation practices among senior high school students, which will form the basis for an intervention plan. Specifically, this study sought to answer the following questions:

1. What is the level of environmental awareness of SHS students in terms of:
   1.1. environmental issues; and
   1.2. environmental policies?
2. What is the level of students' environmental practices in terms of:
   2.1. the need to take action to solve environmental problems; and
   2.2. the need to possess a high degree of commitment?
3. Is there a significant relationship between environmental awareness and conservation practices among Senior High School students?
4. Does environmental awareness significantly influence the conservation practices of senior high school students?
5. What intervention plan can be developed based on the findings of this study?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

1. There is no significant relationship between environmental awareness and conservation practices among senior high school students.
2. The environmental awareness of senior high school students does not significantly influence their conservation practices.

REVIEW OF RELATED LITERATURE

Today, environmental awareness must be advanced towards the masses, specifically among youths (Narwal, 2021). Today's youth are tomorrow's leaders, and their involvement in preserving the environment is essential for creating a sustainable future (Kumari & Thakur, 2023). Yildiz and Budur (2019), Indian students showed a lack of awareness and interest in environmental problems and projects. According to Cadiz and Cortez (2024) of Manila, students mostly do not have an awareness of the existing environmental issues in the community, as well as the impact as a solution maker. According to Lopez's (2019) study, there was a moderate level of awareness of environmental issues such as climate change. A study by Almulhim and Abubakar (2021) of Saudi Arabia revealed that 51% were familiar with the concept of environmental protection practices, while 38% were unfamiliar with it, and 26% were also unfamiliar.

Lualhati (2019) found that students demonstrated low awareness of implemented environmental laws, with a mean score of 2.39. Maglucot (2021) further concluded that students perceive environmental laws as insignificant. Rogayan and Nebrida (2019) found that student's engagement in ecological management was not statistically significant. According to the results of the study by Renandang and Dalonos (2019), the students are committed to initiating action based on knowledge and participation. Students may have awareness, but they lack the involvement to engage in environmental conservation activities and practices (Berame et al., 2022). Environmental awareness and conservation practices are essential for sustained development (Buriro et al., 2023).

METHODOLOGY

The research study utilized a descriptive correlational design to determine a relationship between students' environmental awareness and environmental practices. Johnson and Christensen (2020), Brown and Smith (2022), and Mohajan (2021) also noted the effectiveness of quantitative methods, primarily structured surveys and standardized questionnaires, in systematically estimating people's attitudes, behaviors, and environmental affiliations.

Research Respondents

The respondents of the study are the Grade 11 and Grade 12 SHS students from the four randomly selected secondary public schools of Pantukan, Davao de Oro Division, enrolled in the academic year 2024-2025. A sample size of 320 respondents was computed from the estimated population of 1886 students. With this, 20 students will come from School A, 76 students from School B, 190 students from School C, and 34 students from School D.

Research Instrument

In this study, two survey questionnaires were adapted as the data-collection tool. The adapted questionnaire of environmental awareness and it consists of two parts with 35 items. The IV questionnaire Cronbach's alpha value from pilot test is 0.855.

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To measure the degree of students' environmental practices, the researcher adapted an instrument developed by Rogayan and Nebrida (2019). This questionnaire comprises of 20 items. The DV questionnaire has a Cronbach's alpha value from pilot testing is 0.904. The research questionnaire has an overall Cronbach alpha of 0.907.

Statistical Treatment of the Data

Mean. This statistical tool was an arithmetic mean that determined the value or helped summarize the whole set of numbers. This statistical tool was used to measure the average level of environmental awareness and conservation practices.

Standard Deviation. This statistical tool measured the dispersion of a data set relative to its mean. This tool scaled the results' dispersion level or determined whether it is close to the mean results.

Pearson r. The Pearson r correlation was the most universally used measure of correlation. This statistical tool resolved the significant relationship to quantify the strength and direction of a linear relationship between environmental awareness and conservation practices, indicating whether one quantity increased as the other increased.

Linear Regression analysis. This statistical tool was a set of statistical processes to estimate the relationships between a dependent and an independent variable. The regression analysis was used to determine the significance of the influence of environmental awareness on conservation practices.

Data Gathering Procedure

Seeking Permission to Conduct the Study. The researcher sought consent from St. Mary's College of Tagum Research Ethics Committee (REC) to conduct the study to guarantee that research protocols were followed before starting. Upon the approval of the REC, the researcher requested a recommendation letter from the Dean of the Graduate School Program to proceed with the study. Upon acquiring approval of the endorsement letter, the researcher submitted the endorsement and the letter of approval to the Schools Division of Davao de Oro to gain permission to conduct the study. Upon confirming approval, the researcher sent and provided copies of the letter to the four public secondary schools to seek permission to conduct the study.

Administration and Retrieval of Questionnaire. The researcher administered survey questionnaires after obtaining consent from the respondents. The survey questionnaires and were taken from a paper-and-pencil study. The collected data was administered in the second semester of the school year 2024-2025.

Checking, Collating, and Processing Data. After collecting the responses, the respondents' data were gathered, encoded, and recorded into a secure and protected Microsoft Excel file. Once the researcher had gathered the questionnaires the responses were collated and tabulated, and the researcher submitted the data for assessment by the statistician assigned from the office of the graduate school dean. Then, the results were assessed with the help of a statistician, who allowed the researcher to identify answers to the research objectives.

Ethical Consideration

This study focused on the respondents who were senior high school students in Pantukan. Under international guidelines on human subject protection and national guiding documents, those involved in the research were responsible for its conduct, gained trustworthiness, ensured security, anonymity, and confidentiality of the respondents.

RESULTS

Table 1: Level of Environmental Awareness Among Senior High in terms of Environmental Issues

Items	SD	Mean	Descriptive Equivalent
Global warming results in a tremendous amount of heat.	0.77	4.46	High
Natural habitats are decreasing in number because of extreme disasters.	0.84	4.11	High
Pollution severely affects the health of every organism, and it must be solved.	0.88	4.30	High
Chlorofluorocarbons (CFCs) seriously damage the ozone layer.	1.09	3.91	High
Pollution lessens productivity and job opportunities.	1.04	3.78	High
Many coral reefs have been damaged because of cyanide and dynamite fishing.	0.89	4.28	High
Mining poses calamities and severe health hazards.	2.98	4.13	High
Greenhouse gases from human activities are the most common cause of climate change.	1.14	3.80	High
Forest degradation affecting the soil and water quality in the immediate area can hurt biodiversity over a range of connected ecosystems.	1.02	3.95	High
Paper, plastics, and other materials that are burned can contaminate the air.	0.97	4.30	High
Category Mean	**0.64**	**4.10**	**High**

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As shown in Table 1 the level of environmental awareness of senior high school students regarding environmental issues has a category mean of 4.10 and a descriptive equivalent of high. Furthermore, a standard deviation of 0.64 indicates a relatively low level of dispersion among the data points. This suggests that the values are relatively clustered around the mean, demonstrating a consistent pattern with minimal variation.

Table 2: Level of Environmental Awareness Among Senior High School Students in terms of Environmental Policies

Items	SD	Mean	Descriptive Interpretation
Throwing garbage and leftover food into a nearby river during our school picnic contributes to water pollution, which affects marine life and water quality. This act is against the Philippine Clean Water Act of 2004.	0.82	4.41	High
Improperly disposing of used batteries and empty paint containers from our school project can release hazardous chemicals into the environment, violating the Toxic Substances and Hazardous and Nuclear Waste Control Act of 1990.	1.03	4.18	High
That blasting loud music and shouting during a late-night gathering in our neighborhood disturbs the peace and contributes to noise pollution, violating the Environmental Protection Act of 1990.	0.95	4.08	High
Collecting minerals and rocks from a restricted mining area during a school field trip without permission is a violation of the Philippine Mining Act of 1995.	0.99	3.91	High
Carelessly throwing my candy wrapper on the street instead of using a trash bin is against the Garbage Law of 1995.	1.05	4.17	High
Not properly disposing of leftover food and garbage from our school's cafeteria contributes to unsanitary conditions, violating the Philippine Code of Sanitation.	0.82	4.37	High
Failing to segregate biodegradable and non-biodegradable waste in school leads to improper waste disposal, violating the Philippine Ecological Solid Waste Management Act of 2000.	0.91	4.31	High
Cutting down trees in our school backyard for a personal project without replanting violates P.D. 705.	1.05	3.96	High
Burning dried leaves and plastic in our backyard releases harmful smoke and contributes to air pollution, violating the Philippine Clean Air Act of 1999.	1.08	3.87	High
Failing to follow the local barangay's waste collection schedule and leaving trash on the streets contributes to pollution, violating the Local Government Code of 1991.	1.99	4.10	High
Continuously using single-use plastics and ignoring eco-friendly alternatives contributes to climate change, violating the Climate Change Act of 2009.	1.02	3.99	High
Keeping an exotic bird as a pet without legal permission or taking eggs from a protected wildlife area violates the Wildlife Resources Conservation and Protection Act of 2001.	1.14	3.83	High
Ignoring environmental discussions in class and failing to apply eco-friendly practices in daily life contradicts the National Environmental Awareness and Education Act of 2008.	0.99	3.90	High
Vandalizing trees and littering in a protected forest during a school trip violates the National Integrated Protected Area System Act of 1992.	1.08	3.90	High
Frequently purchasing products with excessive plastic packaging and not recycling them contributes to plastic waste, violating the Extended Producer Responsibility Act 2022.	1.00	3.98	High
Leaving lights, air conditioners, and appliances on when not in use wastes energy, violating the Energy Efficiency and Conservation Act of 2019.	2.44	4.08	High
Picking rare plants and collecting stones from a national park without authorization violates the Expanded National Integrated Protected Areas System.	1.04	3.93	High
Refusing to participate in tree-planting activities and neglecting the care of newly planted trees hinders reforestation efforts, contradicting the National Greening Program.	1.02	3.88	High

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Entering a cave without proper authorization and damaging stalactites by writing my name on them violates the National Caves and Caves Resources Management and Protection Act of 2001.	1.10	3.84	High
Ignoring disaster drills and failing to prepare an emergency kit at home increases risks during disasters, contradicting the Philippines Disaster Risk Reduction and Management Act of 2010.	1.06	4.04	High
Engaging in illegal land conversion by supporting infrastructure projects that destroy green spaces violates the Environmental Planning Act of 2013.	1.10	3.86	High
Promoting the use of fuels without considering renewable alternatives contributes to excessive greenhouse gas emissions, violating the Biofuels Act of 2009.	1.09	3.78	High
Supporting unregulated small-scale mining, which damages the environment, violates Executive Order No. 79.	1.06	3.86	High
Dumping garbage along coastal areas and disrupting marine ecosystems by removing corals violates Executive Order No. 533.	1.05	3.99	High
Frequently using plastic straws, utensils, and bags without considering reusable alternatives contributes to pollution, violating the Single-Use Plastics Regulation and Management Act of 2022.	1.03	4.12	High
Category mean	**0.58**	**4.01**	**High**

Table 2 above indicates a categorical mean of 4.01 and a 0.58 standard deviation, which translates to a descriptive equivalent of "high," especially for the environmental policies. Since the standard deviation is low, we can conclude that all students had nearly uniform responses, suggesting that senior high school students have a generally uniform understanding of environmental policies.

Table 3: Summary on the Level of Environment Awareness

Indicators	SD	Mean	Descriptive Equivalent
Environmental Issues	0.63	4.10	High
Environmental Policies	0.58	4.01	High
Overall Mean	**0.60**	**4.05**	**High**

Table 3 shows the mean overall mean score for students' environmental awareness is 4.05 with a standard deviation of 0.60. This reveals that students show a generally high level of awareness of environmental matters and that their responses exhibited uniformity, not variation. The descriptive equivalent of "high" confirms that students recognize environmental issues and perhaps understand them in a meaningful way. The consistency in their responses also shows that education, community action, and policy communication contributed to their awareness.

Table 4: Level of Environmental Practices of The Need to Take Action to Solve Environmental Problems

Items	SD	Mean	Descriptive Interpretation
Turn off the lights and unplug appliances when not in use to save electricity.	0.87	4.47	Highly Extensive
Whenever possible, I try to save natural resources.	0.87	4.25	Highly Extensive
Plant endemic trees in the vacant areas in the community to prevent soil erosion and get more oxygen to breathe.	1.01	4.02	Highly Extensive
Avoid the use of plastic and Styrofoam which cause harm not only to the environment but also to human health.	1.01	4.03	Highly Extensive
Keep the surroundings clean and teach others to care for the environment.	0.96	4.29	Highly Extensive
Conserve the use of water supply.	0.93	4.28	Highly Extensive
Minimize the use of detergents for they tend to create foam in gutters and sewage-disposal plants and even appear in naturally occurring ground and surface waters.	1.12	3.83	Highly Extensive
Practice the science of composting which produces partially decomposed organic material used in gardening to improve soil and enhance plant growth.	0.97	4.03	Highly Extensive

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Recycle and reuse non-biodegradable materials to lessen solid waste.	0.90	4.28	Highly Extensive
Use reusable water bottles or tumblers instead of buying bottled water in the canteen or stores.	0.97	4.12	Highly Extensive
Category mean	**0.61**	**4.15**	**Highly Extensive**

Table 4 shows the level of environmental practices in terms of the need to take action to solve environmental problems, recorded a category mean of 4.15 with a descriptive equivalent of "highly extensive". This indicates that students are significantly involved in environmental initiatives and demonstrate a strong willingness to be part of efforts aimed at solving environmental issues. Their high level of engagement suggests an active commitment to environmental advocacy and problem-solving. A standard deviation of 0.61 further illustrates that the responses are closely grouped about the mean, and there is considerable agreement among participants, such that the level of engagement appears to be pretty uniform across the group.

Table 5: Level of Environmental Practices of the Need to Possess a High Degree of Commitment

Item	SD	Mean	Descriptive Interpretation
Discuss with friends and relatives about environmental issues and concerns that confront the community and the country as a whole.	1.01	4.01	Highly Extensive
Will promote environmental conservation by working with my school, barangay leaders, and local government environmental offices to support and implement eco-friendly initiatives.	1.02	3.96	Highly Extensive
Write articles in the school paper which encourage students to take part in responding to the different environmental problems.	1.19	3.82	Highly Extensive
Organize and participate in an environmental forum or symposium with my fellow youth and the community people.	1.08	3.88	Highly Extensive
Write an appeal to our local political leaders regarding the environmental concerns of your community.	1.25	3.76	Highly Extensive
Make use of social media to expose anomalies and irregularities that led to the destruction of the environment.	1.11	3.85	Highly Extensive
Deliver a talk or discourse about environmental awareness to help educate and inform the community	0.87	4.31	Highly Extensive
Volunteer to organizational groups that help for the preservation and conservation of the environment.	0.91	4.09	Highly Extensive
Encourage everyone to be ambassadors of the environment in their respective communities specifically your fellow youth.	1.02	4.01	Highly Extensive
Support initiatives and programs on environmental conservation like the National Greening Program.	1.06	4.18	Highly Extensive
Category mean	**0.72**	**3.98**	**Highly Extensive**

Table 5 shows the level of environmental practices that require a high degree of commitment, the unconditional mean of the level of the environmental practices of the need to possess a high degree of commitment is 3.98, with a highly extensive descriptive equivalent. This implies that practices of the need to possess a high degree of commitment are at a reasonable level. The students are eager to participate and get involved in environmental activities with a high degree of commitment. The standard deviation of 0.72 is closer to the mean based on the responses, and is almost the same.

Table 6: Summary on the Level of Environmental Practices

Indicators	SD	Mean	Descriptive Equivalent
The Need to Take Action to Solve Environmental Problems	0.61	4.15	Highly Extensive
The Need to Possess a High Degree of Commitment	0.72	3.98	Highly Extensive
Overall Mean	**0.67**	**4.07**	**Highly Extensive**

Table 6 shows the summary of the level of environmental practices among senior high school students, from the two indicators, the overall mean based on the above table is 4.07 with a standard deviation of 0.67, with a descriptive equivalent of highly extensive, this suggests that environmental practices require students to take action to solve any environmental

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problems and possess a high degree of commitment to being one of the prime movers of environmental sustainability and conservation of natural resources.

Table 7: Relationship Between Environmental Awareness and Practices

Variables Correlated	r-value	p-value	Remark	Decision on Ho
Environmental Awareness and Practices	0.492	0.000	Significant	Rejected

Table 7 shows the significance of the relationship between environmental awareness and conservation practices. The correlation coefficient is 0.492, indicating that as students' environmental awareness increases, students also tend to increase their participation in conservation practices, although not perfectly linearly. Furthermore, the p-value of 0.000 indicates significance for the relationship and allows for the rejection of the null hypothesis that posited no significant relationship between environmental awareness and conservation practices.

Table 8: The Influence of Environmental Awareness on Environmental Practices among Senior High School Students

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	1.869	0.221		8.457	0.001	
Environmental Practices	0.543	0.54	0.492	10.066	0.001	Significant
R= 0.492;		R square= 0.242;		F= 101.332;		P=0.001

Table 8 shows the unstandardized coefficient indicated that for every one unit increase in environmental awareness, B=1.869, environmental behaviors will also increase approximately by 1.869 units, assuming all other variables are held constant. The resulting p-value of .001 demonstrates that the relationship is considered statistically significant at the .05 level, thus allowing for a rejection of the null hypothesis. Finally, the regression yielded an overall F-value of 101.332, indicating that overall, the regression model is statistically significant.

Proposed Intervention Plan

Proposed Intervention Activity	Person Involved	Materials/Resources Needed	Time Frame	Expected Outcomes
Mining Awareness Talk: Conduct a school-based orientation led by DENR officers about responsible mining practices.	Students, Teachers, MENRO Officers	Projector, Venue, Handouts	1-Day Seminar (July 2025)	Increased awareness of mining laws and ethical practices during field trips.
'Plant, Don't Just Cut' Campaign: Require a tree replanting for every tree removed.	Students, Teachers, School Admin	Seedlings, Garden Tools, Monitoring Forms	School Year (June–March 2026)	Every removed tree is replaced; school backyard is greener.
Clean Air Patrol Program: Form a student team to monitor backyard burning and educate on composting.	Eco-Club Students, Barangay Officials	Posters, Flyers, Monitoring Sheets	Monthly Check-ins	Reduced backyard burning incidents in the community.

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Wildlife Keeper Workshop: Seminar on legal wildlife ownership.	Students, Teachers, DENR/Wildlife Experts	Seminar Kits, Certificates, IEC Materials	1-Day Seminar (August 2025)	Students and families avoid illegal wildlife keeping.
Eco-Classroom Integration: Embed eco-friendly practices into subject grading.	Teachers, Students	Lesson Plans, Rubrics, Checklists	Start of Semester (June 2025)	Students apply eco-friendly habits in their daily school routines.
'Adopt-a-Tree' Field Trip: Each student cares for a tree during eco-trips.	Students, Teachers, Tour Guides	Tree Tags, Watering Kits, Monitoring Journal	Every Eco-Trip	Better behavior and care for trees during trips.
Plastic-Free Month Challenge: Reward students who use reusable materials.	Students, Parents, Teachers	Reusable Bags, Eco-kits, Reward Items	1 Month Campaign (September 2025)	A decrease in single-use plastic usage at school.
Protected Parks Ambassador Program: Students as 'Eco-Guards.'	Selected Students, Teachers, and Park Officers	ID Tags, Badges, Orientation Kits	Per Field Trip	Students help enforce park conservation rules.
Tree Guardian Initiative: Monitor planted trees monthly with updates.	Students, Teachers, Eco-Volunteers	Cameras/Phones, Monitoring Forms	1-Year Monitoring	High survival rate of planted trees.
Cave Care Education Day: Forum on proper cave exploration.	Students, Teachers, Spelunkers, DENR	Posters, Seminar Kits	Before Any Cave Trip	No vandalism or damage to caves during trips.
Green Space Advocacy Drive: Students campaign for green urban spaces.	Students, Teachers, Barangay Officials	Art Supplies, Printing, Social Media Materials	1-Month Campaign	Local leaders consider preserving green areas.
Renewable Energy Awareness Week: Exhibit on biofuels and renewables.	Students, Science Teachers	Exhibit Booths, Posters, Flyers	1 Week (October 2025)	Students prefer renewable energy discussions.
Sustainable Mining Exhibit: Eco-friendly mining alternatives seminar.	Students, Miners, DENR Officers	Exhibit Materials, Speaker Fees	1-Day Exhibit (September 2025)	Students oppose irresponsible mining practices.
Coastal Warriors Program: Coastal clean-ups and coral protection training.	Students, Community Members, Fishermen	Gloves, Trash Bags, Training Manuals	Quarterly	Cleaner coastlines and protected marine areas.
Eco-Soap Making Workshop: Biodegradable soap production.	Students, Parents, Teachers	Soap Materials, Workshop Kits	1-Day Workshop	Reduced detergent use in households.
Green Petition Campaign: Draft and deliver environmental petitions.	Students, Teachers, Barangay/LGU Leaders	Petition Forms, Stationery	As Needed (Starting August 2025)	Local officials address student-led environmental concerns.
#EcoExpose Campaign: Use	Students, IT Club, Journalists	Phones, Computers, social media Pages	Continuous	Greater public awareness of

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social media to highlight environmental problems.				environmental anomalies.
Youth Environment al Summit: Student-led forum with leaders and experts.	Students, Teachers, Community Leaders	Sound System, Invitations, Venue	1-Day Event (October 2025)	Youth engagement in environmental governance.
Eco-Writers Guild: Monthly environmental articles in the school paper.	Student Journalists, School Paper Adviser	Computers, Layout Software, Printing	Monthly	Sustained environmental awareness via media.
Barangay Eco-Partnerships: Work with barangays for joint eco-initiatives.	Students, Teachers, Barangay Officials	Cleaning Tools, Tree Seedlings, Logistics Support	Bi-Monthly	Active school-community eco collaboration.

CONCLUSION

1. The environmental awareness of the senior high school students is empirically evident, as their high levels of awareness would demonstrate their knowledge and understanding of current environmental issues, policies, and responsibility.
2. The environmental practices of the senior high school students are prominently manifested, which suggests that many students practice conservation efforts and behaviors in their daily lives.
3. There is a significant relationship between environmental awareness and environmental practices among senior high school students, which indicates that as their environmental awareness increases, so does the level of environmentally positive behaviors.
4. Environmental awareness has a statistically significant effect on environmental practices among senior high school students. This is evidenced through the regression analysis, reporting that 24.2% of the variance of environmental practices can be accounted for through their environmental awareness. Thus, it provides a good rationale for developing a comprehensive intervention plan that will improve environmental education opportunities and encourage increased behavioral engagement among students.

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