

# Perceived Roles in the Community in Promoting Environmental Awareness Among Grade 5 Learners

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## Index Terms:

environmental awareness, environmental programs, community participation and involvement, knowledge of environmental issues, attitudes toward environmental protection.

**Abstract.** This study aimed to determine the perceived roles of the community in promoting environmental awareness among Grade 5 learners in the San Fernando II District during the year 2026. The study employed a descriptive-correlational research design to investigate the relationship between the community's perceived role in promoting environmental awareness and the respondents' level of environmental awareness. Specifically, it examined how environmental programs, community participation, and community involvement contribute to shaping learners' knowledge and attitudes toward environmental protection. Data were gathered using a structured questionnaire and were analyzed using appropriate statistical tools to determine both the level of perception and the degree of relationship between variables. These findings imply that a strong partnership between the school and the community plays a vital role in enhancing environmental awareness among learners. Communities can sustain and strengthen structured environmental programs while providing learners with more opportunities to actively participate in hands-on environmental activities. Schools and community leaders should collaborate in organizing awareness campaigns, workshops, and community-based projects that encourage dialogue, cooperation, and shared responsibility. Moreover, educational institutions should continuously implement programs that not only develop environmental knowledge but also foster positive attitudes and responsible behaviors. Learners should be encouraged to apply their knowledge in their daily lives and act as environmental advocates within their homes and communities. Overall, integrating education, participation, and social influence can significantly promote environmental awareness and support the development of environmentally responsible citizens.

## Introduction

Environmental issues such as pollution, deforestation, and climate change pose serious global challenges that directly impact both ecosystems and future generations. Schools play a key role in promoting environmental awareness, but their efforts are significantly strengthened when communities actively participate. Research shows that community involvement through real-life activities like clean-up drives, tree planting, and recycling programs enhances learners' understanding of ecological issues, builds a sense of responsibility, and encourages sustainable behaviors. These studies highlight that communities are not just supporters but essential partners in shaping environmentally conscious learners.

Despite this recognition, many communities still struggle to maintain consistent and meaningful engagement with schools. Environmental initiatives are often limited to short-term activities instead of long-term, values-driven programs. Additionally, there is limited research on how community members themselves perceive their role in environmental

education, particularly at the basic education level. This gap underscores the need to explore community perspectives to better understand how they contribute to and influence learners' environmental awareness.

This study aims to examine how community stakeholders perceive their involvement in promoting environmental education among learners. It focuses on identifying their roles in supporting initiatives, modeling sustainable practices, and integrating ecological values. The findings are expected to benefit educators, policymakers, and community members by providing insights into effective collaboration strategies. Ultimately, the study emphasizes that environmental awareness is a shared responsibility, and strong community participation is key to developing responsible citizens who can protect the environment for future generations.

### Conceptual Framework

This study is grounded in Urie Bronfenbrenner's Ecological Systems Theory (1979), which explains that a child's development is shaped by interactions within various environmental systems. In this context, the community forms part of the learner's microsystem and mesosystem, playing a crucial role in influencing environmental awareness. Through community-based activities such as environmental programs, campaigns, and local initiatives, learners gain real-life experiences that strengthen their understanding of ecological responsibility. The theory emphasizes that learning occurs through continuous interaction with one's environment, highlighting the importance of collaboration among families, schools, and communities in shaping positive environmental values and behaviors.

The conceptual framework of the study identifies the perceived roles in the community as the independent variable, particularly focusing on environmental programs and community participation. These factors significantly influence the dependent variable, which is the level of environmental awareness among Grade 5 learners, measured through their knowledge of environmental issues and attitudes toward environmental protection. Environmental programs provide structured opportunities for learners to engage in activities such as clean-up drives, tree planting, and waste management, enhancing both their cognitive understanding and positive attitudes. Meanwhile, active community participation allows learners to observe and imitate environmentally responsible behaviors, reinforcing their awareness through social interaction and shared responsibility.

Furthermore, the study highlights that collaboration between parents, community stakeholders, and schools bridges the gap between theoretical learning and real-life application. Experiential learning and role modeling strengthen the internalization of environmental values, leading to improved knowledge and more positive environmental attitudes. The findings confirm that strong community engagement directly contributes to higher environmental awareness among learners. Ultimately, the study supports Bronfenbrenner's idea that development is a result of dynamic interactions between individuals and their environment, emphasizing that communities play an active and essential role in fostering sustainable practices and ecological consciousness among young learners.

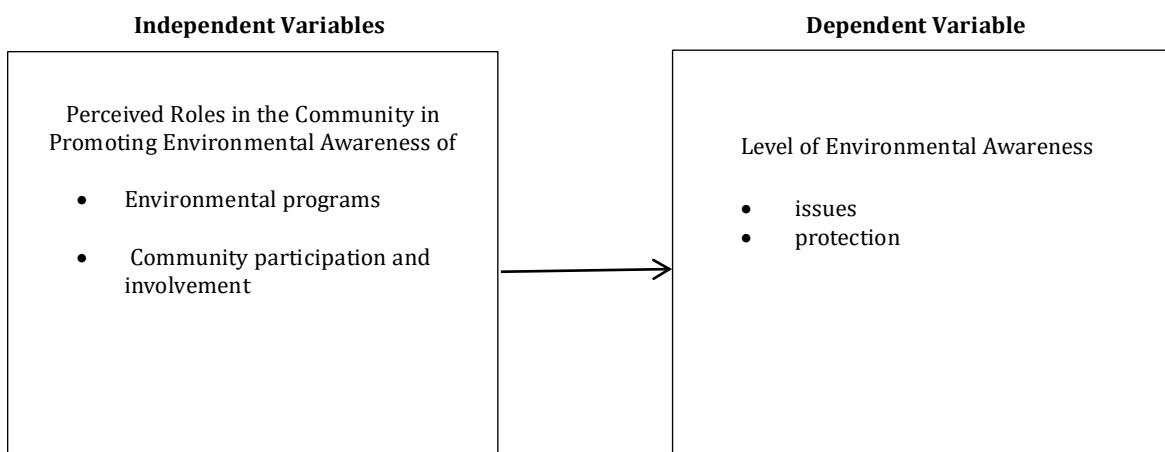


Figure 1. The schematic diagram of the study shows the independent variables and dependent variables.

### *Statement of the Problem*

This study aimed to determine the perceived roles in the community in promoting environmental awareness among learners. Specifically, it sought to answer the following questions:

1. What is the level of the perceived roles in the community in promoting environmental awareness among learners in terms of environmental programs, community participation, and involvement?
2. What is the level of environmental awareness among learners in terms of their knowledge of environmental issues and attitudes toward environmental protection?
3. Is there a significant relationship between the perceived roles in the community in promoting environmental awareness among learners in terms of environmental programs and community participation and involvement, and the level of environmental awareness among learners in terms of their knowledge of environmental issues and attitudes toward environmental protection?

### *Delimitation of the Study*

This study on the Perceived Roles of the Community in Promoting Environmental Awareness among Grade 5 Learners in San Fernando 2 District is delimited to selected integrated schools within the said district. It focuses exclusively on Grade 5 learners as respondents, as they are considered to have sufficient understanding of environmental concepts and community involvement. The scope of the study was confined to examining the perceived roles of the community in terms of environmental programs, community participation, and involvement. It does not include the roles of other institutions such as government agencies, non-government organizations, or the private sector. Data collection was limited to the current school year, and results are based solely on the responses and perceptions of the chosen participants within the San Fernando 2 District, making the findings not generalizable to other districts or grade levels.

### *Review of the Literature*

Perceived roles in the community, particularly through environmental programs, play a significant role in shaping learners' environmental awareness. Studies show that well-designed, community-based programs that integrate experiential and hands-on activities lead to measurable improvements in both knowledge and pro-environmental behavior. For instance, Ardoin et al. (2020) found that environmental education programs are more effective when they include community-linked, experiential learning rather than purely classroom-based instruction. Similarly, Yesilyurt (2020) emphasized that combining classroom learning with community activities such as field trips and stewardship projects enhances learners' awareness and encourages behavior change. In addition, Ballard et al. (2024) highlighted that participation in community and citizen-science programs fosters learners' sense of agency and belonging, while Djuric et al. (2022) noted that program success is strengthened when aligned with family and community support. Kosta (2022) further stressed that sustained, community-embedded programs are more effective than one-time activities.

Community participation and involvement also play a crucial role in promoting environmental awareness by connecting learning to real-world experiences. Mogensen and Schnack (2019) explained that environmental education becomes more meaningful when learners actively participate in community-based activities such as clean-up drives and recycling programs. Likewise, Chawla and Cushing (2021) found that learners engaged in community-led environmental actions demonstrate higher levels of awareness and commitment to sustainability. Ogunyemi and Ifegbesan (2018) added that partnerships among teachers, parents, and local organizations foster shared responsibility and encourage learners to apply environmental practices beyond school. Furthermore, Okur-Berberoglu (2020) emphasized that community involvement strengthens learners' environmental identity and social responsibility, while Agboola and Salawu (2022) concluded that consistent community participation is essential for sustaining environmental awareness and preventing programs from becoming purely theoretical.

Knowledge of environmental issues is a key determinant of learners' environmental awareness, as it forms the cognitive foundation for understanding environmental problems. Pe'er, Goldman, and Yavetz (2019) argued that learners with strong knowledge of issues such as climate change and pollution demonstrate deeper awareness and informed decision-making. Similarly, Kollmuss and Agyeman (2020) noted that knowledge acts as a catalyst for pro-environmental behavior. However, studies such as Rios and Maneja (2018) and Tuncer, Ertepinar, and Sungur (2018) emphasized that knowledge is most effective when delivered through contextualized and experiential learning. Other researchers, including Cruz and Tantengco (2019) and Kasymova and Gaynor (2019), pointed out that knowledge alone may not lead to meaningful awareness without real-life application and emotional engagement. Findings from Cañas and Zoleta (2024), Atienza (2024),

and Enguio (2024) further revealed that learners often possess only surface-level knowledge, highlighting the need for deeper, more relevant instruction. Overall, scholars such as Hadjichambi (2021) and Howard Hunter and Jordan (2023) affirm that while knowledge is essential, its depth, relevance, and application determine the level of environmental awareness.

Attitudes toward environmental protection are equally critical, as they influence how knowledge is translated into action. Hines, Hungerford, and Tomera (2019) found that positive environmental attitudes strongly predict pro-environmental behavior among learners. Schultz (2020) further explained that emotional connection to nature enhances these attitudes, making learners more likely to engage in sustainable practices. Liefländer and Bogner (2018) demonstrated that hands-on environmental programs lead to long-term improvements in attitudes, while Esa (2019) highlighted the importance of teachers and community members as role models in shaping learners' values. Additionally, Tuncer and Ertepinar (2021) emphasized that continuous integration of environmental education across subjects reinforces positive attitudes over time. Together, these studies show that environmental awareness is not only knowledge-based but also deeply influenced by attitudes, emotional engagement, and consistent social and educational support.

## Methodology

Everything from the study's design and location to its sampling strategy, instrument, data collecting methods, and statistical analysis tools is detailed in this chapter.

### *The Research Design*

Using a descriptive correlational research strategy, this study looked at how students' levels of environmental consciousness were correlated with their perceptions of the community's involvement in fostering such knowledge. This study's methodology is sound since it enabled the investigator to characterize the current state of affairs and evaluate the strength of the correlation between variables in an unmanipulated fashion. This method involves collecting information from learners on their environmental protection knowledge, attitudes, and behaviors through a structured questionnaire that also assesses the community's engagement, support, and involvement in environmental programs. A correlational analysis will determine if there is a statistically significant relationship between the two variables, while a descriptive analysis will give a synopsis of the present state of community involvement and student awareness.

### *Research Locale*

The research was conducted in the Philippines, specifically in the province of Bukidnon, in the San Fernando District 2 of the Bukidnon Division. The hilly topography, tight-knit towns, and abundant agricultural land in San Fernando are well-known for their commitment to sustainability and environmental protection. A number of barangays make up the district, and in each one, education and community involvement play key roles in fostering local development. With its abundance of natural features—forests, rivers, and farmlands—this area is perfect for research that looks at how the community might help students become more environmentally conscious.

A public school that serves both primary and secondary students, Kibongkong Integrated School is one of the sites of the investigation. Tree planting, solid waste management, and vegetable gardening are just a few of the school's environmental activities that get strong community support in the rural barangay where it is located. The school's dedication to creating students who are conscious of environmental issues is demonstrated by its incorporation of environmental education throughout the curriculum. Teachers and community members work closely together, creating an ideal setting to examine the impact of community involvement on students' environmental consciousness. The research also takes place at Iglusad Integrated School, which educates students from a variety of neighboring barangays. Environmental measures spearheaded by the school and the city government have earned the institution a stellar reputation. Community members are frequently enlisted in environmental cleanup initiatives and "Clean and Green" campaigns. The research would benefit greatly from the combined effort between the school and the community, as it fosters an engaging learning environment where students can witness the significance of environmental conservation directly.

Namnam Integrated School was also a part of the research because of its location in an agricultural community whose residents rely substantially on the land and its resources for subsistence. Lessons on sustainable agriculture, forest preservation, and biodiversity conservation are a part of these schools' environmental education programs. Students are able to make a stronger connection between what they learn in the classroom and what they do to protect the environment when members of the community pitch in with school programs like recycling and replanting.

Finally, another location inside the district that was used for research was Bonacao Integrated School. Together with parents and barangay officials, the school is working to make the community more environmentally conscious and clean. It runs environmental initiatives that inspire students to do their part for the environment in and out of the classroom. There is a mutual commitment to fostering ecologically conscious individuals, and the school and community work together to make that happen.

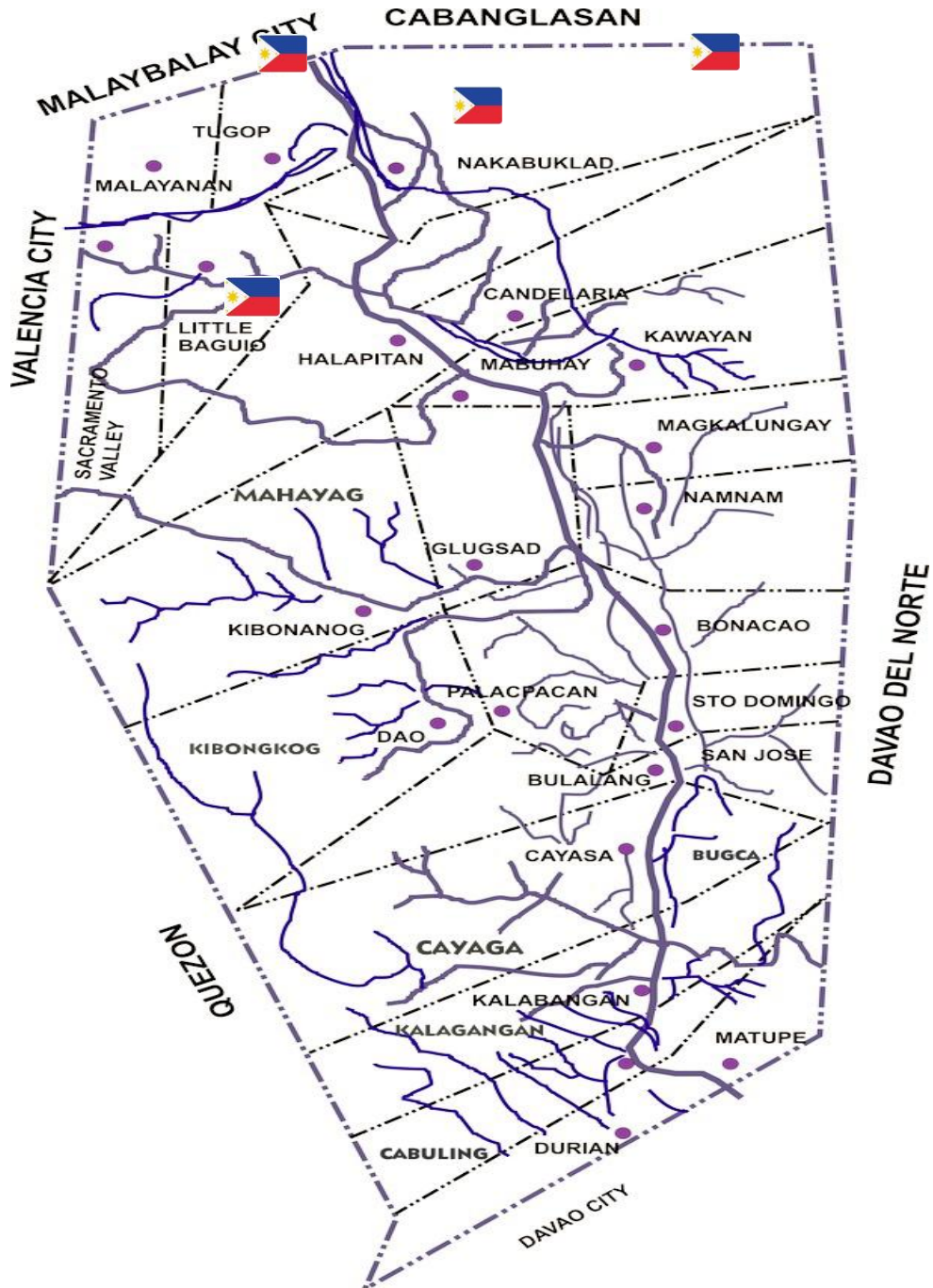


Figure 2. Administrative Map of San Fernando, Bukidnon

### *Respondents of the Study*

For the academic year 2025–2026, 146 fifth graders from integrated schools in San Fernando, Bukidnon 2 District, Division of Bukidnon, were chosen to participate in the study.

Schools	Total No. Of the Population	Sample Size
Kibongkong Integrated School	41	41
Iglusad Integrated School	30	30
Namnam Integrated School	50	50
Bonacao Integrated School	25	25
<b>Total</b>	<b>146</b>	<b>146</b>

*Table 1. Distribution of Respondents by Schools*

### *Sampling Procedure*

This study used a comprehensive enumeration method, which means that every single person in the target group was surveyed. This method is considered suitable because the entire number of fifth graders at that school is manageable and can be easily surveyed. The accuracy and dependability of the findings are enhanced by using complete enumeration, which guarantees a comprehensive representation of the entire teaching staff in the study. This method will give a comprehensive picture of the perspectives and experiences of all fifth graders in the study area while minimizing the effects of sampling bias.

### *Research Instrument*

A questionnaire that was modified from Yesilyurt's (2020) was utilized in this investigation. The data needed to complete the analysis were collected using a two-part questionnaire. Part 1 discusses the extent to which community members believe environmental initiatives and activities have a role in raising students' environmental consciousness. Section II focuses on students' environmental consciousness, namely their understanding of environmental issues and their stances on the need to safeguard the environment. The study's parameters informed the development and revision of the questionnaire.

### *Data Gathering Procedure*

Getting the go-ahead from the principal and other appropriate school or district officials to conduct the research was the first step in collecting data for this study. Participants will be given a brief orientation when approval has been obtained. During this orientation, the goal of the study will be explained, they will be assured that their responses will remain secure and anonymous, and it will be emphasized that their participation is voluntary. After the researcher gets permission, they will personally hand out survey questions using the total enumeration approach to all of the participating instructors. So as not to interfere with teachers' work, we gave respondents plenty of time to fill out the survey outside of class time. In order to make sure that the answers are accurate and comprehensive, the researcher is available to answer any questions about the products. After the surveys are gathered, they are double-checked to make sure they are comprehensive, and then they are prepared for coding and statistical analysis. The collected data will be coded and analyzed using descriptive and inferential statistics like mean, standard deviation, and Pearson's  $r$ . The goal is to find out how much students know about environmental issues and how they feel about the community's role in promoting environmental awareness through environmental programs and community involvement and involvement.

### *Ethical Considerations*

Ethical standards are strictly adhered to in order to safeguard the rights and welfare of all participants in this study on the level of environmental awareness among learners in terms of their knowledge of environmental issues and attitudes toward environmental protection, as well as on the level of environmental awareness among learners in terms of community participation and involvement and environmental programs. Before doing any research, the researcher made sure that all participants had a thorough understanding of the study's purpose, methods, and limitations before obtaining their informed consent. Teachers are made aware that their participation is completely optional and that they are free to withdraw at any time without facing any repercussions. There is no pressure or obligation on any student to fill out the survey; all students are simply asked to provide their informed permission. Furthermore, no dishonesty was used in the study, and all questions were crafted to honor the respondents' dignity and professional status.

*Statistical Treatment of Data*

In order to evaluate and analyze the data from this study, the following statistical tools were used: Learners' perceptions of community involvement and environmental programs were measured using means and standard deviations to establish the extent to which the community was seen as playing a role in raising environmental awareness. Learners' environmental awareness was measured using means and standard deviations for two variables: their knowledge of environmental concerns and their attitudes toward environmental protection. Learners' levels of environmental awareness were shown to be significantly related to their perceptions of the community's roles, according to the Pearson r Product-Moment Correlation Coefficient, or Pearson r.

**Results and Discussion**

This chapter summarizes the study's findings on the topic of environmental awareness education for fifth graders as it relates to the community's perceived roles in this endeavor. Various community members' contributions to raising students' environmental consciousness are explained in detail by organizing, analyzing, and interpreting the data gathered from the respondents. The purpose of presenting the statistics is to draw attention to the respondents' views and opinions on how community members might encourage environmental responsibility among fifth graders. The information in this section is structured in a way that corresponds to the order in which the particular issues mentioned in the Problem Statement are presented.

Each part begins with the presentation of the results and continues with an analysis and interpretation to clarify the significance and consequences of the results. This research aims to fill a gap in our understanding of the ways in which fifth graders' involvement in their communities affects their capacity to become environmentally conscious. In Table 2, we can see how fifth graders rate their community's involvement in environmental education initiatives. To find out how community-based environmental projects help raise students' environmental consciousness and get them involved in protecting the environment, this table presents the study problem. Overall perception of environmental initiatives is shown in the data, together with mean scores, standard deviations, and qualitative comments for each indicator.

Indicator	Mean	SD	Qualitative Description
Being a student..			
Community environmental initiatives, in my opinion, are a great way to learn more about the importance of protecting the environment.	3.88	1.047	High Level
Our community has environmental programs, and I am aware of them.	3.85	0.967	High Level
What I learned through community environmental programs influences my routines every day.	3.83	1.179	High Level
Tree planting and cleanup events are only two examples of the community environmental projects in which I take part.	3.74	1.143	High Level
Community leaders have urged me to become involved in environmental initiatives and events.	3.72	1.217	High Level
<b>Overall</b>	<b>3.80</b>	<b>0.699</b>	<b>High Level</b>

*Table 2 Level of the Perceived Roles in the Community in Promoting Environmental Awareness, Among Grade 5 Learners in Terms of Environmental Programs*

Table 2 displays the community's perceived roles in fostering environmental consciousness among students, particularly through environmental initiatives within the community. Students in fifth grade had a positive impression of community environmental initiatives and their ability to raise environmental consciousness, according to the data in Table 2. For "I believe that community environmental programs help increase my awareness of environmental protection," the highest mean score was 3.88 with a standard deviation of 1.047. It is evident that students greatly appreciate the significance of community projects in enhancing their comprehension of environmental matters. "I am aware of the environmental programs organized by our community" came in second (M = 3.85, SD = 0.967), indicating that the majority of students are knowledgeable about what's going on in their own backyard. The third most important factor is "I apply the knowledge I gained from community environmental programs in my daily habits" (M = 3.83, SD = 1.179), which indicates that students put their environmental awareness into practice by engaging in practical actions like recycling and reducing their trash. The next statement, "I participate in community environmental programs such as tree planting and clean-up drives,"

indicates a moderate level of involvement in environmental initiatives, with a mean score of 3.74 and a standard deviation of 1.143. While it is still considered a high-level indication, the indicator with the lowest mean is "I am encouraged by community leaders to join environmental campaigns and activities" (M = 3.72, SD = 1.217). This shows that students may depend less on official community leadership and more on self-awareness and the influence of their school than on official encouragement from leaders. The overall impression that community environmental initiatives greatly increase students' environmental consciousness is borne out by the high composite mean of 3.80 (SD = 0.699). The findings highlight the significance of community environmental activities in raising environmental consciousness among primary school students. Students see these programs as useful resources for expanding their knowledge about environmental protection, according to the highest-rated indicator. This emphasizes the significance of continuing and growing community-based programs like awareness campaigns, tree planting, and clean-up drives. The results also suggest that being informed isn't enough; regular chances to participate are needed to encourage eco-friendly actions. Leadership engagement and visible support could further encourage students to participate in environmental activities, since encouragement from community leaders earned the lowest mean. For students' continued engagement and implementation of eco-friendly behaviors, schools and community groups might work together more closely.

The efficacy of community programs can be improved by better communication, tactics to involve kids, and support from leadership. In the end, communities may foster long-term sustainability through consistently implementing and adequately funding environmental initiatives, which in turn assist in teaching young people to be ecologically responsible. Learners' environmental consciousness is positively affected by community programs, according to multiple studies. Students' pro-environmental attitudes can be strengthened through active participation in environmental activities, according to Djuric et al. (2022). Students develop a stronger sense of personal responsibility for environmental protection when they take part in hands-on environmental projects. By becoming involved, they can learn more about the environmental problems that are impacting their neighborhood. As an added bonus, it encourages students to take responsibility for their impact on the planet. Students learn to value and act in ways that are protective of the environment through these experiences.

Ogunyemi and Ifegbesan (2018) also found that when people use what they've learned about the environment in practical ways, it helps them remember it and encourages them to change their behavior for the better in the long run. Students are more likely to retain and use environmental ideas when they have chances to put what they learn into practice. Students' interest in and engagement with environmental issues are both boosted by the participation of influential members of the community. With their help, children are inspired to get involved and make a difference in the world around them.

Furthermore, as Okur-Berberoglu (2020) proposed, students' knowledge of environmental issues can be strengthened by frequent exposure to such activities. Students who participate consistently in these activities are more likely to develop lifelong, beneficial practices that benefit the environment. Table 3 shows the extent to which fifth graders believe their community duties should be prioritized in order to raise environmental awareness. Learners' perceptions of their active engagement in community-based environmental efforts are examined in this table, which solves the research problem. For every metric, including total involvement and participation, the findings display the mean scores, standard deviations, and qualitative descriptors.

Indicator	Mean	SD	Qualitative Description
Being a student..			
I am committed to doing what I can to keep my neighborhood clean and green.	4.23	0.977	Very High Level
In order to help find answers to environmental problems, I participate in community debates.	3.77	1.012	High Level
I hope that by being an active participant in community events, I might inspire others to do the same.	3.58	1.005	High Level
It is my goal to lend a hand with local environmental preservation efforts as a volunteer.	3.52	1.292	High Level
To raise environmental consciousness at our school, I collaborate with other members of the community.	3.32	1.499	High Level
<b>Overall</b>	<b>3.68</b>	<b>0.724</b>	<b>High Level</b>

*Table 3 Level of the Perceived Roles in the Community in Promoting Environmental Awareness Among Grade 5 Learners in Terms of Community Participation and Involvement.*

Table 3 displays the students' views on the community's responsibility to raise environmental consciousness via action and engagement. Table 3 shows that fifth graders have a generally positive view of the importance of community service in

raising environmental consciousness. At the Very High Level, the item "I feel responsible for helping my community maintain a clean and green environment" had the highest mean score ( $M = 4.23, SD = 0.977$ )... This shows that students care deeply about protecting the environment in their local communities. With a mean score of 3.77 and a standard deviation of 1.012, "I take part in community discussions about environmental issues and solutions" is the second most important indication, indicating that students are mostly involved in environmental awareness and conversation. The next statement demonstrates that students are aware of their ability to be environmental advocates: "I believe that my active involvement in community activities can influence others to care for the environment" ( $M = 3.58, SD = 1.005$ ). "I volunteer in community projects that aim to protect and preserve nature" comes next with a score of 3.52 (standard deviation = 1.292), suggesting a strong desire to help with environmental causes.

Although it is still included in the High-Level description, "I work with other community members to promote environmental awareness in our school" has the lowest mean among the indicators ( $M = 3.32, SD = 1.499$ ). Learners generally view community participation as a crucial component in cultivating environmental consciousness, as indicated by the overall mean of 3.68 ( $SD = 0.724$ ). The results show that fifth graders have a deep concern for the environment, since they gave themselves a very high rating for keeping their neighborhood clean and green. This shows that many students start internalizing environmental values at a young age. Volunteering and community collaboration scored lower than expected, suggesting that options for and encouragement of active participation in community-based environmental efforts are restricted. Environmental awareness and participation can be further enhanced by bolstering initiatives that encourage collaboration among students, schools, and community members. Teachers and community leaders can do more to engage students in class discussions, group projects, and advocacy efforts by designing programs with greater opportunities for student participation. Learners may be empowered to become more proactive environmental stewards if they are encouraged to participate in environmental decision-making. Furthermore, students' engagement in environmental conservation could be strengthened by the incorporation of community service into school programs. Learners' leadership abilities and community-wide environmental responsibility can both benefit from more chances to participate and collaborate. Students' growing environmental consciousness is strongly correlated with their level of active engagement, according to the research. Students' pro-environmental actions are bolstered by active participation in community projects, according to Ballard et al. (2024). Participation in environmental activities provides students with hands-on experience that enhances their comprehension of environmental challenges. Additionally, Ardoin et al. (2020) found that students who participate in environmental discussions and volunteer work are more inclined to embrace sustainable methods. Participating in these exercises will force students to consider how their daily choices affect the world around them. Consequently, encouraging ecologically conscious actions becomes a viable tactic through participation.

In addition, as pointed out by Ahmad and Zulkifli (2021), students are more likely to practice environmental stewardship when they have a strong feeling of personal responsibility. Sustainability practices are more likely to be adopted by students when they perceive themselves as having a personal responsibility to safeguard the environment. Learning and social impact are both bolstered by group work in the classroom and the wider society. Students can learn from one another and encourage each other to make eco-friendly choices when they work together. Students are able to put their environmental education into practice by volunteering because of the practical experience it provides. In general, research shows that students' attitudes and behaviors toward the environment are greatly influenced by their level of engagement and participation.

Indicator	Mean	SD	Qualitative Description
Being a student..			
I am aware that contamination and environmental damage might result from inappropriate garbage disposal.	4.05	0.995	High Level
Water and electricity conservation are important issues, and I get it.	3.86	1.167	High Level
I get that burning fossil fuels and other human activities are the main drivers of climate change.	3.79	1.285	High Level
Plastic pollution harms marine life and takes a long time to break down, which is something I am well aware of.	3.77	1.247	High Level
Cutting down too many trees causes flooding and destroys habitat for animals, which is something I am well aware of.	3.55	1.296	High Level
<b>Overall</b>	<b>3.80</b>	<b>0.665</b>	<b>High Level</b>

*Table 4 Level of Environmental Awareness Among Grade 5 Learners in Terms of Their Knowledge of Environmental Issues.*

Table 4 shows the extent to which fifth graders are aware of environmental issues based on their understanding of such issues. An examination of students' familiarity with environmental issues like pollution, global warming, trash management, and conservation is the goal of this table, which answers the research question. Each indicator, including general knowledge level, has its mean score, standard deviation, and qualitative description shown in the findings. Learners' environmental awareness is shown in Table 4 based on their understanding of environmental concerns. According to Table 4, fifth graders have a good grasp of environmental issues and exhibit a high level of environmental consciousness. "I know that improper waste disposal can cause pollution and harm the environment" had the highest mean score (M = 4.05, SD = 0.995). As a result, it seems like the students really get the concept of how trash management impacts ecosystems. "I understand the importance of conserving water and electricity to protect natural resources" (M = 3.86, SD = 1.167), the second-highest indicator, shows that students know how important it is to save resources for the future of the planet. "I understand that climate change is caused by human activities such as burning fossil fuels" (M = 3.79, SD = 1.285). The third indicator demonstrates that learners are cognizant of the role that humans play in environmental crises. Students' understanding of the environmental consequences of plastic pollution is demonstrated by the following statement: "I know that plastic waste takes a long time to decompose and affects marine life" (M = 3.77, SD = 1.247). "I am aware that cutting down too many trees can lead to flooding and loss of wildlife habitat" (M = 3.55, SD = 1.296) still remains in the High Level group, but it has the lowest mean score among the indicators. Fifth graders have a solid grasp of environmental issues, according to the overall mean of 3.80 (SD = 0.665). The results show that students have learned a lot about environmental issues, especially those pertaining to recycling and reducing their impact on the environment.

Maybe this is a result of how well environmental education initiatives are doing in communities and schools when they focus on real-world examples and issues. Learners may have been positively impacted by trash management campaigns and school-based efforts, given the high awareness of incorrect waste disposal. However, the relatively lower mean regarding deforestation and its environmental effects indicates that learners may benefit from deeper discussions about ecosystem balance and biodiversity. More lessons and activities pertaining to forest conservation and habitat protection can be a great way for educators and community leaders to enhance environmental education. Environmental projects, field trips, and awareness campaigns are all examples of interactive learning practices that could help students better grasp these complicated topics. Additionally, local groups and schools can work together to give students hands-on learning opportunities that complement classroom instruction on environmental topics. In sum, fostering ecologically conscious attitudes and actions in the next generation begins with expanding their environmental literacy in primary school. Learners' environmental knowledge and consciousness are positively correlated, according to research. To act in an environmentally conscious manner, one must first have a firm grasp of critical environmental issues, as stressed by Lagunzad (2018). Learning about issues like deforestation, waste management, and conservation helps people form more sustainable practices (Cruz & Tantengco, 2019). Awareness of climate change causes has been linked to active engagement in mitigation strategies (Hadjichambi, 2021).

Indicator	Mean	SD	Qualitative Description
Being a student...			
Keep the planet habitable; I've been preaching it to my friends and family.	4.34	0.776	Very High Level
A part of me feels obligated to do everything I can to keep the planet habitable.	4.20	1.058	Very High Level
If it means less damage to the planet, I'll alter my behavior.	4.11	1.143	High Level
When I see people trashing the environment or squandering resources, it worries me.	3.94	1.008	High Level
Taking part in initiatives that support greener living is something I'm proud of.	3.90	1.110	High Level
<b>Overall</b>	<b>4.10</b>	<b>0.659</b>	<b>High Level</b>

Table 5 Level of Environmental Awareness Among Grade 5 Learners in Terms of Attitudes Toward Environmental Protection.

In Table 5, we can see how environmentally conscious fifth graders are in terms of their views on the need to protect the environment. The research problem is to find out how students show care, accountability, and dedication to preserving the environment, and this table answers that question. The findings display the average scores, standard deviations, and descriptive qualitative information for every indicator, together with the total degree of ecological consciousness. Learners' views toward environmental conservation are shown in Table 5, which shows their level of environmental awareness. When it comes to their views on environmental protection, the indicators in Table 5 show that fifth graders generally have a high level of environmental awareness. "I encourage my classmates and family to care for the environment"

reached the very top of the list with the highest mean score ( $M = 4.34, SD = 0.776$ ), indicating a Very High Level competency. This shows that students are making an effort to encourage others around them to be more environmentally conscious. "I believe it is my responsibility to help protect the environment" ( $M = 4.20, SD = 1.058$ ), the second highest indicator, also read as Very High Level, indicates that students have a significant personal responsibility to protect the environment. "I am willing to change my habits to reduce my impact on the environment" ( $M = 4.11, SD = 1.143$ ). The third signal shows that learners are prepared to embrace eco-friendly practices. After that, students show emotional intelligence and care about environmental problems by saying things like "I feel concerned when I see people harming nature or wasting resources" ( $M = 3.94, SD = 1.008$ ). Though it is still considered a High Level sign, "I take pride in participating in activities that promote environmental protection" has the lowest mean ( $M = 3.90, SD = 1.110$ ) among all of the indicators. Students in fifth grade had generally good views toward environmental protection, as indicated by the overall mean score of 4.10 ( $SD = 0.659$ ). The results show that students have become quite environmentally conscious, especially when it comes to helping others and accepting personal responsibility for environmental protection. Students' eagerness to influence those around them reflects the internalization of environmental ideals, which may explain the very high scores. This shows that environmental education programs might have successfully instilled a responsibility to protect the environment in the minds of young people. Learners may benefit from greater chances to participate in meaningful environmental activities, as indicated by the slightly lower mean of pride in involvement, even though they support environmental conservation. Consequently, communities and schools should work together to enhance programs that give students opportunities to actively participate in environmental initiatives. Promoting environmental advocacy and reinforcing positive attitudes could be achieved through empowering students to take on leadership roles in environmental projects conducted inside their school. Furthermore, students' dedication to environmental protection may be better sustained if environmental principles are integrated into everyday classroom procedures. In general, encouraging ecologically concerned mindsets in young children can help shape the future generations to be responsible and conscientious citizens. Positive environmental views are correlated with sustainable practices, according to the research.

Students who have a sense of personal ownership over their surroundings are more inclined to take precautions, as pointed out by Signo (2019). In order to improve collective environmental stewardship, Enguio (2024) stressed the importance of encouraging family and friends. Learners are motivated to improve their practices when they are concerned about resource waste and environmental harm, according to studies (Cruz & Tantengco, 2019). Higher participation and retention of sustainable practices have been associated with pride in participating in environmental activities. The probability of engaging in ecologically responsible conduct over the long run is enhanced by attitudes, when coupled with knowledge and involvement. The research shows that students who have a favorable outlook on environmental protection are more inclined to take persistent actions that promote sustainability. Table 6 directly tackles the study problem, which aims to find out if fifth graders' environmental awareness is significantly correlated with their perceptions of community duties.

Variable	r	p-value	Interpretation
Environmental Programs	.595	.000	Significant
Community Participation and Involvement	.557	.000	Significant
<b>Overall</b>	<b>.650</b>	<b>.000</b>	<b>Significant</b>

*Table 6 Test of Significant Relationship Between the Perceived Roles in the Community in Promoting Environmental Awareness Among Grade 5 Learners in Terms of Environmental Programs and Community Participation and Involvement, and the Level of Environmental Awareness Among Learners in Terms of their Knowledge of Environmental Issues and Attitudes Toward Environmental Protection.*

Results showing a statistically significant correlation between students' self-reported levels of environmental consciousness and their views on the community's responsibility to do the same are shown in Table 6. The study focused on two facets of community roles: environmental initiatives and community involvement and participation. How well the students understood environmental issues and felt about the need to safeguard the environment were two indicators of their environmental consciousness. With a p-value of 0.000 and an r-value of 0.595, environmental programs are strongly correlated with one another. There is a strong positive correlation between community involvement and participation ( $r=0.557, p=0.000$ ). A robust and statistically significant association is demonstrated by the overall correlation of 0.650 with a p-value of 0.000, which incorporates both community factors.

These findings point to the fact that students exhibit more environmental consciousness after participating in environmental programs and after actively contributing to their communities. So, we can say that the null hypothesis, which stated that "There is no significant relationship between the perceived roles in the community in promoting environmental awareness among learners in terms of environmental programs and community participation and involvement, and the level of environmental awareness among learners in terms of their knowledge of environmental issues and attitudes toward

environmental protection," is not accepted. Findings suggest that students' environmental knowledge and attitudes are positively impacted by their perceptions of significant community involvement. Program involvement successfully supports learning, as indicated by the moderate to strong association (r-value of 0.595) for environmental programs.

The significance of active engagement is shown by the somewhat lower r of 0.557 for community participation and involvement, which nevertheless indicates a strong positive association. These correlations are confirmed to be statistically significant by the p-values of 0.000 across all variables. When taking into account both community roles simultaneously, they highly predict students' environmental consciousness ( $r = 0.650$ ). The results show that knowledge and attitude development can be achieved through both organized programs and activities where participants actively participate. The results highlight how education and engagement work together to make students more environmentally conscious. These results point to the importance of students' perceptions of their community's role in influencing their environmental consciousness. Community service and participation in environmental programs both teach people new things and encourage them to act in a more conscientious way. Learners gain emotionally and intellectually by having a community behind them, according to the positive correlations. Structured programs and participation opportunities work together to promote environmental stewardship, as shown by the high overall connection. This suggests that communities are essential for both instructing and inspiring students to live sustainably.

The strong correlations prove that community behaviors and activities have an impact on students' awareness development, rather than the other way around. In order to effectively promote environmental awareness, the results show that education, involvement, and social support must be combined. Learners' environmental awareness is significantly correlated with their level of community involvement, according to multiple studies. Taking part in organized programs improves environmental literacy and knowledge, as pointed out by Esa (2019). Participation in environmental projects, as pointed out by Atienza (2024), reinforces good attitudes and actions.

## Conclusion and Recommendations

Drawing from the study's findings, the following conclusions can be made:

The findings indicate that learners perceive the community's role in promoting environmental awareness through environmental programs and active participation as high. Community initiatives effectively enhance learners' knowledge, positive attitudes, and practical engagement in sustainable practices. The significant positive relationship between community roles and learners' environmental awareness confirms the influence of both structured programs and participatory activities. Overall, the community plays a crucial role in shaping learners' environmental consciousness and motivating responsible behavior.

The findings reveal that learners possess a high level of environmental awareness in terms of both knowledge of environmental issues and positive attitudes toward environmental protection. Learners demonstrate understanding of key concepts such as waste management, resource conservation, climate change, plastic pollution, and deforestation. They also show willingness to adopt sustainable habits, encourage others, and take pride in participating in environmental activities. Overall, learners' knowledge and attitudes indicate strong awareness and readiness to act responsibly toward the environment.

The results indicate a significant relationship between learners' perception of the community's roles in promoting environmental awareness and their own environmental awareness. Both environmental programs and active community participation are strongly associated with learners' knowledge of environmental issues and positive attitudes toward environmental protection. This suggests that community involvement directly contributes to learners' understanding, engagement, and responsible behavior toward the environment. Overall, learners' environmental awareness is influenced and enhanced by the combined effect of community programs and participatory activities.

*Derived from the study's conclusions, the following recommendations are proposed:*

Communities may continue strengthening environmental programs by providing learners with more opportunities to engage in practical, hands-on activities. Active collaboration between schools and community leaders is essential in promoting discussions, teamwork, and family involvement in environmental initiatives. Encouraging participation through recognition and incentives can further motivate learners to stay engaged. Strong partnerships among communities, schools, and learners help deepen environmental awareness and support long-term sustainable practices. Schools and communities should also sustain educational programs that enhance environmental knowledge while fostering positive attitudes toward environmental protection. Learners need to be encouraged to apply what they learn in their daily

lives and to share environmental practices with peers and family members. Integrating learning with participation and social influence can significantly strengthen both awareness and pro-environmental behavior. Continuous support through engagement, recognition, and meaningful projects helps maintain learners' commitment to environmental responsibility.

Collaborative initiatives such as clean-up drives, tree planting, and awareness campaigns should be consistently implemented to reinforce both knowledge and attitudes. These shared activities allow learners to experience environmental responsibility firsthand while extending their influence within the community. Learners should also be motivated to share environmental practices with peers and family to expand community impact. Sustaining these programs and strengthening partnerships among schools, community leaders, and learners promotes lasting environmental awareness and responsible behavior. For future research, this study may serve as a valuable reference in examining environmental awareness among elementary learners. It can help identify key stakeholders such as parents, teachers, school administrators, and community leaders, and analyze their roles in shaping learners' environmental consciousness. The study also provides a framework that future researchers can replicate, refine, or expand in different contexts or grade levels. Building on its findings can help develop more effective strategies for strengthening collaboration between schools and communities in promoting environmental sustainability.

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## Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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## Appendices

No appendices are attached to this study.