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**ECOLOGICAL AWARENESS AND PRACTICES OF HUMANITIES  
AND SOCIAL SCIENCE STUDENTS IN DR. JUAN A. PASTOR  
INTEGRATED NATIONAL HIGH SCHOOL**

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**ABSTRACT**

The school environment plays an important role and is critical in developing environmentally aware and ecologically conscious students. This descriptive-correlational study sought to measure the level of awareness and practices of six hundred forty – nine Humanities and Social Science students of Dr. Juan A. Pastor Integrated National High School. This research study discusses the idea of ecological awareness and practices of HUMSS (Humanities and Social Science) students in Dr. Juan A. Pastor Integrated National High School and how it can be embedded in the design and planning process. Ecological awareness is increasingly recognized as crucial in combating environmental issues. Humanities and Social Science (HUMSS) students, as future leaders and professionals are expected to have a solid understanding of ecological principles and sustainable practices. This study aims to assess the level of ecological awareness and practices among HUMSS students at Dr. Juan A. Pastor Integrated National High School.

Findings revealed that the HUMSS students are aware of environmental concepts and the state of the environment and environmental issues and problems. They often practice taking action to solve environmental problems and sometimes practice the need to possess a high degree of commitment. The study found that there is a moderate correlation between students' awareness of environmental concepts and issues and their practices to solve environmental problems and possess a high degree of commitment. The study recommends that information dissemination programs regarding environmental concepts, state of the

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environment, ecological issues, and problems could be sustained by the school to keep the ecological awareness of the students high. Environmental advocacy and eco-movement may likewise be institutionalized in the school through student organizations like YES-O, SSLG, and CESC students. The crafted ecological management plan is recommended for implementation to increase the degree of commitment of students toward ecological conservation.

**Keywords:** *ecological, enhancement, awareness, practices, management plan, descriptive correlation*



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## I. Context and Rationale

Nowadays, we are constantly experiencing extreme weather conditions and rising global temperatures. It has been reviewed that thousands of research studies enumerated actions we can take to lower energy demand and improve our energy systems and land use in industry, buildings, transportation, and materials and waste management, in both urban and rural areas. The report discusses the need for avoiding greenhouse gas emissions and removing carbon dioxide from the atmosphere.

In today's globalization, we face a lot of societal change including dilemmas pertaining to the environment. Ecological enhancement, awareness, and practices find a way to lessen the dilemma of societal upheaval. The challenge for every student is to take the wheel of action and move towards a common cause in preserving life and the environment. This study aims to enhance ecological awareness and practices of Humanities and Social Science students and to develop active environmentalism among the students of Dr. Juan A. Pastor Integrated National High School. Dr. Juan A. Pastor Integrated National High School has become one of the fastest-progressing schools in the Ibaan District, in addressing its environmental issues and improving its environmental quality.

The growing concern with environmental issues and their impact on ecological awareness and practices has made it the most noticeable phenomenon of the last two decades (Sivamoorthy, Nalini & Satheesh Kumar, 2019). The rapid depletion of the earth's natural resources and the fast-degrading environment are realities that can no longer be denied. These are the grave scenarios that threaten the existence of both man and the earth (Marpa & Juele, 2020).

In the Philippines, the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA), in coordination with the Department of Environment and Natural Resources (DENR), the Department of Science and Technology (DOST) and other relevant agencies, in consultation with experts on the environment and the academe, lead the implementation of public

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education and awareness programs on environmental protection and conservation through collaborative interagency and multi-sectoral effort at all levels (RA 9512, 2008).

Furthermore, one of the objectives of this study is to develop students who are environmentally conscious and ecological-friendly. The month of June of each year is declared as the Philippine Environment Month by virtue of Presidential Proclamation No. 237 signed in 1998 by then President Corazon C. Aquino. During the celebration, various important events are being celebrated such as World Environment Day on June 5, Philippine Eagle Week on June 4-10, and Philippine Arbor Day on June 25 (Department of Environment and Natural Resources, 2016).

Various studies have been conducted to gauge the environmental awareness and practices of students in various levels. In the Philippines, studies focused on the environmental awareness and practices of high school students as the basis for disaster preparedness programs (Marpa & Juele, 2016), the level of awareness and extent of practices in green technology of college students (Gonzaga, 2016), and the environmental awareness of the graduating college students (Garcia & Luansing, 2016).

While almost all of the previous studies conducted were focused only in describing the extent of environmental awareness and practices of the students, the present study looked into the ecological awareness and practices of Humanities and Social Science students in Dr. Juan A. Pastor Integrated National High School as an input in crafting a proposed ecological management plan.

## II. Innovations and Interventions

In this study, the research proposed a **"School Ecological Enhancement and Development" (PROJECT SEED)**. This development plan focuses on the ecological enhancement, awareness, and practices of Humanities and Social Science students in Dr. Juan A. Pastor Integrated National High School.

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### III. Research Methodology

#### Research Design

The main objective of this study is to determine the ecological awareness and practices of Humanities and Social Science students at Dr. Juan a. Pastor Integrated National High School. To attain this objective, the researcher finds it appropriate to use mixed methods research.

A descriptive study was utilized in this research and systematically explained a population circumstance or phenomenon. While it is not related to experimental research you must experiment. Thus, a variety of research methods were utilized and analyzed carefully and read them.

It is supported by the study of Salaria (2012), the researcher used a descriptive survey, in which a group was picked from a wider community to gather information on this population and stand as a sample. It represented a part of the complete or aggregate from which it was drawn, and it enabled a generalization based on the relatively small sample size of the population.

According to George, (2021), Mixed methods research combines elements of quantitative and qualitative research to answer your research question. Mixed methods can help gain a more complete picture than a standalone quantitative or qualitative study, as it integrates the benefits of both methods. Mixed methods research is often used in the behavioral, health, and social sciences, especially in multidisciplinary settings and complex situational or societal research.

According to Tashakkori (2022), mixed methods systematically integrate quantitative and qualitative approaches to research in order to answer research questions. Quantitative researchers follow a postpositivist worldview and are predominantly interested in collecting and analyzing numerical data with structured methods. Qualitative researchers follow a more constructivist worldview and are predominantly interested in collecting and analyzing narrative data using open-ended (holistic) procedures. Mixed-methods researchers are pragmatic,

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collect both narrative and numerical data, employ both structured and emergent designs, analyze their data both via statistical and content analysis, and make meta-inferences as answers to their research questions by integrating the inferences gleaned from their qualitative and quantitative findings

### Sampling and Participants

There was no sampling procedure applied in this study, since the researcher used the entire number of populations in conducting the survey questionnaire.

### Research Instrument

A survey questionnaire was provided on printed forms that served as the primary tool during the collection of data. Survey questionnaires included sociodemographic characteristics, such as age; gender; grade level; ecological awareness and practices of the students; and prevalence of the school's level of level of ecological awareness and practices.

Survey questionnaires were utilized in this study. Four-point Likert-scale was used and answered four questions considered the school field by determining the objective and has the inclusion of not aware (1), moderately aware (2), aware (3), and highly aware (4). The respondents provided their sociodemographic profile and related to the ecological awareness and practices by checking the box consisting of the item. (Not aware, moderately aware, Aware, and highly aware).

### Data Gathering Procedure

A face-to-face survey was conducted for three weeks. This study included a printed survey with collected data. The survey was also distributed to the SHS HUMSS students in Dr. Juan A. Pastor Integrated National High School. The researcher asked the participants about their grade level and age for the record's validity. Moreover, the researcher has not requested the names of the participants to maintain confidentiality.

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## Statistical Analysis

The mean and the standard deviation of data have been calculated to determine the level of ecological awareness and practices among Humanities and Social Science Students in Dr. Juan A. Pastor Integrated National High School.

The data have been statistically analyzed using Pearson's correlation coefficient, independent t-test, and one-way analysis of variance. Pearson's correlation coefficient was used and assessed the relationship and figured out the relationship between the level of ecological awareness and practices among the learners and the school's practices to the objective. Meanwhile, the independent t-test was used and measured the significant difference between the ecological awareness and practices of learners and the prevalence of school's practices to ecological awareness and practices in terms of age, and sex grade level. Lastly, the one-way analysis of variance, on the other hand, was used and assess the significant difference in the ecological awareness and practices among Humanities and Social Science Students in Dr. Juan A. Pastor Integrated National High School.

**Construction.** In the questionnaire's construction, the researchers use simple words that can be understood by the respondents. The questionnaire consists of five (5) questions for each variable of the study.

**Validation.** The constructed questionnaire was validated by the research evaluators who are the teachers of Practical Research subjects and the specialized subject teachers. An English Language teacher validated the questionnaire in terms of its technical aspect. Moreover, for the reliability validation, the questionnaire was subjected to a dry run. This was done by asking a group of students who are not part of the study's participants to answer the questionnaire. The result of this was subjected to the computation of reliability using the Cronbach alpha test. The result of 0.70 and above means that the items are reliable.

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**Administration.** The questionnaire was distributed to the target respondents who are HUMSS students. They met the researchers during recess or lunch break period to explain the study's nature and ask for their informed consent to participate. Once consented, the researchers gave them a copy of the questionnaire for them to answer.

**Scoring.** The items of the questionnaire were based on the following:

The following will be used to interpret the responses.

Range	Verbal Interpretation
3.50 – 4.00	Highly aware
2.50 – 3.49	Aware
1.50 – 2.49	Moderately aware
1.00 – 1.49	Not aware

## Procedure

Having found the research instrument valid and reliable, the researchers proceeded to gather the data. With that, a letter of permission was sent to the school head of Dr. Juan A. Pastor Integrated National High School (DJAPINHS).

Participation in the survey was voluntary and the respondents were given an opportunity to withdraw any time during the conduct of the research. Data privacy and anonymity of the participants was assured. Any offensive, discriminatory or unacceptable language is avoided in the creation of the questionnaire. The research was undergoing review and was approved ensuring the safety of the participants of the study, hence in-person data gathering was done. All personal data of participants was obtained through informed consent with the assurance that they handled following data privacy guidelines.

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## IV. RESULTS AND DISCUSSION

The gathered respondents among the students of Dr. Juan A. Pastor Integrated National High School under HUMSS strands were asked to provide their sociodemographic profile and determine their ecological awareness and practices. The following details of the respondents were included in Table 1.

**Table 1. Demographic profile of respondents**

The ecological awareness and practices are shown in Figure 2., which 649 total of students under Humanities and Social Science in Dr. Juan A. Pastor Integrated National showed that this study collected most of the respondents were not of legal age, 257 of them were 17 (39.60%) years old, followed by 231 respondents of 18 (35.60.%) years of age, 80 respondents were 19 (12.33%) years old, 52 were 16 years old (8.01%), 19 (2.93%) were 20, while 10 of the participants were 21 (1.54%).

<b>Demographic profile</b>	<b>Frequency</b>	<b>Percentage</b>
<b>AGE</b>		
16	52	8.01%
17	257	39.60%
18	231	35.60%
19	80	12.33%
20	19	2.93%
21	10	1.54%
<b>SEX</b>		
Male	273	42.06%
Female	376	47.94%
<b>GRADE LEVEL</b>		
Grade 11	335	51.62%
Grade 12	314	48.38%
Total	649	100%

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**Table 2. Ecological awareness and practices between the institution and students**

Statement	Mean	Interpretation
<b>I am aware of the school's ecological practice.</b>	3.24	Aware
<b>I am aware of the effects of ecological changes.</b>	2.74	Aware
<b>I am aware of the ecological problems in our environment</b>	2.87	Aware
<b>I am aware of the practices related to ecological awareness</b>	2.88	Aware
<b>OVERALL MEAN SCORE</b>	<b>2.93</b>	<b>Aware</b>

### How can the students overcome the challenges elucidating gender orientation?

**Informant 1:** " I am aware of the ecological problems that we are currently facing. For me the main problem is waste segregation, some of the students lack discipline in terms of cleanliness."

**Informant 2:** " I am aware of ecological effects. I'm afraid the environment will punish us youth soon due to the malpractices of young adults"

**Informant 3:** "I think the best we can do is to implement a practice which will help our environment to gradually recover in its original state."

**Informant 4:** " The only thing that I can recommend is to love our environment, change the malpractices that cause environmental destruction. Begins with simple things to get greater impact"

**Informant 5:** "One of the environmental issues we are facing is ecological malpractices." We didn't even care about our environment."

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**Table 3. Relationship between ecological awareness and practices between institution and students using Pearson's correlation coefficient**

Variables	N	df	r	sig	Remarks
Age	649	648	0.057	0.05	No significant difference

Using Pearson's correlation coefficient, it was determined that there is no significant difference between the age of learners towards to their gender expression which was shown in Table 3., since the significant value ranged from 0.05, while the computed value was 0.057. In line with this, the hypothesis of the researcher was matched to the show results. Thus, Humanities and Social Science students in Dr. Juan A. Pastor Integrated National High School were not affected by their age in terms of their ecological practices and the institution.

**Table 4. Difference between ecological awareness and practices of Grade 11 and Grade 12 learners using independent t-test**

Grade Level	N	Mean	SD	df	t	t crit	Remarks
Grade 11	335	2.9	0.38	352	-1.11	1.64	No Significant Difference
Grade 12	314	0.38	0.27	.31	-1.37	1.48	No Significant Difference

The independent t-test was utilized in the results shown in Table 4., which the grade level has found with no significant difference between Grade 11 and Grade 12 to their

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ecological awareness and practices. The t-crit (1.64) was higher than the t-stat (-1.11). The data lead to the conclusion that the students dr. Juan A. Pastor Integrated National High School under Humanities and Social Science faced no different conditions in regards of their ecological awareness and practices between Grade 11 or Grade 12 students.

**Table 5. Differences among ecological awareness and practices of learners from various grade levels using one-way analysis of variance**

Source of Variance	SS	df	MS	F	P-value	Remarks
Between Groups	5.58	335	1.12	5.49	0.001	Significant
Within Groups	117.18	314	1.34	21.75	0.000	Significant
Total	123.36	649	2.46	27.24	0.001	Significant

However, a significant difference was found among grade levels of learners in SHS in Dr. Juan A. Pastor Integrated National High School with their ecological awareness and practices as shown in Table 5. The F - stat (5.49) was higher than the F crit (1.64) that lead to the conclusion that the learners of the mentioned school have difference in terms of gender orientation linked on the various grade levels among Humanities and Social Science students.

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## CONCLUSIONS

The overall status of ecological awareness and practices in SHS in Dr. Juan A. Pastor Integrated National High School was interpreted as aware. Based on the gathered results, the researcher concluded that the ecological awareness and practices of learners at Dr. Juan A. Pastor Integrated National High School contributed great help to their students. The associated question within the survey was to determine the ecological awareness and practices with high remarks that proved that the said school's ecological awareness and practices have a great impact on our environment

## RECOMMENDATIONS

Then conducted study might open various possibilities for addressing ecological awareness and practices among the students of Dr. Juan A. Pastor Integrated National High School.

Considering the findings of the study, the following recommendations were drawn:

1. Sustaining the ecological awareness and practices towards the students of Dr. Juan A. Pastor Integrated National High School for the further studies in the upcoming academic years
2. Maintaining the practices to ensure the improvement of ecological environment
3. Establishing programs and events that will recognize and acknowledge all the various ecological awareness and practices learners. Conduct a wider study including sexual orientation and gender identity as well preference of learners.

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