EVALUATION OF THE GREEN SCHOOL PROGRAM (GSP) OF PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF GUIMARAS: A BASIS FOR AN ENHANCEMENT

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ABSTRACT

This study evaluates the Green School Program in Guimaras, Philippines, based on the ratings provided by internal and external stakeholders. Internal stakeholders, including principals, head teachers, teachers, and students, gave an overall rating of M=3.87, with a descriptive rating of "good" in all five areas: physical aspects, curriculum, program, practices, and culture. External stakeholders, including LGU, PTA, and alumni, rated the program as a whole with an M=3.65 and a descriptive rating of "good" in all five areas. However, the mean rating for each area was lower than that of internal stakeholders. In terms of physical aspects, internal stakeholders rated the program with an M=3.98, while external stakeholders rated it with an M=3.75. For the curriculum, internal stakeholders rated the program with an M=4.00, while external stakeholders rated it with an M=3.87. This indicates that internal stakeholders are more comfortable with the program than external stakeholders. The study also reveals that the use of LED lights is not popular among schools, and external stakeholders are not fully aware of the benefits derived from using environmentally friendly lighting. The study suggests that the Green School Program needs further improvement to be fully implemented, particularly in some areas.

Keywords: *green school program, public secondary schools, Division of Guimaras*

INTRODUCTION

Concerns about climate change and global warming have led people to become more energy-efficient and less reliant on oil, resulting in the rise of terms like "sustainable," "environmental," "eco-friendly," and "earth-friendly" (Whitney and Whitney, 2012). In response, authoritative figures in the field of education have recognized the importance of sustainable behavior to produce informed citizens capable of contributing to a functioning civil society. This has led to the sustainability movement and collaborations among educational planners to integrate environmental education into school curricula, with a focus on energy conservation, material recycling, and pollution reduction (Martin, 2012).

The National Environmental Awareness and Education Act of 2008 mandated the integration of environmental education into school curricula by various government agencies, including the Department of Education (Dep Ed), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), and Department of Social and Welfare Development (DSWD) (Massey et al., 2015).

DepEd issued Order No. 52, S. 2011 urges public and private schools to enhance their environmental education programs to protect the environment in response to RA 9512, "An Act to Promote Environmental Education and for Other Purposes."

Despite these efforts, higher education faces the greatest challenge in promoting sustainable development, given the current global social and health problems caused by climate instability (Kopnina, 2012). Restructuring the human economy to resemble nature, utilizing renewable energy, and adopting circular production systems that repurpose waste products must be priorities. Education can play a vital role in achieving these goals by emphasizing interdependence between humans and their environments, values, ethics, active involvement, experiential learning, inquiry-based learning, and problem-solving (Martin, 2012).

The researcher, a secondary school teacher, noted that only a few schools in the Philippines have integrated eco-friendly curricula, despite the worldwide nature of the problem. Thus, there is a need to investigate whether public secondary schools in the Division of Guimaras are working to include sustainable practices in their lesson plans and raise their Green School Index. Such a study could aid in developing environmentally sustainable practices in the school's area of responsibility and contribute to the sustainability movement.

THEORETICAL FRAMEWORK

This study was anchored on the following theories:

Systems Theory: According to Ludwig von Bertalanffy's systems theory, an organization is made up of several interdependent subsystems that work together to achieve a common goal (Bertalanffy, 1968). In the case of the Green School Program, the evaluation could help identify areas of improvement in each subsystem and how they can work together more effectively to enhance the program.

Stakeholder Theory: The stakeholder theory was proposed by R. Edward Freeman (1984), suggesting that organizations have a responsibility to satisfy the needs of all stakeholders, including students, teachers, parents, and the community. An evaluation of the Green School Program could help identify the needs and expectations of each stakeholder group and how the program can better meet their needs.

Diffusion of Innovation Theory: The diffusion of innovation theory was proposed by Everett Rogers (2003), suggesting that new ideas or innovations spread through a population over time. The evaluation of the Green School Program could help identify the factors that influence the adoption and implementation of the program, as well as barriers that prevent its widespread use, leading to a more effective and efficient program.

Program Theory: A program theory helps identify the assumptions and beliefs underlying a program and how it is expected to achieve its desired outcomes. Carol H. Weiss (1997) proposed a comprehensive approach to program theory evaluation. An evaluation of the Green School Program could help identify the gaps between the expected and actual outcomes, leading to more informed decision-making about the program's design and implementation.

The evaluation of the Green School Program could benefit from a combination of these theories, as well as others, to provide a comprehensive understanding of the program's strengths and areas for improvement.

METHODOLOGY

A descriptive research design was adopted in this study. Descriptive research designs seek to characterize the nature of a situation as it existed at the time of the study, as well as to investigate the causes of certain events. This research design was chosen because a recent study wanted to find out how stakeholders in the green school program of public secondary schools in Guimaras rated it. The results of the study were used to improve the green school program.

The t-test was used in this study to compare the means of two groups of data and determine whether the difference between the means is statistically significant or just due to chance. Specifically, the study used the t-test to determine whether there were significant differences in the evaluation of the Green School Program between different groups of stakeholders, such as internal and external stakeholders, different age groups, sexes, and occupational status. By using the t-test, the researchers were able to assess the significance of the differences in the evaluations of the Green School Program among different stakeholder groups, which can help inform future enhancements to the program.

The researchers used chi-square test to determine if there is a significant difference in the evaluation of the Green School Program by the different stakeholder groups based on their occupation.

Specifically, the chi-square was used to analyze the association between the evaluation ratings (i.e. satisfactory, very satisfactory, and excellent) of the Green School Program and the occupational status of the stakeholders (i.e. employed, self-employed,

unemployed, and retired). This test helps to determine if there is a significant difference in the evaluation of the program among these groups of stakeholders.

Chi-square test is commonly used in research studies to analyze the relationship between two categorical variables, which makes it suitable for the researcher's objective in this study.

ANOVA (Analysis of Variance) wass used in this study to compare the means of the evaluation of the Green School Program (GSP) among different groups of stakeholders based on their occupation, age, sex, and classification as internal or external stakeholders. ANOVA is a statistical method used to test whether there is a significant difference between the means of three or more groups. It is appropriate in situations where the researcher wants to compare the means of more than two groups, such as in this study where the means of evaluation of GSP are being compared across different categories of stakeholders. ANOVA allows researchers to determine if there is a significant difference between the means of the groups, and if so, which group or groups are significantly different from the others.

The F-test was used to compare the variances of two or more groups of data. In the evaluation of the Green School Program (GSP) of public secondary schools in the Division of Guimaras, the F-test was used to determine if there were any significant differences in the mean ratings given by the internal and external stakeholders. By comparing the variances of the two groups, the F-test determined if any differences in the mean ratings are statistically significant or simply due to chance. This information was used as a basis for enhancing the Green School Program and addressing any areas where improvement was needed.

RESULTS AND DISCUSSIONS

Evaluation of Green School Program of Internal Stakeholders and External Stakeholders When Taken as a Whole

Table 1 presents the evaluation of the Green School Program by both internal and external stakeholders, using the mean rating. The internal stakeholders, including principals, head teachers, teachers, and students, gave an overall rating of M=3.87, with each aspect receiving a "good" rating between 3.41 to 4.20. The physical aspect received a M=3.98, the curriculum received a M=4.00, the program received a M=4.12, practices received a M=3.83, and culture received a M=3.79. Similarly, the external stakeholders (LGU, PTA, alumni) rated the program as "good" with an overall mean rating of M=3.65. When evaluated according to different aspects, the physical aspect received a M=3.75, the curriculum received a M=3.87, the program received a M=3.91, practices received a M=3.55, and culture received a M=3.59.

This evaluation result is in contrast to the findings of Chan Tak Cheung's (2019) study on five schools in Atlanta that implemented green initiatives. His study revealed that Atlanta schools had a "fair grade" in implementing green programs, with weaknesses in school leadership. Thus, his findings contradict the results of this study.

Table 1. Evaluation of Green School Program of Internal Stakeholders and External Stakeholders When Taken as a Whole

Area Evaluated	Internal Stakeholders						External Stakeholders				
	Principal	HT	Teacher	Student	M	D	LGU	PTA	Alumni	M	D
Physical Aspect	4.12	4.11	4.01	3.96	3.98	G	3.7	3.9	3.64	3.75	G
Curriculum	4.21	4.12	4.36	3.92	4.00	G	3.90	4	3.70	3.87	G
Programs	4.32	4.1	4.39	4.07	4.12	G	4.02	4.07	3.66	3.91	G
Practices	3.9	3.65	3.98	3.82	3.83	G	3.79	3.59	3.26	3.55	G
Culture	3.61	3.57	3.82	3.82	3.79	G	3.64	3.58	3.55	3.59	G
Overall Mean	3.95	3.82	4.02	3.85	3.87	G	3.73	3.75	3.48	3.65	G

Legend: Scale of Mean 1.00 – 1.80 Needs Improvement (NI), 1.81 – 2.60 Poor (P), 2.61 – 3.40 Fair (F), 3.41 – 4.20 Good (G), 4.21 – 5.00 Very Good (VG)

Evaluation of the Green School Program as Rated by Internal Stakeholders and External Stakeholders as to Physical Aspect

Table 2 displays the mean ratings for the evaluation of the Green School Program's physical aspect, as rated by both internal and external stakeholders.

Regarding internal stakeholders' evaluation of physical aspects, item 3, "has classrooms where fresh air can freely circulate" (M=4.51) received the highest mean rating and was described as "very good." Item 2, "uses natural light through wide open windows during daytime" (M=4.40), received the second-highest mean rating and was also described as "very good." However, item 9, "has adequate disaster management and mitigation facilities like firefighting equipment and first aid station" (M=3.67), and item 10, "has tree nurseries" (M=3.67), received the second-lowest mean rating and were both described as "fair." Item 6, "the use of light-saving energy or light-emitting diode (LED) lights" (M=3.18), received the lowest mean rating and was described as "fair," but not a popular choice among schools.

As for external stakeholders' evaluation of physical aspects, item 8, "has a tree park" (M=4.61), received the highest mean rating and was described as "very good." Item 3,

"has classrooms where fresh air can freely circulate" (M=4.45), received the second-highest mean rating and was also described as "very good." However, item 9, "has adequate disaster management and mitigation facilities like firefighting equipment and first aid station" (M=3.09), received the second-lowest mean rating and was described as "good." Item 6, "the use of light-saving energy or light-emitting diode (LED) lights" (M=3.03), received the lowest mean rating and was described as "fair," indicating that external stakeholders are not fully aware of the benefits of using environmentally friendly lighting.

These results suggest that internal stakeholders are satisfied with the physical aspect of the Green School Program, indicating that the program's expectations for classrooms have been implemented by secondary schools in Guimaras. However, there is still room for improvement in certain areas to fully implement the program. On the other hand, external stakeholders may require more education on the benefits of environmentally friendly lighting.

Table 2. Evaluation of the Green School Program as Rated by Internal Stakeholders and External Stakeholders as to Physical Aspect

Physical Aspect	Stakeholders			
	Internal		External	
	M	D	M	D
1. is strategically located and secured from typhoons.	4.12	G	3.85	G
2. has classrooms that use natural light through wide open windows.	4.40	VG	4.12	G
3. has classrooms where fresh air can freely circulate	4.51	VG	4.45	VG
4. has classrooms that have well-modulated sound	4.27	VG	3.88	G
5. has adequate garbage receptacles	4.02	G	3.91	G
6. uses light-saving energy or light emitting diode (LED) lights	3.18	F	3.03	F
7. uses recyclable materials and containers	4.00	G	3.97	G
8. has a tree park.	4.16	G	4.61	VG
9. has adequate disaster management and mitigation facilities like firefighting equipment and first aid station	3.67	G	3.09	G
10. has tree nurseries	3.67	G	3.55	G
Total	**3.98**	**G**	**3.75**	**G**

Legend: Scale of Mean 1.00 – 1.80 Needs Improvement (NI), 1.81 – 2.60 Poor (P), 2.61 – 3.40 Fair (F), 3.41 – 4.20 Good (G), 4.21 – 5.00 Very Good (VG)

Evaluation of Green School Program as to Curriculum as Rated by the Internal Stakeholders and External Stakeholders

Table 3 shows the evaluation of green school program as to curriculum as rated by the internal stakeholders and external stakeholders using the mean.

In the Area of Curriculum as rated by internal stakeholders, item number four (4) "promotes awareness about the impact of plastic garbage and non-biodegradable debris to human life" (M=4.29) described as "very good" got the highest rating. Item number six (6) "encourages the utilization of environmental resources to promote learning among the students" got the same mean as item number four (4) (M=4.29) described as "very good". However, item number seven (7) "offers rewards to students and teachers who implement cleanliness and beautification in the school (M=3.71) described as "good" got the second lowest mean and item number one (1)" integrates information on renewable energy in the classroom instruction like solar and wind power utilization" (M=3.49) described as "good" got the lowest mean.

In the Area of Curriculum as rated by external stakeholders, the item that got the highest mean was item number four (4) "promotes awareness about the impact of plastic garbage and non-biodegradable debris to human life" (M=4.29) described as "very good". Item number six (6) "encourages the utilization of environmental resources to promote learning among the students" got the same mean as to item no.4 (M=4.29) described as "very good". This implies that stakeholders are much particular and concerned in saving the environment. However, item number seven (7) "offers rewards to students and teachers who implement cleanliness and beautification in the school" (M= 3.55) described as "good" got the second lowest mean; item number one (1)" integrates information on renewable energy in the classroom instruction like solar and wind power utilization" got the lowest mean (3.30) described as "fair".

This shows that the stakeholders are already aware of their responsibilities towards the environment. that the school heads, teachers, and students are aware of the things that are emphasized in the green school program especially in making schools environment-friendly. These data are shown in Table 3.

Table 3. Evaluation of Green School Program as to Curriculum as Rated by the Internal Stakeholders and External Stakeholders

Curriculum	Stakeholders			
	Internal		External	
	M	D	M	D
1. integrates information on renewable energy in the classroom instruction like solar and wind power utilization	3.49	G	3.3	F
2. integrates Wildlife Conservation in the students curricula and co-curricular activities like clean up drives and mangrove reforestation	4.05	G	3.82	G
3. links with other government agencies in promoting environmental conservation and protection	4.06	G	4.03	G
4. promotes awareness about the impact of plastic garbage and non-biodegradable debris to human life	4.29	VG	4.21	VG

5. allow the faculty to attend in-service trainings related to green environmental protection and conservation.	4.12	G	4.03	G
6. encourages the utilization of environmental resources to promote learning among the students	4.29	VG	4.12	VG
7. offers rewards to students and teachers who implement cleanliness and beautification in the school.	3.71	G	3.55	G
Total	4.00	G	3.87	G

Legend: Scale of Mean 1.00 – 1.80 Needs Improvement (NI), 1.81 – 2.60 Poor (P), 2.61 – 3.40 Fair (F), 3.41 – 4.20 Good (G), 4.21 – 5.00 Very Good (VG)

Evaluation of the Green School Program as to Programs Area as Rated by Internal Stakeholders and External Stakeholders

Table 4 shows the evaluation of the green school program as to programs area as rated by internal stakeholders and external stakeholders using the mean.

In the Program Area, the internal stakeholders evaluated the item number four (4) "requires proper waste segregation and disposal facilities" M=4.26) described as "very good" obtained the highest rating; item number two (2) "implements an ecology friendly solid waste management program" (M=4.13) described as "very good" got the second highest mean. However, item number (13) "has local ecotourism program" (M=3.36) described as "fair" got the second lowest mean and item number (10) "implementation of rainwater harvesting technology" (M=3.27) described as "fair" got the lowest mean.

On the other hand, in the area of Program as evaluated by the external stakeholders, the item that got the highest mean was item number one (1) "Establishes school organizations that advocate green philosophy and technology" (M=4.09) described as "very good"; item number 4 " requires proper waste segregation and disposal facilities"(M= 4.06) described as "very good". Item number 10, "implementation of rainwater harvesting technology" got the second lowest mean (M=3.06) described as fair. However, item number six (6) "the waste management program in handling toxic and hazardous industrial waste" got the lowest mean (M=3.00) described as fair.

This means that the internal stakeholders are more responsive to the adverse effect of not taking care of the environment, which implying that they are not fully aware of the importance of rain water utilization and its impact to water conservation and less ecotourism program. Thus, the external stakeholders already have the knowledge about the program, however, they have no sufficient knowledge and proper training on toxic and hazardous identification and handling.

Table 4. Evaluation of the Green School Program as to Programs Area as Rated by Internal Stakeholders and External Stakeholders

| Program | Stakeholders | | | |
| | Internal | | External | |
	M	D	M	D
1. establishes school organizations that advocate green philosophy and technology	4.09	G	4.09	G
2. implements an ecology friendly solid waste management program	4.13	G	3.88	G
3. implements control on hazardous waste program	3.83	G	3.94	G
4. requires proper waste segregation and disposal facilities	4.26	VG	4.06	G
5. has program and project implementing green technology	3.96	G	3.73	G
6. has waste management program handling toxic and hazardous industrial waste.	3.41	G	3.00	F
7. conducts Community Extension Program related to green education like plastic garbage and non-biodegradable debris disposal campaign	3.58	G	3.18	F
8. advocates the use of plastic-free environment	3.89	G	3.64	G
9. conducts coastal clean-up drives	3.71	G	3.70	G
10.implements rainwater harvesting technology	3.27	F	3.06	F
11. promotes the use of recyclable materials and containers	4.12	G	3.82	G
12.has teachers and staff who have expertise in green environment issues	3.86	G	3.67	G
13. has local ecotourism program	3.38	F	3.21	F
Total	**4.12**	**G**	**3.91**	**G**

Legend: Scale of Mean 1.00 – 1.80 Needs Improvement (NI), 1.81 – 2.60 Poor (P), 2.61 – 3.40 Fair (F), 3.41 – 4.20 Good (G), 4.21 – 5.00 Very Good (VG)

Evaluation of the Green School Program as to Practices as Rated by Internal Stakeholders and External Stakeholders

Table 5 shows the evaluation of the green school program as to practices as rated by internal stakeholders and external stakeholders using the mean.

In the area of Practices, the internal stakeholders evaluated item number six (6)"the schools support the National Greening Program (NGP) of the government through tree planting" (M=4.31) described as "very good" got the highest rating, item number one (1)"as existing organic vegetable gardens" (M=4.19) described as "very good" got the second highest mean. However, item number 10 "implement Information Education Communication (IEC) activities on   Environmental Conservation and Protection" (M= 3.51) described as "Good" got the second lowest mean; the item that got the lowest mean was number (11) "use of organic cleansing agent naturally-produced like baking soda, vinegar, lemon, salt, and calamansi" (M=3.08) described as "fair" got the lowest mean.

In the area of Practices as evaluated by external stakeholders, the item number six (6) "the schools support the National Greening Program (NGP) of the government through tree planting" got the highest mean (M=3.91) described as good. However, item number eleven (11) that got the lowest mean "use of organic cleansing agent naturally-produced like baking soda, vinegar, lemon, salt, and calamansi " (M=2.82) was described as fair.

This means that the internal stakeholders are already oriented with the greening program. However, they are readily available and not fully aware of the hazards it causes to the environment especially to the water supply though the stakeholders are still using commercial detergents for cleaning because they are readily available for use all the time. Meanwhile, external stakeholders are already aware of greening program but they were least aware of the usefulness of organic cleansing agents which could lessen the negative impact of environmental pollutants. These data are shown in Table 5.

Table 5. Evaluation of the Green School Program as to Practices as Rated by Internal Stakeholders and External Stakeholders

Practices	Stakeholders			
	Internal		External	
	M	D	M	D
1. has existing organic vegetable gardens	4.19	G	3.7	G
2. uses collected rainwater in watering plants and trees in the campus	3.75	G	3.55	G
3. maintains proper plumbing fixtures to conserve water	3.75	G	3.45	G
4. uses collected rainwater in cleaning school facilities	3.65	G	3.36	F
5. conducts information drives on climate change mitigation and global warming adaptation like the use of heat dissipating housing materials and anti flood housing designs.	3.72	G	3.58	G
6. supports the National Greening Program (NGP) of the government through tree planting.	4.31	VG	4.91	VG
7. helps in maintaining cleanliness of its adopted barangay.	4.1	G	3.52	G
8. implements activities geared toward the promotion of ecological and environmental resources conservation	4.08	G	3.79	G
9.encourages production of organic fertilizer through composting	3.99	G	3.85	G
10.implements Information Education Communication (IEC) activities on Environmental Conservation and Protection	3.51	G	3.48	G
11.uses organic cleansing agent naturally produced like baking soda, vinegar, lemon, salt, and calamansi	3.08	F	2.82	F
Total	3.83	G	3.55	G

Legend: Scale of Mean 1.00 – 1.80 Needs Improvement (NI), 1.81 – 2.60 Poor (P), 2.61 – 3.40 Fair (F), 3.41 – 4.20 Good (G), 4.21 – 5.00 Very Good (VG)

Evaluation of Green School Program as to Culture as Rated by the Internal Stakeholders and External Stakeholders

Table 6 shows the evaluation of green school program as to culture as rated by the internal stakeholders and external stakeholders using the mean.

In the area of culture, the internal stakeholders evaluated item number six (6) "use firewood or charcoal in cooking" obtained the highest mean (M=4.35) described as very good; item number two (2) "use animal manure as fertilizers for their plants" described as "good" got the second highest mean. However, item number nine (9) "use of the traditional smoke process to induce fruit trees to flower and bear fruits "described as "fair" got the second lowest mean; item number three (3) "the utilization of banana leaves or paper for wrapping foods" (M=3.18) described as "fair" obtained the lowest mean and item number nine (9) "the use of the traditional smoke process to induce fruit trees to bear flowers and fruits" (M=3.27) described as "fair" obtained the second lowest mean.

In the area of culture as evaluated by the external stakeholders, the item that got the highest mean was item number six (6) "Use firewood or charcoal in cooking" (M=4.21) described as very good. However, item number nine (9) "the use of the traditional smoke process to induce fruit trees to bear flowers and fruits" (M=3.15) was described as fair and the lowest mean "the utilization of banana leaves or paper for wrapping foods" (M=2.88) was described as fair.

This means that internal stakeholders still prefer the traditional ways of living but they are not keen on using organic materials for the wrapping purposes and that they are not yet aware of the hazardous effect to the environment brought about by fumes and smoke. Unlike to external stakeholders that are still oriented with the traditional way of living but not fully aware of the usefulness and importance of using traditional living. These data are shown in Table 6.

Table 6. Evaluation of Green School Program as to Culture as Rated by the Internal Stakeholders and External Stakeholders

Culture	Stakeholders			
	Internal		External	
	M	D	M	D
1. plant their own vegetables for food consumption	4.01	G	3.76	G
2. use animal manure as fertilizers for their plants	4.11	G	3.88	G
3. utilize banana leaves or paper for wrapping foods	3.18	F	2.88	F
4. save rainwater for washing and cleaning	3.68	G	3.61	G
5. bury biodegradable waste and garbage in the ground	3.75	G	3.21	G
6. use firewood or charcoal in cooking	4.35	VG	4.21	VG

7. open windows at night when sleeping for fresh air to come in	3.65	G	3.45	G
8. prefer fresh foods than frozen foods	3.97	G	3.94	G
9. use traditional smoke process to induce fruit trees to flower and bear fruits	3.27	F	3.15	F
10. breed native chickens for meat and eggs	3.93	G	3.82	G
Total	3.87	G	3.59	G

Legend: Scale of Mean 1.00 – 1.80 Needs Improvement (NI), 1.81 – 2.60 Poor (P), 2.61 – 3.40 Fair (F), 3.41 – 4.20 Good (G), 4.21 – 5.00 Very Good (VG)

Evaluation of Green School Program when Rated by the Internal and External Stakeholders as to Age, Sex, and Occupational Status, Civil Status, and Educational Attainment

Table 7 shows the evaluation of green school program when rated by the internal and external stakeholders as to age, sex, and occupational status, civil status, and educational attainment using the mean.

When the Green School Program was rated as to age the over-all rating for young was M=3.85; for the old, M= 3.77. But when rated according to different aspects of the program, the mean rating for physical aspect, the young was M=3.97; old M=3.88. For curriculum, the young's rating was M =3.93; old M =4.03. For program, the young's rating was M=4.08; old M=4.07. For practices, the young's rating was M=3.83, old M=3.68 and for culture the young's rating was M=3.83 and the old's rating was M= 3.62. Since these numerical ratings were all within the range of 3.41-4.20 in the scale for interpreting the mean, each of the areas was given a descriptive rating of "good". When the Green School Program was evaluated by the stakeholders classified according to sex, the over-all rating given by the males is M=3.90 and for the female, M= 3.78. But when rated according to different aspects of the program, the mean ratings given for physical aspect by the males and females were respectively 4.05 and 3.87; for curriculum: male, M= 4.06, female M= 3.92); for program: male M=4.21, female, M=4;01; for practices: male M=3.86, female M= 3.72; and culture: male M=3.71, female M= 3.76. All these numerical ratings were given a descriptive rating of "good."

When evaluated by the stakeholders categorized according to occupational status, the over-all rating given by the unemployed was M=3.82 and the overall rating given by the employed was M= 3.83. But when rated according to different areas of the program, the mean rating for physical aspect given by the unemployed was M=3.91 and the employed M=3.98. For curriculum, the unemployed, M= 3.92;employed,M= 4.09, for program, the unemployed, M=4.05; employed, M=4.13, for practices, unemployed, M=3.79; employed, M= 3.72 and culture, unemployed, M=3.78; employed, M= 3.66.Since the numerical ratings were all within the range of 3.41-4.20, each of the areas was given a descriptive rating of "good."

When the Green School Program was evaluated by the stakeholders classified according to civil status , the over-all rating for (single , M=3.85=; married, M= 3.76, widow/er, M=4.35) But when rated according to different area of the program, the mean rating for physical aspect are for (single , M=3.97; married, M= 3.84, widow/er, M=4.30,) for curriculum, the for (single , M=3.93; married, M= 4.04, widow/er, M=4.36),for program ,the for (single , M=4.08; married, M= 4.03, widow/er, M=4.83) practices, for (single, M=3.81; married, M= 3.66, widow/er, M=4.55) and culture, for (single , M=3.80; married, M= 3.64, widow/er, M=4.05).Since the numerical rating were all within the range of 3.41-4.20, each of the areas was given a descriptive rating of "good".

When the Green School Program was evaluated by the stakeholders classified according to educational attainment, the over-all rating were (elementary, M=3.55; secondary, M=3.85, tertiary, M=3.50, college graduate, M=3.84). But when rated according to different area of the program, the mean rating for physical aspect, for (elementary, M=4.00; secondary, M=3.96, tertiary, M=3.63,college graduate, M=3.93) for curriculum, (elementary, M=3.86; secondary, M=3.92, tertiary ,M=3.70, college graduate, M=4.10), for program, (elementary , M=3.58=; secondary, M=4.07, tertiary, M=3.67, college graduate, M=4.16) practices, for elementary, M=3.45; secondary, M=3.82, tertiary, M=3.28, college graduate, M=3.76) and culture, for (elementary, M=3.30=; secondary, M=3.82, tertiary, M=3.63, college graduate, M=3.64). Since the numerical ratings were all within the range of 3.41-4.20, each of the areas was given a descriptive rating of "good" except for the tertiary level in the practices and for culture in elementary level which is fair.

The findings revealed that younger and older stakeholders have similar views of the green school program due to a similar attitude. Because they share comparable attitudes, male and female stakeholders rate the green school program similarly. Unemployed and employed stakeholders have comparable perspectives on green schools because they have a similar outlook. Meanwhile, the single, married, and widow/widower have heard of the green school. Regardless of educational level, they know something about the green program; yet, those in tertiary level as to practices and in elementary level as to culture know only a little about the program.

Table 7. Evaluation of Green School Program when Rated by the Internal and External Stakeholders as to Age, Sex, and Occupational Status, Civil Status, and Educational Attainment
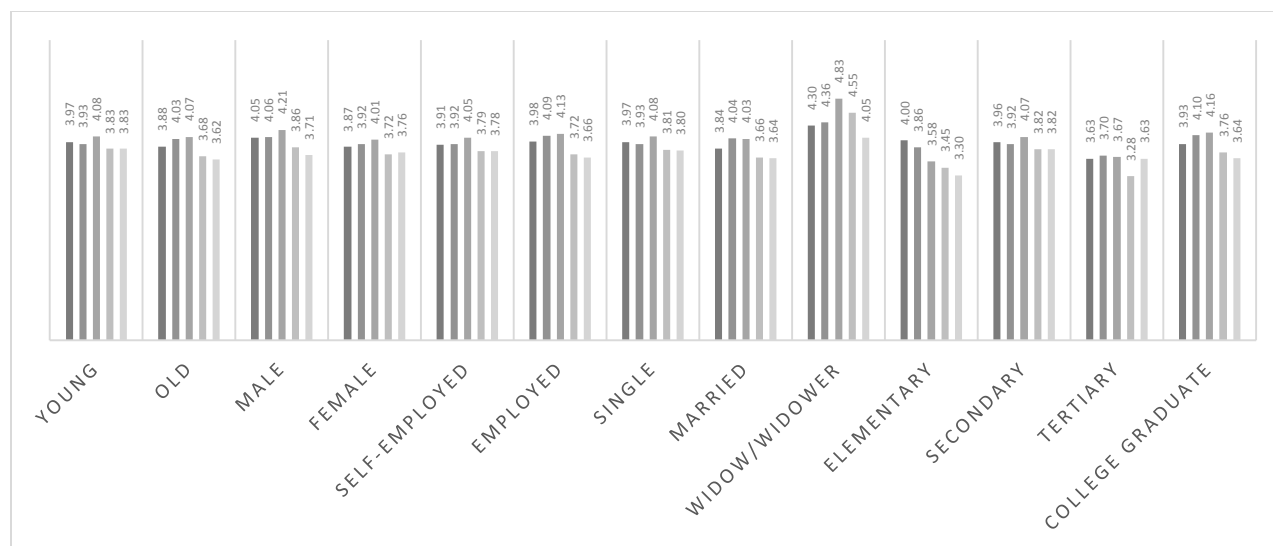
Legend: ■ Physical Aspect ■ Curriculum ■ Program ■ Practices ■ Culture

Scale of Mean 1.00 − 1.80 Needs Improvement (NI), 1.81 − 2.60 Poor (P), 2.61 − 3.40 Fair (F), 3.41 − 4.20 Good (G), 4.21 − 5.00 Very Good (VG)

Differences on the Evaluation of Green School Program as Rated by Stakeholders classified into Internal and External Stakeholders, Age, Sex, and Occupational Status

Table 8 shows the significant differences on the evaluation of green school program as rated by stakeholders classified into internal and external stakeholders, age, sex, and occupational status using t-test.

There was a significant difference in terms of evaluation of Green School Program by internal and external stakeholders (t=2.09; p=0.038). Significant difference was found between stakeholders in terms of their physical aspect (t=2.27; p= 0.025) and practices (t=2.06; p=0.041); Since, the P values are less than 0.05 level, then the null hypothesis is rejected. This implies that their evaluation differs.

There was no significant difference in the evaluation of Green School Program by internal and external stakeholders in terms of curriculum (t=-1.10, p=0.275), program (t=1.53, p=0.129) and culture (t=1.73,p=0.086). Since the p-values are greater than 0.05 level, the null hypothesis is accepted. This implies that regardless of whether they are internal or external stakeholders, their evaluation did not differ.

The t- test for the evaluation of Green School Program as a whole as rated by the stakeholders classified according to age revealed no significant differences in the evaluation between the young and the old stakeholders (t =0.91, p =0.37). In the evaluation of the program by areas, no significant differences were found between the

ratings of the young and the old. In terms of physical aspects   (t=0.97, p= 0.33), curriculum (t=0.89, p=0.37), program (t=0.12, p=0.91), and practices (t= 1.24,p=0.22). Since the p-values are greater than 0.05 level of significance, the null hypothesis is accepted. This implies that their evaluations differ. Significant difference however was found between the ratings of the two groups in the area of culture (t=2.14, p= 0.03). This means that the young stakeholders have a different perception from the old. The young stakeholders see that practicing the green program is more beneficial to the lives of the people in the community.

The t- test for the evaluation of Green School Program was rated by the stakeholders classified according to sex revealed no significant differences in the evaluation between the male and the female stakeholders (t=1.34, p=0.06). In the evaluation of the program by areas, no significant differences were found between the ratings in terms of the physical aspects (t=1.94, p=0.06), curriculum (t=-1.25, p=0.21), program (t=1.63, p=0.11), practices (t= 1.19,p=0.24), culture (t=-0.46, p= 0.64).This mean, that there was no significant difference between the evaluation of the male and the female stakeholders of the Green School Program in the Division of Guimaras. Since the p-values are greater than 0.05 level of significance, the null hypothesis is accepted. This means, that there was no significant difference between the evaluation of the male and the female stakeholders of the Green School Program in the Division of Guimaras.

The t- test for the evaluation of Green School Program as rated by the stakeholders classified according to occupational status revealed no significant differences in the evaluation between employed and the unemployed stakeholders (t =-0.17, p =0.87). In the evaluation of the program by areas, no significant differences were found between the ratings in terms of the physical area (t=0.78, p=0.44), curriculum (t=1.53, p=0.13), program (t= 0.56, p=0.58), practices (t=-0.53, p=0.60), culture (t=1.20, p=0.23). Since the p-values are greater than 0.05 level, the null hypothesis is accepted. This implies that stakeholders who were unemployed and employed have similar evaluation of green school program because they have more or less similar orientation about the program. These data are shown in Table 8.

Table 8. Differences on the Evaluation of Green School Program as Rated by Stakeholders classified into Internal and External Stakeholders, Age, Sex, and Occupational Status

Area Evaluated	Stakeholder	Mean	Mean diff	T	DF	P	Interpretation	Age	Mean	Mean diff	T	Df	P	Interpretation	Sex	Mean	Mean diff	T	df	P	Interpretation	Occupational Status	Mean	Mean diff	F	df	P	Interpretation
Physical Aspect	Internal	3.98	0.24	2.27	144	0.025	*S	Young	3.97	0.09	0.97	144	0.33	NS	Male	4.05	0.18	1.94	144	0.06	NS	Self-employed	3.91	-0.08	-0.78	144	0.44	NS
	External	3.75						Old	3.88						Female	3.87						Employed	3.98					
Curriculum	Internal	4	0.14	1.1	144	0.275	NS	Young	3.93	-0.09	-0.89	144	0.37	NS	Male	4.06	0.14	1.25	144	0.21	NS	Self-employed	3.92	-0.17	-1.53	144	0.13	NS
	External	3.87						Old	4.03						Female	3.92						Employed	4.09					
Programs	Internal	4.12	0.21	1.53	144	0.129	NS	Young	4.08	0.01	0.12	144	0.91	NS	Male	4.21	0.2	1.63	144	0.11	NS	Self-employed	4.05	-0.07	-0.56	144	0.58	NS
	External	3.91						Old	4.07						Female	4.01						Employed	4.13					
Practices	Internal	3.83	0.28	2.06	144	0.041	*S	Young	3.83	0.15	1.24	144	0.22	NS	Male	3.86	0.15	1.19	144	0.24	NS	Self-employed	3.79	0.07	0.53	144	0.6	NS
	External	3.55						Old	3.68						Female	3.72						Employed	3.72					
Culture	Internal	3.79	0.2	1.73	144	0.086	NS	Young	3.83	0.21	2.14	144	0.03	*S	Male	3.71	-0.05	-0.46	144	0.64	NS	Self-employed	3.78	0.13	1.2	144	0.23	NS
	External	3.59						Old	3.62						Female	3.76						Employed	3.66					

Differences on the Evaluation of Green School Program when the Stakeholders classified according to Civil Status and Educational Attainment

Table 9 shows the significant differences on the evaluation of green school program when the stakeholders classified according to civil status and educational attainment using the One-Way Analysis of Variance (ANOVA).

The F-test for the evaluation of Green School Program as rated by the stakeholders classified according to occupational status revealed no significant differences in the evaluation between groups of the stakeholders since the rating was F=1.49; p= 0.23. In the evaluation of the program by areas, no significant differences were found between the ratings in terms of the physical aspects (F= 1.40, p= 0.25), curriculum (F=.90, p=0.41), program (F=1.30, p=0.28), practices (F= 2.02 ,p=0.14), culture (F=1.57 , p= 0.21). Since, the P values are greater than 0.05 level, then the null hypothesis is accepted. This implies that their evaluations did not differ. These simply mean that stakeholders who have different civil status have different evaluation of green school program, however it does not affect the evaluation of the Green School Program.

The F- test for the evaluation of Green School Program as rated by the stakeholders classified according to educational attainment revealed no significant differences in the evaluation between groups of stakeholders (F=1.16; p=0.33). In the evaluation of the program by areas, no significant differences were found among the ratings in terms of the physical aspect (F=0.92,p= 0.43), curriculum (F=1.35, p=0.25) , program (F=1.37, p=0.25), practices (F= 1.49,p= 0.22), culture (F=1.35 , p=0.26). Since, the P values are greater than 0.05 level of significance, then the null hypothesis is accepted. This may imply that stakeholders who have different educational attainments have similar evaluation of Green School Program. It may be because all of them have acquired knowledge and understanding in information drives in greening the environment.

Table 9. Differences on the Evaluation of Green School Program when the Stakeholders classified according to Civil Status and Educational Attainment

Area Evaluated	Civil Status						Educational Attainment					
	Sources of Variation	SS	df	MS	F	p	Interpretation	Sources of Variation	SS	df	MS	F	p	Interpretation
Physical Aspect	Between Groups	0.82	2	0.41	1.40	0.25	NS	Between Groups	0.81	3	0.27	0.92	0.43	NS
	Within Groups	41.65	143	0.29				Within Groups	41.66	142	0.29			
	Total	42.47	145					Total	42.47	145				
Curriculum	Between Groups	0.71	2	0.35	0.90	0.41	NS	Between Groups	1.6	3	0.53	1.37	0.25	NS
	Within Groups	55.94	143	0.39				Within Groups	55.05	142	0.39			
	Total	56.65	145					Total	56.65	145				
Programs	Between Groups	1.25	2	0.62	1.30	0.28	NS	Between Groups	1.93	3	0.64	1.35	0.26	NS
	Within Groups	68.64	143	0.48				Within Groups	67.96	142	0.48			
	Total	69.89	145					Total	69.89	145				
Practices	Between Groups	1.98	2	0.99	2.02	0.14	NS	Between Groups	2.2	3	0.73	1.49	0.22	NS
	Within Groups	70.26	143	0.49				Within Groups	70.04	142	0.49			
	Total	72.25	145					Total	72.25	145				
Culture	Between Groups	1.08	2	0.54	1.57	0.21	NS	Between Groups	1.39	3	0.46	1.35	0.26	NS
	Within Groups	48.93	143	0.34				Within Groups	48.61	142	0.34			
	Total	50	145					Total	50	145				

Influence of Independent Variables on the Evaluation of the Green School Program as to Physical Aspect, Curriculum, Program, Practices, and Culture

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Table 10 shows that when the influences of the independent variables (age, sex, occupational status, civil status, and educational attainment) on the evaluation of the green school program were computed using the chi-square, the test revealed the following results:

The obtained chi-square values between physical aspect and each of the independent variables were as follows: age (x^2=3.11,p=.37), sex (x^2=3.59, p=.31),civil status (x^2=5.61, p=.47), occupational status (x^2=4.88, p=.18), and educational attainment (x^2=5.87, p=.75). The chi-square values between the area evaluated and each of these variables had probability values greater than the .05 level of significance, therefore the hypotheses that the variables age, sex, occupational status, civil status, and educational attainment do not influence the evaluation of the green school program was accepted. The result is similar to the findings of Chan Tak Cheung in his study of Green School implementation in Atlanta area where no relationship was found between green school implementation and school. This implies that age, sex, occupational status, civil status and educational attainment of the stakeholders of the green school program in the Division of Guimaras does not influence their perception as to the implementation of the program as to physical aspect of Green School Program.

The obtained chi-square values between Curriculum and each of the independent variables were as follows: Age (x^2= 4.79,p=0.19), Sex (x^2 =2.65, p=0.45), Civil Status (x^2=2.43, p=0.88), Occupation (x^2=0.58, p=0.90), Educational Attainment (x^2 =10.22, p=0.33). The chi- square values between the area evaluated and each of these variables had probability values greater than the .05 level of significance, therefore the hypotheses that the variables age, sex, occupational status, civil status, and educational attainment do not influence the evaluation of the green school program was accepted. This means that these variables had no significant influence on the evaluation of the green school program. This implies that age, sex, occupational status, civil status and educational attainment of the stakeholders of the green school program in the Division of Guimaras do not influence their perception on the implementation of the program as to curriculum aspect of Green School Program.

The obtained chi-square values between program and each of the independent variables were as follows: Age (x^2=3.41, p=0.33), Sex (x^2 =4.50, p=0.21), Civil Status (x^2=4.61, p=0.59), Occupation (x^2=0.81, p=0.85), Educational Attainment (x^2=13.55, p=0.14). The chi- square values between the area evaluated and each of these variables had probability values greater than the .05 level of significance, therefore the hypotheses that the variables age, sex, occupational status, civil status, and educational attainment do not influence the evaluation of the green school program was accepted. This means that these variables had no significant influence on the evaluation of the green school program. This implies that age, sex, occupational status, civil status and educational attainment of the stakeholders of the Green School Program in the Division

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of Guimaras does not influence their perception as to the implementation of the Green School Program as to its program aspect.

The obtained chi-square values between practices and each of the independent variables were as follows: Age(x^2=6.11, p=0.19), Sex (x^2 =7.68, p=0.10), Civil Status (x^2=11.85, p=0.16), Occupation (x^2=5.17, p=0.27), Educational Attainment (x^2 =21.17, p= 0.05). The chi- square values between the area evaluated and each of these variables had probability values greater than the .05 level of significance, therefore the hypotheses that the variables age, sex, occupational status, civil status do not influence the evaluation of the green school program was accepted. This means that these variables had no significant influence on the evaluation of the green school program. However, significant relationship was found between practices and educational attainment. This implies that practices of stakeholders are influenced by their educational attainment.

The obtained chi-square values between culture and each of the independent variables were as follows: Age (x^2=8.52, p=0.04), Sex (x^2 =1.40, p= 0.71), Civil Status (x^2=8.84, p=0.18), Occupational Status (x^2=1.90, p=0.59) and Educational Attainment (x^2 =8.64.22, p= 0.47).

The chi-square values between the evaluated area and each of these variables were above the.05 level of significance; therefore the hypothesis that sex, occupational status, civil status, and educational attainment do not influence the green school program evaluation was adopted. These characteristics had no impact on the green school program evaluation. Age and culture are related. Younger stakeholders can perceive better than older ones that culture is practiced. Younger generations are more environmentally conscious.

The obtained chi-square values as a whole of the independent variables were as follows: Age (x^2=3.11, p=0.37), Sex (x^2 =1.95, p=0.58), Civil Status (x^2=2.22, p=0.90), Occupational Status (x^2=3.31, p=0.36), Educational Attainment (x^2 =3.50, p= 0.94) respectively. The chi-square values between the examined area and each variable were above.05 significant. Age, sex, occupational status, civil status, and educational attainment do not influence the green school program evaluation. These characteristics had no impact on the green school program evaluation. This means that stakeholders of the green school program in Guimaras have the same perception on its implementation regardless of age, sex, occupation, civil status, or educational attainment.

Table 10. Influence of Independent Variables on the Evaluation of the Green School Program as to Physical Aspect, Curriculum, Program, Practices, and Culture

Variables	Physical Aspect				Curriculum				Program				Practices				Culture			
	x^2	Df	p–Value	Interpretation	x^2	Df	p - value	Interpretation	x^2	Df	p-value	Interpretation	x^2	Df	p–value	Interpretation	x^2	Df	p - value	Interpretation
Age	3.11	3	0.37	NS	4.79	3	0.19	NS	3.41	3	0.33	NS	6.11	4	0.19	NS	8.52	3	0.04	*S
Sex	3.59	3	0.31	NS	2.65	3	0.45	NS	4.5	3	0.21	NS	7.68	4	0.1	NS	1.4	3	0.71	NS
Civil Status	5.61	6	0.47	NS	2.43	6	0.88	NS	4.61	6	0.59	NS	11.85	8	0.16	NS	8.84	6	0.18	NS
Occupation	4.88	3	0.18	NS	0.58	3	0.9	NS	0.81	3	0.85	NS	5.17	4	0.27	Ns	1.9	3	0.59	NS
Educational Attainment	5.87	9	0.75	NS	10.22	9	0.33	NS	13.6	9	0.14	NS	21.17	12	0.05	*S	8.64	9	0.47	NS

Common Problems Encountered in the Implementation of Green School Program

Table 11 shows the common problems encountered in the implementation of green school program.

Fair (M=2.61) execution of green school programs. This demonstrated there were problems, but the fixes may not have fixed them. This suggests stakeholders do not like green school. They lacked program knowledge.

As to the personnel, "Lack of trained persons to begin green programs" (M=2.88) and "lack of planning for short, medium or long-term programs" (M=2.88) are prevalent problems. Third problem: "Poor cooperation, involvement, and participation of staff and students" Green program managers need training.

As to physical facilities, lack of green-friendly buildings like green housing, rain harvesting, etc. M= 3.02 Third (3) "Lack of planting supplies for campus beautification and tree planting" (M=2.47) was sometimes felt. The program needs green buildings.

Lastly, as to school support, lack of funds is a common school support issue (M=3.15). Fifth problem (5) "Lack of sufficient awareness among teachers and students on the green program" (2.25). Lack of finances will hinder program execution.
The researcher performed a FGD to crosscheck the study's results. Green School was unknown to internal and external stakeholders. Radio messages tell them to sort and bury non-biodegradable and biodegradable rubbish. Fast-aging causes weather and climatic change. They want home fixes.

Table 11. Common Problems Encountered in the Implementation of Green School Program

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Personnel	Mean	Description	Physical Facilities	Mean	Description	School Support	Mean	Description
1. Lack of trained personnel to initiate the implementation of green program	2.88	Ordinarily felt	1. Lack of green compliant physical facilities like green houses, rain harvesting facilities, etc.	3.02	Ordinarily felt	1. Lack of financial resources	3.15	Ordinarily felt
2.Lack of planning for the implementation of short, medium or long-term program	2.88	Ordinarily felt	2. Lack of adequate land resources for the green project	2.63	Ordinarily felt	2. Lack of institutional organizational set up for green environment management	2.90	Ordinarily felt
3. Poor cooperation, involvement, and participation of personnel and students in the launching of green school program.	2.63	Ordinarily felt	3. Lack of planting materials for campus beautification and tree planting program	2.47	Occasionally felt	3. Lack of policy guidelines to green environment management	2.80	Ordinarily felt
4. Lack of enforcement measure and capability to sustain green program	2.84	Ordinarily felt	4. Lack of proper tools for the green project	2.74	Ordinarily felt	4. Difficulty to obtain environment-friendly and green technology-compliant materials and supplies	2.82	Ordinarily felt
5. Lack of trained personnel to manage the green program	2.76	Ordinarily felt	5. Inadequate facilities for proper waste management	2.85	Ordinarily felt	5. Lack of proper awareness among the teachers and students on the importance of the green program	2.25	Occasionally felt
Mean	2.80	Ordinarily felt	Mean	2.78	Ordinarily felt	Mean	2.25	Occasionally felt

CONCLUSIONS

1. The evaluation of internal stakeholders (school heads, instructors, and students) of the green school program in public secondary schools in the Division of Guimaras was rated "excellent" in all areas.

2. External stakeholders (PTA, LGU, and Alumni) assessed the green school program of public secondary schools in the Division of Guimaras as "good" in all areas.

3. The results of the evaluation of internal and external stakeholders of the green school program in public secondary schools in the Division of Guimaras, taken as a whole group and classified according to age, sex, civil status, occupation, and educational attainment were "good" with the exception of the category of civil status, in which only widow/widower was rated "very good." In terms of educational attainment, it was graded as "fair" for practice at the tertiary level and for culture at the primary level. The stakeholders have already begun to increase their understanding of the program's objective. They do not understand the different themes because they are not adequately described.

4. No significant differences were observed in the evaluation of stakeholders of the Green School Program in public secondary schools according to gender, occupational status, civil status, or educational achievement; consequently, the hypothesis is accepted.
There were significant variations in the areas of physical and practices, as classified by internal and external stakeholders, and in the area of cultural, as classified by age; hence, the hypothesis is rejected.

5. No significant differences were detected in the evaluation of the green school program of public secondary schools in the Division of Guimaras based on age, gender, civil status, occupation, and educational level; consequently, the hypothesis is accepted.

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Therefore, the hypothesis is rejected since significant differences were discovered in the area of behaviors in relation to educational attainment and in the area of culture in relation to age.

6. The personnel problems encountered in the implementation of the green school program in public secondary schools in the Division of Guimaras were "lack of trained personnel to initiate the implementation of the green program" and "lack of planning for the implementation of the short-, medium-, and long-term program." "Lack of green complying physical infrastructure such as green houses, rain harvesting facilities, etc." (M=3.02) and "Lack of financial resources" (M=3.15) were identified as commonly felt in the physical realm. However, problem number five (5) was described as "sometimes felt" (2.25).

7. The study demonstrates that in order for the Green School Program to be successful and long-lasting, there must be strong cooperation and support among the program's primary stakeholders and beneficiaries. In conjunction with the school's implementation of the Green School Program within its campus and operational areas, the LGU is actively encouraged to do its part within its operational sphere. This can be accomplished through seminars, symposia, workshops, and other forms of training that increase community involvement and understanding of the Green School Program. This will provide the school with the needed boost as a pioneer of Green School Program technology. This study's findings indicate that respondents rated the Green School Program of the Public Secondary Schools in the Division of Guimaras as "Good."

Therefore, it is evident that the primary stakeholders in the public secondary schools in the Division of Guimaras have already begun to recognize the significance of Green Technology as it pertains to the educational program and basic community life. Therefore, all of the stakeholders agree that the green school must be promoted to students, community members, and local government officials. While it is true that the study revealed that the green school program in the Division of Guimaras is lacking in terms of trained personnel, facilities, and a long-term plan to implement the Green School Technology, the manifestation of the stakeholders' intent to participate in different levels of the programs indicates that the Green School program implementer in the Division of Guimaras is on the right track. Therefore, it is reasonable to infer that the green school program at the Public Secondary School in the division of Guimaras is successful overall.

IMPLICATIONS

1. The high rating given by the internal stakeholders indicates that they recognize the value of the Green School Program and are actively involved in its implementation. This implies that they are willing to support and participate in future green initiatives in the school.

2. The positive rating given by external stakeholders indicates that they recognize the importance of the Green School Program and are supportive of its implementation. This suggests that the program can be expanded to involve the wider community and garner more support.

3. The findings suggest that efforts should be made to improve the communication and dissemination of information about the program to stakeholders, particularly those with lower educational attainment and those who are not widowed. This implies that the program needs to be more inclusive in terms of communication and outreach.

4. The lack of significant differences in the evaluation of stakeholders based on gender, occupational status, civil status, and educational achievement implies that the program is accessible and inclusive to a wide range of stakeholders. However, the observed variations in certain areas suggest that efforts should be made to address these differences and make the program more equitable.

5. The observed significant differences in the evaluation of the program based on educational attainment and age suggest that the program needs to be tailored to the needs and preferences of different age groups and educational levels. This implies that the program needs to be more flexible and adaptable to cater to the diverse needs of stakeholders.

6. The personnel and infrastructure problems identified in the study suggest that there is a need for greater investment in the program, both in terms of human and financial resources. This implies that the program needs to be adequately resourced to ensure its long-term success and sustainability.

7. The study highlights the importance of stakeholder cooperation and support in the success of the program. This implies that efforts should be made to foster greater collaboration and partnership among stakeholders, including the school, LGU, and community. This also implies that efforts should be made to raise awareness and understanding of the program among stakeholders to encourage greater participation and support.

Overall, the study suggests that the Green School Program in public secondary schools in the Division of Guimaras has the potential to be successful, but requires greater investment and support to ensure its long-term sustainability and impact.

RECOMMENDATIONS

1.Internal stakeholders should spearhead the promotion of the green initiative. Integration of the importance of greening the school into the curriculum should be emphasized for a clearer and more complete picture of the program, and should be implemented.

2. The relevance of the green program should be communicated to external stakeholders through an information drive campaign.

3. By enacting and enforcing ordinances, the LGU should encourage information-driven advocacy.

4. There is a need for improvement for the stakeholders. To sustain lobbying, exposure to culture and involvement of stakeholders are also required.

5. Orientation or Enhancement of the Program and Its Longevity Must Be Performed.

6. Stakeholders for personnel who are responsible with implementing the Green School Program in each aspect must receive adequate training so that they know what to do at their respective levels.

7. The trainings should focus on project management and resource management. In this manner, the Green School Program's stakeholders will have an interactive opportunity to complement one another in its complete implementation.

The following are additional recommendations based on the identified issues:

1. Select and train staff to commence the green program's implementation.

2. Develop a strategy and timetable of activities for the short-, medium-, or long-term program implementation.

3. Provide funding for the construction of physical infrastructure such as greenhouses and rain collection systems.

4. Identify vacant sites and rent available lots to accommodate waste management facilities.

5. Involve Government Organizations, Local Government Units, and Non-Government Units to assist in the financing and support of the building of facilities and other resources.

6. Conduct advocacy with various stakeholders and organize the individuals who will administer green environment programs.

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