
**AWARENESS DEVELOPMENT AND ENVIRONMENTAL
PROTECTION PRACTICES OF ELEMENTARY GRADE TEACHERS**

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ABSTRACT

This study investigated the level of teachers' environmental awareness and its relationship with their environmental protection practices. It focused on three dimensions of awareness: environmental knowledge, understanding of human impact and responsibility, and awareness of environmental policies and participation opportunities. Teachers' environmental protection practices were examined in terms of knowledge application, attitudes, barriers, and support needs. Using a descriptive-correlational design, the study was conducted among 120 randomly selected elementary teachers in public schools under Quezon I District, Division of Bukidnon, during the School Year 2025–2026. A researcher-made survey instrument, with a Cronbach's alpha of 0.961, was employed. Data were analyzed using descriptive statistics (mean and standard deviation) and Pearson Product Moment Correlation to determine the relationships between variables. Results showed that teachers' environmental awareness and protection practices were very high across all dimensions. Significant positive correlations were found between all aspects of environmental awareness and teachers' protection practices, indicating that higher awareness corresponded with stronger and more consistent engagement in environmental actions. The study concluded that teachers possess highly developed environmental awareness, actively demonstrate environmentally responsible practices, and that awareness plays a key role in shaping their actions. It is recommended that teachers sustain and enhance their environmental knowledge through professional development, integrate environmental topics into classroom activities, and model sustainable practices. School administrators are encouraged to provide adequate resources, supportive policies, and collaborative opportunities to promote environmental initiatives. Future researchers may explore additional factors influencing teachers' environmental practices,

such as community involvement and policy effectiveness, to further strengthen environmental education in schools.

KEYWORDS: Awareness Development, Environmental Protection, Elementary Teachers.

INTRODUCTION

In the ever-evolving landscape of education, the role of teachers remained indispensable in shaping learners' academic, social, and ethical development. Within the Philippine basic education system particularly at the elementary level teachers are considered not only facilitators of knowledge but also role models and agents of societal transformation. Increasingly, their responsibilities extend beyond academic instruction to include the cultivation of environmental awareness and sustainable practices among young learners. However, despite national mandates and global environmental challenges, a critical gap remains in the effective integration of environmental education within basic classroom instruction. This disjunction pointed to issues in awareness, preparedness, and actual implementation of environmental protection strategies among elementary teachers.

One pressing concern was the observable inconsistency between policy-driven expectations for environmental education and the actual environmental consciousness exhibited by many classroom teachers. While environmental protection was emphasized in curricula such as *Edukasyong Pantahanan at Pangkabuhayan (EPP)*, Science, and *Araling Panlipunan*, not all teachers demonstrated sufficient knowledge or commitment to incorporate the themes meaningfully in their pedagogy. Studies have highlighted that many elementary teachers either lacked training or resources to implement environment-based teaching strategies, leading to superficial treatment of ecological issues or, in some cases, complete omission. Moreover, the lack of localized teaching materials, sustained capacity-building, and practical school-based ecological programs further limits their ability to model environmentally responsible behaviors to learners.

Recent literature underscored the significance of teachers' environmental awareness in promoting ecological responsibility in schools. Mendoza and Alvarado (2023) emphasized that teacher-led environmental practices in classrooms significantly influenced learners' long-term attitudes toward sustainability. Their study found that when teachers actively integrated local environmental issues into their lessons, students are more likely to develop a sense of environmental stewardship. Likewise, Dizon and Reyes (2022) argued that teachers served as the first line of influence in promoting eco-friendly behaviors among children. Their

qualitative findings from public schools in Central Luzon suggested that classroom-based environmental modeling—such as proper waste segregation and energy conservation—has a rippled effect within school communities.

Moreover, Cruz and Lopez (2023) highlighted that effective environmental instruction stemmed from teachers' own awareness, values, and experiences related to environmental protection. They emphasized that professional development programs must move beyond theoretical inputs and include immersive, community-based environmental education to enhance teachers' ecological literacy. In a similar vein, Santos (2024) reported that schools with active environmental programs often have teachers who not only teach sustainability concepts but also lead by example in school-based clean-up drives and reforestation activities. He concluded that sustainability efforts are most impacted when teachers internalized and embodied the values they teach.

Furthermore, Bautista and Ramirez (2023) found that environmental education in elementary schools was most effective when it was supported by institutional policies, administrative leadership, and community partnerships. Teachers who received strong support from school heads and stakeholders are more likely to engage in sustained environmental initiatives, such as garden projects, waste reduction campaigns, and climate change advocacy. These findings affirmed the idea that enhanced environmental protection practices among teachers requires not only awareness but also structural support, collaborative culture, and continuous professional learning.

In view of the observations, the current study sought to explore the awareness development and environmental protection practices of elementary grade teachers, with a focus on identifying the levels of environmental knowledge, the consistency of their ecological practices, and the enabling and constraining factors in promoting sustainable behaviors in schools. Understanding these dimensions was critical in shaping future policies, teacher training programs, and school-based ecological initiatives that aligned with national and global environmental goals.

Conceptual Framework

The conceptual framework of the studies was anchored by Hungerford and Volk's Environmental Citizenship Model (1990) and Bandura's Social Cognitive Theory (1986). Hungerford and Volk's model emphasized the progression from environmental awareness to responsible environmental behavior, highlighted the need for knowledge, ownership, and

empowerment. This theory supported the notion that teachers not only be informed but also feel capable and motivated to act for the environment. Bandura's theory, meanwhile, provided insight into how personal beliefs and environmental reinforcements influenced behavior. Teachers who believed in their capability to lead change (self-efficacy) are more likely adopted sustainable classroom practices and influenced learners' environmental attitudes.

The studies considered the premises that the environmental responsibility of elementary grade teachers is shaped by the dynamic interplay between their level of environmental awareness and their actual practices in protecting and sustaining the environment. Awareness development referred to the depth of a teacher's knowledge, attitudes, and values concerning ecological principles, climate change, conservation, and sustainable practices. It was included not only understanding environmental issues but also internalizing a sense of responsibility and commitment to act. Teachers with high environmental awareness was more likely integrated sustainability topics into their lessons, model eco-friendly behavior, and lead school-based environmental initiatives. At the elementary level, where learners began forming foundational attitudes toward nature, the teacher's ecological awareness was vital in fostering environmental stewardship among the young.

In parallel, environmental protection practices encompassed the observable actions of teachers in promoting sustainability both inside and outside the classroom. These included integrating environmental themes into teaching, participating in clean-up drives, establishing school gardens, conserving resources, and supporting local environmental campaigns. Such practices also extended to modeling responsible behavior—like reducing plastic use, recycling, and conserving energy—which served as powerful teaching tools for impressionable learners. According to the Department of Education's various initiatives such as the "Brigada Eskwela," "Gulayan sa Paaralan," and the integration of environmental themes in the K to 12 Curriculum, teachers were expected to play active roles in school-community partnerships for environmental protection. Thus, bridging awareness and practices was essential to make environmental education transformation and action-oriented. Moreover, the Philippine Professional Standards for Teachers (DepEd, 2017) and national policies such as DepEd Order No. 52, s. 2011 on strengthening environmental education provide a local lens to the conceptualization of the study. These policies recognized teachers as catalysts for environmental consciousness in schools. Recent Filipino scholars, such as Lingating and Navarro (2025), asserted that promoting environmental values in the classroom

begun with teacher commitment on modeling sustainable habits. Similarly, Reyes and Magno (2024) found that sustained teacher training on ecological topics results in increased environmental literacy and proactive school-based initiatives. These perspectives affirmed that the pathway from awareness to action was complex and mediated by institutional, social, and psychological factors.

In view of these theoretical and contextual foundations, the study aimed to examine how elementary grade teachers translated their environmental awareness into protection practices within the school setting. It explored the extent to which their knowledge, values, and motivations aligned with their teaching practices and involvement in sustainability efforts. The framework assumed that environmental awareness, when coupled with enabling school culture and strong teacher efficacy, leads to meaningful environmental action. By exploring these dynamics, the study sought to inform teacher development programs, environmental education policies, and curriculum enrichment efforts that advanced sustainability at the grassroots level of education.

As showed in the schematic diagram, the independent variable on the left side contained the teachers' environmental awareness development in terms of environmental knowledge, awareness of human impact and responsibility, and awareness of environmental policies and participation opportunities. On the right side of the diagram was the teachers' environmental protection practices in terms of knowledge of environmental protection, attitudes towards environmental protection, barriers to environmental protection, and support needs for environmental protection practices. Figure 1 presents the schematic diagram of the study.

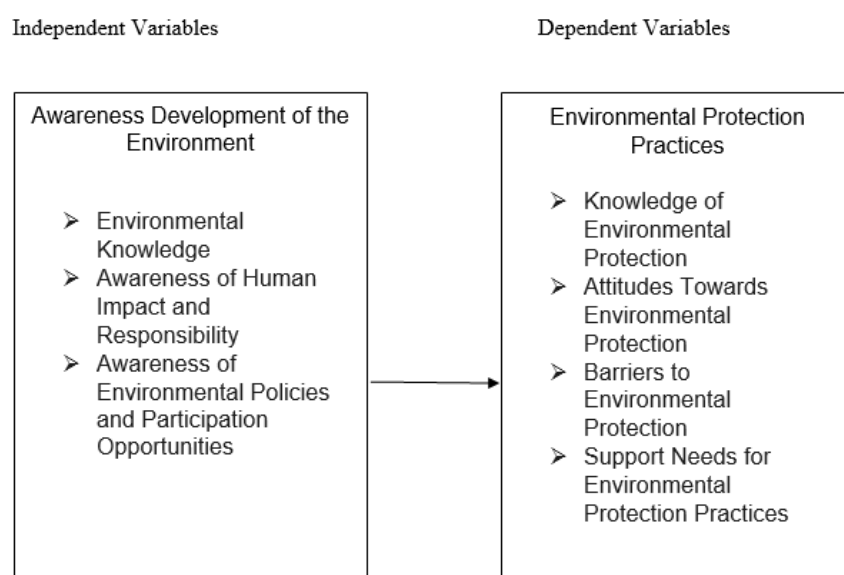


Figure 1. A schematic diagram showing the relationships of variables.

Statement of the Problem

The studies aimed to assess the relationship of the awareness development and environmental protection practices of elementary grade teachers in the elementary schools of Quezon I District, Division of Bukidnon during school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the level of teachers' environmental awareness development in terms of: environmental knowledge, awareness of human impact and responsibility, and awareness of environmental policies and participation opportunities?
2. What is the level of teachers' environmental protection practices in terms of: knowledge of environmental protection, attitudes towards environmental protection, barriers to environmental protection, and support needs for environmental protection practices?
3. Is there a significant relationship between the teachers' environmental awareness development and their environmental protection practices?

Significance of the Study

The studies hold substantial significance in today's rapidly evolving educational landscape, where artificial intelligence (AI) was increasingly influencing teaching and learning processes. The integration of AI tools in education has the potential to transform instructional strategies, personalized learning experiences, and improved academic outcomes. The research was particularly relevant to the following key stakeholders:

To the learners, the studies indirectly benefited learners by exploring how AI-enhanced teaching strategies could foster more engaging, personalized, and effective learning environments. Through improved instructional delivery, learners were more likely to experience increased motivation, receive timely feedback, and achieve better mastery of concepts. AI applications such as intelligent tutoring systems, adaptive learning platforms, and automated assessments contribute to meet diverse learners' needs, especially in multi-ability classrooms common in the elementary level.

To the teachers, the studies offered insights into how AI technologies could be leveraged to enhance their pedagogical practices. It underscored the potential of AI in reducing routine workload (e.g., grading, content generation), enabling data-informed instruction, and supporting differentiated teaching. By understanding the practical applications of AI in education, teachers can improve their efficiency, innovate their strategies, and respond more effectively to the varied learning styles and performance levels of their pupils. Furthermore,

the studies could served as a guide for professional development focused on digital literacy and 21st-century teaching competencies.

To the school administrators, school leaders and administrators played a crucial role in setting institutional directions and providing support systems. The studies informed them of the practical and strategic value of investing in AI tools and training for teachers. It provided evidences that can guide decision-making in implementing technology-based instructional reforms, allocating resources for teacher ups-killing, and formulating policies that encourage AI adoption while safeguarding ethical considerations. Administrators could also used the findings to support data-driven instructional supervision and performance evaluation.

To the future researchers, the studies contributed to the growing body of literature on the intersection of artificial intelligence and education, particularly in the elementary school context—a relatively under-explored area in Philippine research. Future researchers might built upon its findings to explore more specific AI tools, subject-area applications, or comparative analyses across districts or regions. It also opened avenues for longitudinal studies on the impact of AI-integrated strategies on learner performance and teacher effectiveness over time.

Delimitation of the Study

The studies focused on examining the awareness development and environmental protection practices of elementary grade teachers in the public elementary schools of Quezon I District, Division of Bukidnon during the School Year 2025–2026. It aimed to assessed the level of awareness of teachers regarding environmental issues, their participation in school-based and community-driven environmental activities, and the strategies they employ in integrating environmental education into classroom instruction and co-curricular programs.

The study covered key dimensions such as teachers' awareness of environmental laws and policies, sustainable classroom practices, involvement in environmental projects, and their role in promoting ecological consciousness among learners. The research primarily involved teachers currently assigned to kindergarten through grade six in the public elementary schools of the said district.

The scope was delimited to the perceptions, practices, and self-reported experiences of public elementary school teachers within Quezon I District. It excludes private school teachers, non-teaching staff, and learners. Furthermore, while the study acknowledges the influence of institutional support, infrastructure, and community engagement, it does not aimed to

measure these external factors directly. The research does not intend to evaluate the environmental performance of schools or learners but rather focuses on the behaviors and commitments of teachers as key agents of environmental awareness and protection.

Review of the Literature

Teachers Awareness Development of the Environment

Teachers played a vital role in shaping the values and perspectives of future generations. As stewards of knowledge, their awareness and understanding of environmental issues was crucial in fostering a culture of sustainability among students. Developed teachers' environmental awareness not only equips them to integrate ecological concepts into their lessons but also empowers them to model responsible practices in everyday life. In a world facing climate change, biodiversity loss, and resource depletion, educators must at the forefront of promoting environmental consciousness, ensuring that classrooms become spaces where respect for nature and commitment to sustainable living are nurtured.

Environmental Knowledge

Lantajo (2023) assessed elementary teachers' understanding of environmental principles and concepts and discovered generally good awareness levels. Their findings reported moderately high comprehension and conceptual clarity without location details. The authors emphasized that awareness development of environmental principles supports conceptual understanding essential for instruction. Results showed that pre-service teachers had solid awareness across multiple environmental themes. The authors concluded that integrating principled environmental content into teacher training significantly bolsters readiness.

Aquino, et. al (2022) examined teachers' climate change awareness and discovered that respondents were extremely aware of climate change causes, consequences on biodiversity and health, and need for action. Their study reported enthusiastic agreement with statements about pollutants, forest loss, ecosystem imbalance, and water/energy issues. The authors emphasized that awareness development via multimedia exposure significantly deepens conceptual understanding. Results showed high recognition of deforestation effects on wildlife and climate, pollution-health links, and urban vs. rural vulnerabilities. They concluded that climate literacy initiatives are essential to preparing educators for integrated environmental teaching.

Awareness of Human Impact and Responsibility

Manlapig and Cueto (2025) revealed that learners in urban public schools have a moderate to high understanding of how transportation choices impact air quality. Through focused group discussions, learners expressed awareness that carpooling and biking help lessen carbon emissions. The study showed that environmental education sessions had increased the learners' sense of accountability in choosing sustainable transport. A large percentage of respondents agreed that small behavioral changes collectively yield significant results. The authors advocated for expanding transportation-related environmental lessons in the K–12 curriculum.

Garcia and Lumibao (2025) found that Grade 6 learners who were exposed to contextualized lessons on environmental sustainability showed heightened awareness of how their daily actions contribute to environmental degradation. The respondents particularly recognized the harmful impact of excessive plastic use and improper waste disposal. Data from their study showed a strong belief among learners that personal responsibility plays a role in environmental health. Their results also emphasized that learners who participated in clean-up drives demonstrated more proactive attitudes toward ecological stewardship. Garcia and Lumibao concluded that integrating real-life scenarios in lessons cultivates critical consciousness about environmental responsibility.

Awareness of Environmental Policies and Participation Opportunities

Araneta and Fajardo (2025) found that elementary learners demonstrated a high level of awareness regarding Republic Act No. 9003 or the Ecological Solid Waste Management Act, especially after integrating policy discussions in Araling Panlipunan lessons. Their study indicated that familiarity with environmental laws increased learner participation in waste segregation activities. Learners also showed eagerness to follow school regulations on recycling and composting. The authors concluded that policy exposure through classroom instruction reinforces both knowledge and compliance. They recommended continuous environmental law integration across subjects.

Cruz and Villanueva (2024) confirmed that teachers' awareness of environmental policies enhances their engagement in school-based sustainability programs. Their study underscored the importance of policy literacy in empowering teachers to integrate environmental laws into lessons, lead initiatives, and foster community collaboration—though resource and training gaps remain.

Teachers Environmental Protection Practices

Teachers played a vital role not only in shaping the minds of future generations but also in cultivating their sense of responsibility toward the environment. As educators, they served as role models whose daily practices—whether conserving energy in classrooms, reducing waste, or integrating sustainability into lessons—demonstrate the importance of protecting our planet. By adopting and promoting environmental protection practices, teachers inspire students to become conscious stewards of nature, ensuring that education extends beyond academics to embrace the values of sustainability and ecological care.

Garcia and Lumibao (2025) recognized teachers as role models in sustainability, the research explored how daily eco-friendly practices—such as waste segregation, energy conservation, and participation in school greening programs—shape students' values and actions toward environmental stewardship. Using a descriptive-correlational design, data were collected through surveys and classroom observations among public school teachers. Findings revealed that teachers who consistently integrated environmental protection practices into their routines significantly enhanced learners' environmental awareness and encouraged positive behavioral changes.

Knowledge of Environmental Protection

Mendoza and Javier (2023) recognized teachers as key agents in promoting sustainability, the research investigated how their understanding of environmental issues—such as waste management, conservation, and climate change—translated into teaching strategies and role modeling for learners. Using a descriptive-survey design, data were collected from public elementary school teachers through questionnaires and interviews. Results revealed that while teachers generally demonstrated moderate to high knowledge of environmental protection, gaps remained in areas such as climate resilience and sustainable resource use. The findings highlighted that teachers with stronger knowledge bases are more likely to integrate environmental concepts into lessons and encourage eco-friendly behaviors among students. The study recommended continuous professional development programs focused on environmental education to strengthen teachers' knowledge and enhanced their capacity to fostered environmental stewardship in schools.

Tan and Lopez (2023) recognized educators as key agents in promoting sustainability, the research examined how teachers' understanding of environmental issues—such as waste management, conservation, pollution control, and climate change—affects their ability to

integrate these concepts into teaching practices. Using a descriptive-survey design, data were collected from public school teachers through questionnaires and interviews. Results indicated that teachers generally possess moderate to high levels of knowledge regarding environmental protection, though gaps remain in areas such as climate resilience and sustainable resource use. The findings highlighted that teachers with stronger knowledge bases are more effective in embedding environmental concepts into lessons and in modeling eco-friendly behaviors for learners. The study recommended continuous professional development programs and policy support to strengthen teachers' knowledge and enhanced their role in fostering environmental stewardship in schools.

Attitudes Towards Environmental Protection

Mendoza and Javier (2023) revealed that teachers generally hold positive attitudes toward environmental protection, expressed strong support for eco-friendly initiatives and sustainable practices. However, variations exist depending on access to resources and institutional support. The study concludes that teachers with more favorable attitudes are more likely to integrate environmental concepts into lessons and encourage students to adopt responsible environmental behaviors. Recommendations include strengthening teacher training programs, providing institutional support, and embedding environmental values into school policies to sustain positive attitudes and practices.

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Barriers to Environmental Protection

Dizon and Mangubat (2025) revealed that common barriers include limited resources and facilities, lack of institutional support, insufficient training in environmental education, and competing academic priorities. Teachers expressed positive attitudes toward environmental protection but reported difficulties in sustaining practices such as waste segregation, energy

conservation, and participation in school greening programs due to these constraints. The study concluded that overcoming these barriers requires stronger policy support, adequate resources, and continuous professional development. Recommendations included integrating environmental education into teacher training, providing schools with necessary facilities, and embedded sustainability into institutional policies. Mendoza and Javier (2023) revealed that while teachers generally hold positive attitudes toward environmental protection, several barriers hindered consistent practice. These included limited resources and facilities, lack of institutional support, insufficient training in environmental education, and competing academic priorities. The study concluded that overcoming these barriers requires stronger policy support, adequate resources, and continuous professional development. Recommendations included integrating environmental education into teacher training, providing schools with necessary facilities, and embedded sustainability into institutional policies to ensure long-term effectiveness.

Support Needs for Environmental Protection Practices

Dizon and Mangubat (2025) recognized educators as central agents of sustainability, the research investigated the types of assistance required to effectively model and promote eco-friendly behaviors among learners. Using a descriptive-survey design, data were collected from public school teachers through questionnaires and interviews. Findings revealed that teachers required stronger institutional support, adequate resources, and continuous professional development to sustained environmental initiatives. Specific needs included access to teaching materials, training in environmental education, administrative backing, and community partnerships. While teachers demonstrated positive attitudes and willingness to engaged in environmental protection, systemic barriers limit their effectiveness.

Garcia and Lumibao (2025) revealed that teachers required stronger institutional support, adequate resources, and continuous professional development to sustained environmental initiatives. Specific needs included access to teaching materials, training in environmental education, administrative backing, and community partnerships. While teachers demonstrated positive attitudes and willingness to engaged in environmental protection, systemic barriers limit their effectiveness. The study concluded that addressing these support needs is essential for embedding sustainability into school culture.

Research Methodology

Research Design

The investigation utilized the descriptive-correlational research design. Data gathered was analyzed quantitatively. Descriptive method was used for the study to describe the teachers' environmental awareness development in terms of environmental knowledge, awareness of human impact and responsibility, and awareness of environmental policies and participation opportunities; found out the teachers' environmental protection practices in terms of knowledge of environmental protection, attitudes towards environmental protection, barriers to environmental protection, and support needs for environmental protection practices and correlated the significant relationship between the teachers' environmental awareness development and their environmental protection practices.

Research Locale

This study was conducted among elementary grade teachers in the public schools under Quezon I District, Division of Bukidnon, during School Year 2025–2026. The Quezon I District was one of the two educational districts in the municipality of Quezon, a first-class municipality located in the southern part of the Province of Bukidnon in Northern Mindanao, Philippines. The district was situated within a predominantly agricultural landscape and is characterized by a mixed of lowland and upland barangays with diversified cultural communities, including indigenous peoples.

The Quezon I District composed the following elementary and integrated schools: Quezon Central Elementary School, Don Antonio O. Floriendo Sr. Elementary School, Merangeran Elementary School, Libertad Elementary School, Mahayag Elementary School, Manuto Elementary School, Miluya Elementary School, San Jose Integrated School, Mensalirac Integrated Elementary School, Zubiri Village Elementary School, and Kibacania Elementary School.

These schools are distributed across both lowland barangays and remote sitios, reflecting a diversified educational landscape. Accessibility varies, with some schools required long travel distances or crossing rivers, which can impacted both teacher and learner attendance, particularly during the rainy season. Many learners belonged to economically disadvantaged households, while others come from IP communities, creating a culturally and socioeconomically diversified teaching environment. Teachers in the district served as front line implementer of government programs not only in basic education but also in child protection,

disaster preparedness, and environmental education. The district has participated in DepEd's Gulayan sa Paaralan, Brigada Eskwela, and Eco-Friendly Schools Program, which promote sustainability practices in school operations and instruction.

Despite their commitment, teachers faced recurring challenges such as limited teaching materials on environmental education, lacked of systematic professional development focused on sustainability, and insufficient community involvement. Furthermore, gaps in awareness about environmental policies remained among some educators.

Given these realities, Quezon I District presented a compelling locale for studying the awareness development and environmental protection practices of elementary grade teachers. The setting provides a balance of environmental challenges, cultural diversity, and instructional demands, making it a suitable site to explore how teachers promote environmental consciousness in their classrooms and how they translate awareness into meaningful and context-based environmental practices.

Findings

Level of teachers' environmental awareness development in terms of environmental knowledge, awareness of human impact and responsibility and awareness of environmental policies and participation opportunities were all very high.

Level of teachers' environmental protection practices in terms of knowledge of environmental protection, attitudes towards environmental protection, barriers to environmental protection, and support needs for environmental protection practices were all very high.

There was a significant relationship between the teachers' environmental awareness development in terms of Environmental Knowledge, Awareness of Human Impact and Responsibility and Awareness of Environmental Policies and Participation Opportunities and their environmental protection practices.

CONCLUSIONS AND RECOMMENDATIONS

There were the research conclusions based from the research findings.

Teachers' Environmental Awareness is Highly Developed.

Teachers possessed a very high level of environmental awareness across multiple dimensions, including environmental knowledge, understanding of human impact and responsibility, and awareness of environmental policies and participation opportunities. This indicates that

teachers are well-informed and conscious of environmental issues and their roles in promoting environmental stewardship.

Teachers Demonstrated Strong Environmental Protection Practices.

Teachers consistently exhibit very high levels of environmental protection practices, including knowledge application, positive attitudes, and active engagement in school and community initiatives. Despite facing barriers, such as limited resources and time constraints, teachers recognize the importance of environmental education and seek support to enhance their practices.

Environmental Awareness Positively Correlations Environmental Protection Practices.

Teachers' environmental awareness was associated with their environmental protection practices. Specifically, higher levels of environmental knowledge, awareness of human impact and responsibility, and awareness of policies and participation opportunities correspond to stronger and more consistent environmental protection practices in schools. This highlights the crucial role of environmental awareness as a foundation for effective environmental action.

Teachers are encouraged to sustain or enhance their environmental knowledge and awareness by actively participating in professional development programs, workshops, and seminars focused on environmental education. They are encouraged to integrate environmental topics into classroom lessons, model sustainable practices, and engage students in meaningful environmental activities such as tree planting, recycling drives, and community clean-up projects to strengthen their environmental protection practices.

School leaders are requested to provide adequate support to teachers by supplying necessary resources, facilities, and materials for environmental education. Administrators are encouraged to establish school-wide policies, programs, and incentives that promote environmental care. Since the results of the study indicates significant relationships to the teachers, school leaders, as well as the community or stakeholders; they were encourage to sustain if not in order that the environmental practices among them will be fully implemented by the implementing agency in order to regenerate the collapsing issues on environmental protection.

Future researchers are recommended to explore additional retest on different settings that influence teachers' environmental protection practices, such as socio-cultural influences, community engagement, and policy implementation effectiveness.

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