

Stakeholders' Awareness, Involvement, and Satisfaction on Gulayan sa Paaralan-Kalinisan at Kaayusan ay Patuluyin sa Tahanan (GP-KKPT) Program

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Abstract— The study determined the level of stakeholders' awareness, involvement, and satisfaction on Gulayan sa Paaralan- Kalinisan at Kaayusan ay Patuluyin sa Tahanan (GP-KKPT) Program of DepED Bulacan. This study utilized the descriptive method under the quantitative research design. Moreover, this study also involved qualitative method to capture the respondents' perceptions and feelings toward the implementation of environmental programs like the GP-KKPT. The process of selecting the participating schools and community in the GP-KKPT Program can be found in Division Memorandum No. 229, s. 2016, wherein all the awarded outstanding school implementers of 2016 Search served as pilot school implementers. The survey questionnaire was administered to 52 Public Elementary/Secondary school heads, 55 Public Elementary/Secondary teacher-coordinator, 260 learner-parents, and 256 learners, totaling to 623 respondents. Findings revealed that: in terms of stakeholders' level of awareness, all of the respondents are "Very Much Aware" of the program. On stakeholders' level of concerns/involvement on community environmental programs, findings were described that all stakeholder respondents are "Always" concerned and involved. On the other hand, all of the respondents are "Completely Involved" on the program in terms of stakeholders' level of involvement. Lastly, findings were described that all stakeholder respondents are "Completely Satisfied" in terms of level of satisfaction on the programs. Based on the findings of the study, the following conclusions were drawn: All Stakeholders of the GP-KKPT program are "Very Much Aware" of the program. All Stakeholders of the GP-KKPT program are "Always" concern on Community environmental programs. All stakeholders of the GP-KKPT are "Completely Involved" on the program. All stakeholders of the GP-KKPT are "Completely Satisfied" of the program. It can be deduced that GP-KKPT program was able to significantly improve the stakeholders' concern on community and

environmental programs as reflected on their responses to the questionnaire and in the interview.

Keywords— *gulayan; stakeholders; community; school implementers; awareness*

I. INTRODUCTION

Pursuant to DepEd Order No. 5, s. 2014, entitled "Implementing Guidelines for the Integration of Gulayan sa Paaralan, Solid Waste Management and the Planting Trees Under the National Greening Program (NGP), Section 5.2 of Executive Order (EO) No. 28, s.2011 and DepEd Memorandum No. 18, s. 2011, entitled "Creating the Task Force of National Greening Program", Republic Act (R.A.) No. 95121, entitled "An Act to Promote Environmental Awareness through Environmental Education and for other Purposes", the Department of Education (DepEd) through DepEd Memo No. 165, s. 2013, urges all public and private schools to lead in environmental awareness by enhancing environmental education to address the present global issues and concerns about the environment.

The school is one of the most important institutions in the community in the community. Aside from its function of providing quality education, its function of informing its clientele has evolved from merely information dissemination to developmental and transformational in nature for a broad area of human activities with the help of the community. The school and community members are composed of parents, learners, teachers and other stakeholders with diverse culture, language and occupations. In spite of this diversity, they are supportive of the school activities, thus forming a united effort and sharing their talents and resources to transform the school and the community to more productive and conducive learning environment.

The education of the youth is everybody's concern. Socrates once said that the main goal of schooling is the development of human virtues. Teachers are not alone in their goal of developing and improving the educational process. The parents, barangay officials, other community members and stakeholders are social partners of teachers. While the government is tasked

to provide free and quality education to every Filipino child and youth, the community where they grow is an important stakeholder in their education. The successful collaboration of the school officials and stakeholders will help build strong alliances and will produce active participation between the school and the community. Also, the successful collaboration between the school and the community at large will help bring success to education as they share essential characteristics like regular and sustained interaction and communication between members, shared decision making, sense of common identity, and shared common interest and goals.

When schoolwork involves the participation of parents and stakeholders, the learners learn and achieve more. Parents are a child's first teachers and can instill values that encourage school learning. Educators should inform parents and other stakeholders of the school's educational goals, the importance of high expectations from every child, and the ways of assisting the students in doing their homework, learning classroom lessons and doing school-related activities. The stakeholders are therefore pivotal in ensuring that Filipino children and youth go to school, remain in school and learn in school. As such, it poses a great challenge to teachers and educational leaders to make the stakeholders be aware, participative, and positive towards the different school environmental programs and eventually ensure its progress.

A study by Molijon and De La Rama (2014) which assessed the vegetable gardens (Gulayan sa Paaralan) in public elementary and secondary schools using descriptive research involving 16 elementary and six high schools of Cagayan de Oro City, Philippines, revealed that 87% of the 242 randomly selected respondents said that vegetable gardening helped the school and their families economically, and through the program, the pupils learned to love and appreciate the field of agriculture.

Also, Cruz (2016) looked into the environmental awareness and practices of a sample of 262 fourth year high school students of Sta. Elena High School in Marikina City for S.Y. 2013-2014, using the descriptive method of research. Data analyses showed that students manifested moderate awareness on the different concepts, issues, and problems of the environment.

Moreover, with regards to solid waste management, Bernardo (2008) documented the experiences and practices of household waste management of people in a barangay in Manila where results revealed that respondents segregate their wastes into PET bottles, glass bottles, and other waste (mixed wastes). No respondents perform composting. It is worth noting, however, that burning of waste is not done by the respondents. The households rely on garbage collection by the government. Furthermore, results of the study showed that RA 9003, also known as the Ecological Solid Waste Management Act of 2000, is not fully implemented in Metro Manila.

II. CONCEPTUAL FRAMEWORK

This study is based on the theory of awareness, involvement, and satisfaction. Successful organizations need a stable workforce and school officials should take this into account in dealing with the learners, teachers and parents. Everyone should be encouraged to develop and carry out plans for improvement. As defined in Merriam-Webster dictionary, awareness is a conceptual understanding based upon an applicable knowledge of global and cultural perspectives. The understanding of concepts that impact the world encompasses, but is not limited to, environmental, social, cultural, political, and economic relations. Involvement is a process which provides individuals an opportunity to influence others. Public involvement is a means to ensure that citizens have a direct voice in public decisions. Satisfaction refers to fulfillment and sometimes equated with performance, it implies compensation or substitution whereas performance denotes doing what was actually promised.

DepEd Bulacan as a public educational institution implements the ecological programs such as Containerized Gardening, Solid Waste Management, Gawad-Linis Lunti sa Paaralan /Gulayan sa Paaralan, EPP Model School in Agriculture and Tree Planting. To attain the ultimate objective of these programs, DepEd Bulacan initiates Gulayan sa Paaralan-Kalinisan at Kaayusan ay Patuluyin sa Tahanan (GP-KKPT) Program". To ensure success, these activities require the cooperation of all concerned which include the stakeholders both internal and external.

Such assessment will be useful in determining whether these programs / activities are beneficial in raising the awareness, participation, understanding and satisfaction of the persons involved especially in environmental concerns and to make recommendations for further improvement. This may also serve as a guide or reference for some educators to check the transfer of competencies taught inside the classroom. As such, the conceptual framework of this study is shown in the figure that follows.

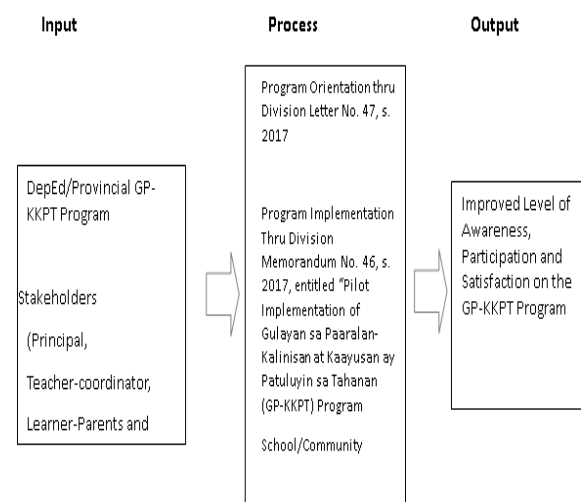


Figure 1. Paradigm of the Study

Research Questions

This study aimed to determine the level of stakeholders' awareness, involvement, and satisfaction on Gulayan sa Paaralan- Kalinisan at Kaayusan ay Patuluyin sa Tahanan (GP-KKPT) Program of DepED Bulacan.

Specifically, it attempted to seek answers to the following questions:

1. What is the level of awareness of the stakeholders on the GP-KKPT program?
2. How do the respondents rate their level of involvement in the GP-KKPT program?
3. What is the level of satisfaction of respondents toward the GP-KKPT program?
4. How may the impact of GP-KKPT program be described in terms of the respondents' level of concerns on community environmental programs?
5. Describe the respondents' acceptance and awareness of GP-KKPT program.
6. What interventions can be done to further improve the program?.

SIGNIFICANCE OF THE STUDY

The results of the study will be beneficial to the following:

Learners. The result of this study will deepen their realization that they are the principal beneficiaries and movers of the environmental programs. They play the most important role in the community as the next workforce in the next decades. Moreover, they are the ones responsible in protecting and taking care of the environment.

School Officials. This study may provide school officials information about the GP-KKPT programs and provide them insights on formulating means in collaborating with stakeholders to strengthen the program and in improving the quality of education and life in general.

Teachers. This study may serve as a motivating and encouraging factor for teachers to assume coordination in the community and school since they are expected to take the lead in informing the stakeholders to become more aware, involved and satisfied in GP-KKPT program.

Learners' Parents. This study may encourage and motivate parents to establish rapport and harmonious working relationship with school authorities. Furthermore, this will awaken them to take active participation in the promotion of cleanliness and orderliness in their community.

Community. Favorable results of this study may transform the community to become a more productive and conducive learning environment.

Scope and Limitations

This study focused on determining the stakeholders' awareness, involvement, and satisfaction on GP-KKPT program conducted by learners, teachers and administrators of select public elementary and secondary schools under DepEd Bulacan. The survey questionnaire was used in finding the answers to the set-forth problems. It was administered to 52 Public Elementary/Secondary school heads, 55 Public Elementary/Secondary teacher- coordinator, 260 learners' parents, and 256 learners, totaling to 623 respondents and 40 select respondents for the interview. Recorded interviews with the stakeholders were also done to deepen the understanding of the study.

A. Type of Research

This study utilized the descriptive method under the quantitative research design. Since the main purpose of this study was to describe the stakeholders' awareness, involvement and satisfaction on the GP-KKPT Environmental Program, this design is most appropriate. As such, data collection involved the use of instruments like the questionnaire and interviews. Moreover, this study also involved qualitative method to capture the respondents' perceptions and feelings toward the implementation of environmental programs like the GP-KKPT.

B. Respondents

The distribution of the respondents of the study is given in the table below:

Stakeholders	Number	No. of Respondent for Interview
Principal	52	10
Teacher-Coordinator	55	10
Learners' Parents	260	10
Learners	256	10
TOTAL	623	40

C. Sampling Method

The process of selecting the participating schools and community in the GP-KKPT Program can be found in Division Memorandum No. 229, s. 2016, entitled "Results of the 2016 Search for Outstanding District/School Implementers on Agriculture, Industrial Arts, Home Economics and ICT Projects". All those awarded as outstanding school implementers of Ecological Programs in Agriculture served as pilot school implementers, thus, respondents of this study were the school heads, teachers-coordinator, learners' parents and learners from said school implementers. As such, purposive sampling was used in selecting the respondents of this study in general. The respondents for interview guide questions were selected randomly via fishbowl technique.

D. Sources of Data

The following schools and principals are the implementers of GP-KKPT Program:

No.	Name of School	School Head
1	Palapala ES	Sonny R. Cruz
2	Balaong ES	Marvin P. delos Reyes
3	Bintog ES	Veronidia G. Ramirez
4	Bubulong Malaki ES	Rufina L. Galvez

5	Cong. E.R. Cruz MCS	Melinda A Balingasa
6	Bayabas ES	Edrison A. Raymundo
7	Balasing ES	Zenaida F. Mudlong
8	Lambakin ES	Gracia DC. Viudez
9	Balatong B ES	Merced S. Bernardo
10	Magmarale ES	Elma C. Ege
11	Umpucan ES	Daisy C. Dionisio
12	Tarcan ES	Olivia G. Torres, Ph. D.
13	Tuktukan ES	Yolanda M. Garcia
14	Sapang Kawayan ES	Evelinda C. Santos
15	Saog ES	Rosalinda G. Gabriel
16	Sulok ES	Teresita S. Lopez/Maria Cristina Estrada
17	Marciano DRMES	Agnes R. Oronce
18	MB. Salvador MES	Ana Sonia R. Nolasco
19	FVR Phase 2 ES	Edelson C. Delos Santos
20	Dr. Felipe De Jesus HS	Ma. Lourdes C. Valondo
21	FVR HS	Luisito V. De Guzman
22	Prenza HS	Dr. Ernesto P. Dizon
23	Partida HS	Joel A. Cruz
24	DRT HS	Aldwin C. Trinidad
25	Virginia Ramirez CHS	Emelita F. De Jesus
26	Calumpit NHS	Efren M. Santiago
27	San Ildefonso CS	Teofila N. Cruz
28	NHV ES	Josephine E. Genobiagon
29	Baliuag South CS	Marilyn P. Samson
30	San Jose ES	Susana T. Gabriel
31	Moronquillo ES	Rodellia G. Mendoza/ Joselito E. Bautista
32	Cambaog ES	Dolores O. Gatuz
33	Pinaod CS	Anabell R. Palomo
34	San Juan ES	Shelah Mari V. Paguia/Melania Capistrano
35	Masalipit ES	Casimiro DC. Reyes, Jr.
36	Sta. Maria CS	Roderick G. Bautista
37	Pungo ES	Lourdes O. Lagartera
38	Don F. De Leon MS	Eduardo M. Palomo
39	Sapang Putik ES	Eric R. Verdillo
40	Bubulong Munti ES	Gerardo C. Sevilla
41	Guiguinto Central	Lolita DG. Dayao
42	Sto. Cristo ES	Madonna F. del Carmen
43	San Marcos ES	Jose Villa M. Talucod
44	Baliuag North CS	Edelmira S. Dorega, Ph.D.
45	Liciada ES	Crispin S. Duran
46	Mapulang Lupa ES	Marcelo A. Jacinto, Jr.
47	Alexis Santos HS	Nilo A. Abolencia
48	F. F. Halili NAS	Cesar V. Valondo
49	Sta. Catalina Bata HS	Cresenciana G. Quizon/Jay R. Sanguyo
50	Bunsuran HS	Florencia O. Cervantes
51	Talbak HS	Edelberto C. Ramos
52	Mariano Ponce HS	Zenaida S. Quizon/Julieta Bulos

Records pertaining to the implementation of the program from participating schools were also utilized as secondary source of data.

INSTRUMENTS

Structured Questionnaire was utilized as the main instrument in data gathering where the respondents indicated the degree of their awareness, involvement, and satisfaction on GP-KKPT program. The structured questionnaire was composed of four parts. Part I consisted of statements in relation to the GP-KKPT Program where respondents rated their level of awareness thereof, using the following scales: 5 – very much aware, 4 – aware, 3 – moderately aware, 2 – slightly aware, 1 – not aware. Part II listed the activities relative to the implementation of the GP-KKPT Program where the respondents assessed their level or extent of involvement as to 5 – completely involved, 4 – well involved, 3 – moderately involved, 2 – slightly involved, or 1 – not involved. Part III of the

questionnaire determined the respondent's satisfaction on the GP-KKPT Program. Respondents indicated on a five-point likert scale how they agree with the items. Responses ranged from 5 - completely satisfied, 4 – very much satisfied, 3 - satisfied, 2- slightly satisfied, 1 – not satisfied. Part IV looked into the respondents' assessment of their level of concerns on community/environmental programs.

Interview Guides – open-ended questions were also utilized to gather data from respondents which may have not been captured using the structured questionnaire.

Data Collection Procedure

A meeting with the 52 school-implementers of the GP-KKPT Program was held last March 2017 to orient them on the implementation/conduct of the said program. Implementation period was set for six (6) months, that is, from April 2017 to September 2017. Monitoring of the implementation of the program was done by the researcher in coordination with the ABACA President and Elementary and Secondary Head representatives. The researcher personally distributed and administered the questionnaire to the respondents, as well as the interview which he himself conducted.

Ethical Considerations

All activities relative to the implementation of the GP-KKPT Program were supported with Division issuances duly approved by the Schools Division Superintendent. For ethical considerations, respondents were informed of their participation in the study. The researcher also secured informed consent of the participants/ respondents of the study.

DATA ANALYSIS

Frequency, percentage and mean were used to analyze data gathered from the questionnaire, pertaining to the level of awareness, involvement and satisfaction of stakeholders on the GP-KKPT Program. Data gathered from the interview with the respondents were also consolidated and summarized.

RESULTS AND DISCUSSION

Level of Awareness of the Stakeholders on the GP-KKPT Program

Awareness is the ability to directly know and perceive, to feel or to be cognizant of events. Broadly, it is the state of being conscious of something. Being aware of the programs of the Department of Education would help the schools in achieving positive results. Hence, it is the role of the school administrator to be the foremost person knowledgeable in different programs like "Gulayan sa Paaralan" so that he or she would serve as model to his or her subordinates. This significance is manifested in Table 1 below which shows the level of awareness of school heads regarding the implementation of environmental program like GP-KKPT.

Table 1: School Heads' Level of Awareness on the GP-KKPT Program

ITEMS on AWARENESS OF GP-KKPT PROGRAM		NA	SA	MA	A	VMA	MEAN	RC
I understand the objectives of school going homes ecological programs.	F	0	0	0	2	50	4.96	VMA
	%	0%	0%	0%	3.85%	96.15%		
I understand the benefits will be derived in the implementation of the program.	F	0	0	0	4	48	4.92	VMA
	%	0%	0%	0%	7.69%	92.31%		
I understand the importance between the partnership of the school and community.	F	0	0	0	1	51	4.99	VMA
	%	0%	0%	0%	1.92%	98.08%		
I understand the role and responsibility of the people in the school and community about the program.	F	0	0	0	2	50	4.96	VMA
	%	0%	0%	0%	3.85%	96.15%		
I understand the importance of planting vegetables at home.	F	0	0	0	0	52	5.00	VMA
	%	0%	0%	0%	0%	100%		
I understand the different cultural practices in planting vegetables in containers.	F	0	0	0	8	44	4.85	VMA
	%	0%	0%	0%	15.38%	84.62%		
I understand the importance of waste segregation.	F	0	0	0	0	52	5.00	VMA
	%	0%	0%	0%	0%	100%		
I understand the 3R's (Reuse, Reduce, Repair) of waste segregation.	F	0	0	0	0	52	5.00	VMA
	%	0%	0%	0%	0%	100%		
I understand the process of producing organic fertilizer out of garbage.	F	0	0	0	9	43	4.83	VMA
	%	0%	0%	0%	17.31%	82.69%		
I understand the importance of this program in the environment	F	0	0	0	1	51	4.99	VMA
	%	0%	0%	0%	1.92%	98.08%		
Overall Mean							4.95	VMA

F - Frequency; % - Percent; VMA- Very Much Aware; A- Aware; MA - Moderately Aware
SA - Slightly Aware; NA - Not Aware; RC - Response Category

Table 1 reveals the mean and response category of the School Heads' awareness on the GP-KKPT Programs. It can be noted from the table that among ten items on the awareness of the School Heads' on GP-KKPT Program there are three items that got the mean of 5.0 with a response category of "Very Much Aware". These items are "I understand the importance of planting vegetables at home," "I understand the importance of waste segregation", and "I understand the 3R's (Reuse, Reduce, Repair) of waste segregation" while the lowest computed mean of 4.83 but still with response category of "Very Much Aware" was recorded for the item "I understand the process of producing organic fertilizer out of garbage."

Further examination of the table reveals that all the items in the table achieved a response of "Very Much Aware" with the overall mean score of 4.95. This implied that the level of awareness of most of the school heads regarding the implementation of GP-KKPT is homogeneous.

Similarly, in the findings of the conducted interview all the school heads emphasized the importance of GP-KKPT in the promotion of planting vegetables both in the school and in the community. In addition, most of them agreed that this would help the environment by lessening waste products, and therefore this program must be continued.

In accordance to the above findings, Rivera (2016) pointed out in her study on SBFP that the school - based feeding program (SBFP) must be continued. She also recommended that the Gulayan sa Paaralan and Essential Health Care Program must be strengthened. Constant and strict monitoring and evaluation of the program should also be conducted. Linkages with parents and local government units and

other stakeholders should also be encouraged. Accountability of school heads and other school personnel on the implementation of the SBFP should be strengthened.

Teachers play an essential role in creating environmental awareness. This awareness increases the need to create an environment where the main source of commodities to sustain supplementary feeding, increase food production and utilize available space in school is the vegetable garden. With the teacher's knowledge in such environmental programs, the platform to disseminate the information to pupils, parents and community would be very accessible. This worth is shown in Table 2 which presents the level of awareness of teachers and coordinators on the GP-KKPT.

Table 2:Teacher-Coordintors' Level of Awareness on the GP-KKPT Program

ITEMS on AWARENESS OF GP-KKPT PROGRAM		NA	SA	MA	A	VMA	MEAN	RC
I understand the objectives of school going homes ecological programs.	F	0	0	0	7	48	4.87	VMA
	%	0%	0%	0%	12.73%	87.27%		
I understand the benefits will be derived in the implementation of the program.	F	0	0	0	3	52	4.95	VMA
	%	0%	0%	0%	5.45%	94.55%		
I understand the importance between the partnership of the school and community.	F	0	0	0	6	49	4.89	VMA
	%	0%	0%	0%	10.91%	89.09%		
I understand the role and responsibility of the people in the school and community about the program.	F	0	0	0	5	50	4.91	VMA
	%	0%	0%	0%	9.09%	90.91%		
I understand the importance of planting vegetables at home.	F	0	0	0	0	55	5.00	VMA
	%	0%	0%	0%	0%	100%		
I understand the different cultural practices in planting vegetables in containers.	F	0	0	0	17	38	4.69	VMA
	%	0%	0%	0%	30.91%	69.09%		
I understand the importance of waste segregation.	F	0	0	0	2	53	4.96	VMA
	%	0%	0%	0%	3.64%	96.36%		
I understand the 3R's (Reuse, Reduce, Repair) of waste segregation.	F	0	0	0	1	54	4.98	VMA
	%	0%	0%	0%	1.82%	98.18%		
I understand the process of producing organic fertilizer out of garbage.	F	0	0	0	6	49	4.80	VMA
	%	0%	0%	0%	10.91%	89.09%		
I understand the importance of this program in the environment	F	0	0	0	1	54	4.98	VMA
	%	0%	0%	0%	1.82%	98.18%		
Overall Mean							4.90	VMA

F - Frequency; % - Percent; VMA- Very Much Aware; A- Aware; MA - Moderately Aware; SA - Slightly Aware; NA - Not Aware

Table 2 presents the mean and response category of the Teacher-Coordintors' awareness on the GP/KKPT Programs. It can be noticed from the table that among ten items on the awareness of the Teacher-Coordintors" on GP-KKPT Environmental Program, the teacher-respondents gave the highest rating of awareness to the item "I understand the importance of planting vegetables at home" with a computed mean of 5.0 with a response category of "Very Much Aware," while the lowest computed mean of 4.69 but still with response category of "Very Much Aware" was recorded for the item "I understand the different cultural practices in planting vegetables in containers."

Further analysis of the tabulated findings shows that all the items in the table has an overall mean score of

4.90 with a response category of "Very Much Aware". This means that majority of the teachers and coordinators had similar perception as to level of awareness in the GP-KKPT Program.

Likewise, on the interview conducted to the teachers, many of the respondents said that programs such as GP-KKPT would not only beautify the surroundings. Moreover, it would also make the pupils learn about the importance of planting vegetables and caring for the environment. Other teachers also emphasized that such program would develop proper nutrition among the pupils since organic vegetables are being served in their Feeding Program.

Relatedly, Tabunda *et.al* (2016) has proven in their study that majority of the teachers express their desire to see programs like School-based Feeding Program and the likes continued and expanded. Teachers reported also that such programs promoted a culture of care and active participation among stakeholders. Increasing the parents' awareness would affect the children's awareness too. Understanding their role in school and in the community would be very helpful in the implementation of different programs. And since their role as parents equates to being the first teachers of their children, they could be able to teach and encourage them to promote and support activities in schools such as Clean and Green, Gulayan sa Paaralan, Feeding Program and the likes. Their awareness on such environmental programs would benefit the school as well as the community. This sense is discovered in Table 3 which presents the level of awareness of learners' parents on the GP-KKPT.

Table 3: Learners' Parents' Level of Awareness on the GP-KKPT Program

ITEMS on AWARENESS OF GP-KKPT PROGRAM		NA	SA	MA	A	VMA	MEAN	RC
I understand the objectives of school going homes ecological programs.	F	0	1	6	64	189	4.62	VMA
	%	0%	0.38%	2.31%	24.62%	72.69%		
I understand the benefits will be derived in the implementation of the program.	F	0	1	10	58	191	4.69	VMA
	%	0%	0.38%	3.85%	22.31%	73.46%		
I understand the importance between the partnership of the school and community.	F	0	0	4	37	219	4.83	VMA
	%	0%	0%	1.54%	14.23%	84.23%		
I understand the role and responsibility of the people in the school and community about the program.	F	0	0	9	43	208	4.77	VMA
	%	0%	0%	3.46%	20.93%	80.00%		
I understand the importance of planting vegetables at home.	F	0	0	2	30	228	4.87	VMA
	%	0%	0%	0.77%	11.54%	87.69%		
I understand the different cultural practices in planting vegetables in containers.	F	0	4	1	68	187	4.68	VMA
	%	0%	1.54%	0.38%	26.15%	71.92%		
I understand the importance of waste segregation.	F	0	2	3	34	221	4.82	VMA
	%	0%	0.77%	1.15%	13.08%	85.00%		
I understand the 3R's (Reuse, Reduce, Repair) of waste segregation.	F	0	3	5	31	221	4.81	VMA
	%	0%	1.15%	1.92%	11.92%	85.00%		
I understand the process of producing organic fertilizer out of garbage.	F	0	3	2	68	187	4.69	VMA
	%	0%	1.15%	0.77%	26.15%	71.92%		
I understand the importance of this program in the environment	F	0	4	0	33	223	4.83	VMA
	%	0%	1.54%	0%	12.69%	85.77%		
Overall Mean							4.76	VMA

F - Frequency; % - Percent; VMA- Very Much Aware; A-Aware; MA – Moderately Aware; SA – Slightly Aware; NA – Not Aware

A closer look at table 3 shows the mean and response category of the Learners' Parents' awareness on the GP-KKPT Program. It can be noted from the results that among ten items on the awareness of the Learners' Parents' on GP-KKPT Program, the learners' parents-respondent gave the highest rating for awareness on the item pertaining to understanding the importance of planting vegetables at home, with a computed mean of 4.87 with a response category of "Very Much Aware" while the lowest computed mean score of 4.62 but still with response category of "Very Much Aware" was registered for the item pertaining to understanding the objectives of the school going homes ecological programs.

A closer examination of the same table reveals that all the item had an overall mean score of 4.76 with a response category of "Very Much Aware". This implied that most of the parents had the same view as to level of awareness on the implementation of the GP-KKPT program.

In the same manner, on the interview conducted, most of the parents answered that the program would help them earn money through planting vegetables at home. Aside from eating organic and safe foods, it also served as a solution in the shortage of nutritious foods in their community.

In connection to the findings above, Carney, *et.al* (2012) found out in her study that many families expressed satisfaction with knowing the vegetables they grew in their gardens were pesticide free. They are also economically benefited because of not having to spend money on food. She also mentioned that a community gardening program can reduce food insecurity, improve dietary intake and strengthen family relationships.

The awareness of learners on the importance of environmental programs by the Department of Education is essential. Being conscious of their environment and how they become productive in school and in their community are significant in the implementation of such related programs. This vital role is presented in Table 4 which shows the learners' level of awareness on the GP-KKPT.

Table 4.

Learners' Level of Awareness on the GP-KKPT

ITEMS on AWARENESS OF GP-KKPT PROGRAM		NA	SA	MA	A	VMA	MEAN	RC
I understand the objectives of school going homes ecological programs.	F	0	0	4	83	169	4.64	VMA
	%	0%	0%	1.56%	32.42%	66.02%		
I understand the benefits will be derived in the implementation of the program.	F	0	0	7	87	162	4.61	VMA
	%	0%	0%	2.73%	33.98%	63.28%		
I understand the importance between the partnership of the school and community.	F	0	0	6	62	188	4.71	VMA
	%	0%	0%	2.34%	24.22%	73.44%		
I understand the role and responsibility of the people in the school and community about the program.	F	0	0	3	62	191	4.73	VMA
	%	0%	0%	1.17%	24.22%	74.61%		
I understand the importance of planting vegetables at home.	F	0	0	3	34	219	4.84	VMA
	%	0%	0%	1.17%	13.28%	85.55%		
I understand the different cultural practices in planting vegetables in containers.	F	0	0	7	94	155	4.58	VMA
	%	0%	0%	2.73%	36.72%	60.55%		
I understand the importance of waste segregation.	F	0	3	4	35	214	4.80	VMA
	%	0%	1.17%	1.56%	13.67%	83.59%		
I understand the 3R's (Reuse, Reduce, Repair) of waste segregation.	F	0	3	3	23	227	4.85	VMA
	%	0%	1.17%	1.17%	8.98%	88.67%		
I understand the process of producing organic fertilizer out of garbage.	F	0	1	13	71	171	4.61	VMA
	%	0%	0.39%	5.08%	27.73%	66.80%		
I understand the importance of this program in the environment	F	0	9	4	46	197	4.68	VMA
	%	0%	3.52%	1.56%	17.97%	76.95%		
Overall Mean Score							4.71	VMA

F - Frequency; % - Percent; VMA- Very Much Aware; A-Aware; MA – Moderately Aware; SA – Slightly Aware; NA – Not Aware

Table 4 presents the mean and response category of the learners' awareness on the GP-KKPT Programs. It can be gleaned from the data that the learners-respondents gave the highest awareness rating to the item "I understand the 3R's (Reuse, Reduce, Repair) of waste segregation" with a computed mean of 4.85 with a response category of "Very Much Aware" while the lowest computed mean of 4.58 but still with response category of "Very Much Aware" was recorded for the item 'I understand the different cultural practices in planting vegetables in containers." A closer look at the same table shows that all the items attained a response category of "Very Much Aware" with an overall mean score of 4.71. This result implied that the level of awareness of the learners on GP-KKPT is homogeneous.

Likewise, on the conducted interview, most of the respondents were aware that the GP-KKPT programs would not only help the environment become clean and green. Also, this would also give them opportunity to have a source of income and at the same time gain profits.

In conjunction with the present findings, Molijon & dela Rama (2014) found out in their research that about 87% of the 220 pupils being interviewed said that "Gulayan sa Paaralan" through vegetable gardening helped the school and their families economically. It is concluded also that schools are still vibrant in the implementation of the program. Through the program, the pupils learned to love and appreciate the field of agriculture.

In education, stakeholder typically refers to anyone who invested in the welfare and success of a school and its students, which include administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. In this study, the focus are the school heads, teacher-coordinators, learners' parents and the learners. The level of awareness of all the mentioned stakeholders on the GP-KKPT program is shown in Table 5.

Table 5.

Summary of Level of Awareness of the Stakeholders on the GP-KKPT-Program

ITEMS on AWARENESS OF GP-KKPT PROGRAM	School Heads'	Teacher Coordinators'	Learners' Parents'	Learners'	MEAN	RC
I understand the objectives of school going homes ecological programs.	4.96	4.87	4.62	4.64	4.77	VMA
I understand the benefits will be derived in the implementation of the program.	4.92	4.95	4.69	4.61	4.79	VMA
I understand the importance between the partnership of the school and community.	4.99	4.89	4.83	4.71	4.86	VMA
I understand the role and responsibility of the people in the school and community about the program.	4.96	4.91	4.77	4.73	4.84	VMA
I understand the importance of planting vegetables at home.	5.00	5.00	4.87	4.84	4.93	VMA
I understand the different cultural practices in planting vegetables in containers.	4.85	4.69	4.68	4.58	4.70	VMA
I understand the importance of waste segregation.	5.00	4.96	4.82	4.80	4.90	VMA
I understand the 3R's (Reuse, Reduce, Repair) of waste segregation.	5.00	4.98	4.81	4.85	4.91	VMA
I understand the process of producing organic fertilizer out of garbage.	4.83	4.80	4.69	4.61	4.73	VMA
I understand the importance of this program in the environment	4.99	4.98	4.83	4.68	4.87	VMA
Overall Mean	4.95	4.90	4.76	4.71	4.83	VMA

F - Frequency; % - Percent; VMA- Very Much Aware; A-Aware; MA – Moderately Aware; SA – Slightly Aware; NA – Not Aware

Table 5 shows the level of awareness of the four groups of respondents (stakeholders) such as school heads, teacher-coordinators, learners' parents, and learners on the GP-KKPT Programs. Data reveals that understanding the importance of planting vegetables at home as part of the GP-KKPT program was where the respondents/stakeholders have the highest level of awareness with an overall mean of 4.93. Generally, all stakeholders are very much aware of the GP-KKPT Program.

It can be noted from the table 5 that item "I understand the importance of planting vegetables at home" got the highest mean of 4.93 from the four groups of respondents with a response category of "Very Much Aware". However, these groups of respondents gave the lowest over all mean at the item

"I understand the different cultural practices in planting vegetables in containers". The highest overall mean of 4.95 which was response category as "Very Much Aware" was recorded for the School Head-respondents, while the lowest computed overall mean of 4.71 which was interpreted also as 'Very Much Aware' was recorded for the learner-respondents. The result of the study is complemented with the findings of Ramirez (2011) as cited by Vitamog & Tactay (2012). In the study, they found out that the level of awareness on solid waste management practice in UNP Candon is "high" by the three groups of respondents, namely: faculty, non-teaching personnel and students. All these respondents have different levels of educational background and yet all of them are supportive to their program.

Respondents' Level of Involvement in the GP-KKPT Program

Involvement can be defined as creating an environment in which an employee participates more in the day to day decision making which leads to a better relationship with the manager. More direct participation by employees helps the organization to achieve its goal rapidly and effortlessly. In addition, involvement of the school leaders is the key that is responsible in the ways to strengthen a well-supported leadership team in schools which can help foster a sense of ownership and purpose in the way that teachers approach their job. This sense is shown by Table 1 which presents the mean and response category of the School Heads' involvement on the GP-KKPT Program.

Table 6: School Heads' Level of Involvement in the GP-KKPT Program

ITEMS on Involvement in the GP-KKPT PROGRAM	F	NI	SI	MI	WI	CI	MEAN	RC
Planting of vegetables in the school	0	0	0	0	4	48	4.92	CI
	%	0%	0%	0%	7.69%	92.31%		
Planting of vegetables at home	0	0	1	11	40	47.5	4.75	CI
	%	0%	0%	1.92%	21.15%	76.92%		
Cleaning of school campus and classrooms	0	0	0	6	46	4.88	4.88	CI
	%	0%	0%	0%	11.54%	88.46%		
Cleaning of Home and its surroundings	0	0	1	3	48	4.90	4.90	CI
	%	0%	0%	1.92%	5.77%	92.31%		
Tree Caring and Planting on the school camp	0	0	3	1	48	4.87	4.87	CI
	%	0%	0%	5.77%	1.92%	92.31%		
Tree Caring and Planting at home	0	0	4	6	42	4.73	4.73	CI
	%	0%	0%	7.69%	11.54%	80.77%		
Segregation of waste in the school	0	0	0	2	50	4.96	4.96	CI
	%	0%	0%	0%	3.85%	96.15%		
Segregation of waste at Home	0	0	4	5	43	4.75	4.75	CI
	%	0%	0%	7.69%	9.62%	82.69%		
Beautification of School Surroundings	0	0	0	2	50	4.96	4.96	CI
	%	0%	0%	0%	3.85%	96.15%		
Beautification of Home and Surroundings	0	0	3	8	41	4.73	4.73	CI
	%	0%	0%	5.77%	15.38%	78.85%		
<i>Overall Mean</i>							4.85	CI

F - Frequency; % - Percent; CI – Completely Involved; WI – Well Involved; MI – Moderately Involved;

It can be noted from the table that among the ten items on the involvement of the School Heads on GP-KKPT Program, two items got the highest mean score of 4.96 with a response category of "Completely Involved". These items are "Segregation of waste in the school" and "Beautification of School Surroundings". On the other hand, both items "Tree

Caring and Planting at home" and "Beautification of Home and Surroundings" obtained the lowest computed mean score of 4.73 but still with response category of "Completely Involved".

A closer look at the table reveals that all items in the table received a response category of "Completely Involved" with an overall mean of 4.85. This result implied that most of the School Heads as respondents had the same beliefs as to Level of Involvement in the GP-KKPT Program.

Mulford (2003) emphasized that effective school leaders' involvement is the authority to lead and need not be located in the person of the leader but can be dispersed within the school between and among people. There is a growing understanding that leadership is embedded in various organizational contexts within school communities, not centrally vested in a person or an office. The real challenge facing most schools is no longer how to improve but, more importantly, how to sustain improvement.

On the conducted interview, selected respondents expressed that GP-KKPT program's primary purpose is the beautification of the school surroundings. moreover, students learn the importance of planting vegetables and caring for the environment.

School Coordinators are teachers or administrators who volunteered on behalf of their schools to ensure that the field experience is conducted in accordance with its principle. Their involvement plays a key role in making schools programs successful. They influence the thinking and practice of colleagues and other stakeholders across the school community. Hence, school's sustainability also depends upon its internal capacity, who are the teachers themselves, to maintain developmental work and support improvement that requires the leadership capability of the many rather than the few. This principle is shown by Table 7 which presents the mean and response category of the Teacher Coordinators' involvement on the GP-KKPT Program.

Table 7: Teacher-Coordinators' Level of Involvement in the GP-KKPT Program

ITEMS on Involvement in the GP-KKPT PROGRAM	F	NI	SI	MI	WI	CI	MEAN	R C
Planting of vegetables in the school	0	0	0	4	51	4.93	4.93	CI
	%	0%	0%	0%	7.27%	92.73%		
Planting of vegetables at home	0	0	0	13	42	4.76	4.76	CI
	%	0%	0%	0%	23.64%	76.36%		
Cleaning of school campus and classrooms	0	0	0	2	53	4.96	4.96	CI
	%	0%	0%	0%	3.64%	96.36%		
Cleaning of Home and its surroundings	0	0	0	8	47	4.85	4.85	CI
	%	0%	0%	0%	14.55%	85.45%		
Tree Caring and Planting on the school camp	0	0	2	4	49	4.85	4.85	CI
	%	0%	0%	3.64%	7.27%	89.09%		
Tree Caring and Planting at home	0	2	0	8	45	4.75	4.75	CI
	%	0%	3.64%	0%	14.55%	81.82%		
Segregation of waste in the school	0	0	0	4	51	4.93	4.93	CI
	%	0%	0%	0%	7.27%	92.73%		
Segregation of waste at Home	0	0	0	9	46	4.84	4.84	CI
	%	0%	0%	0%	16.36%	83.65%		
Beautification of School Surroundings	0	0	0	2	53	4.96	4.96	CI
	%	0%	0%	0%	3.64%	96.36%		
Beautification of Home and Surroundings	0	0	0	7	48	4.87	4.87	CI
	%	0%	0%	0%	12.73%	87.27%		
<i>Overall Mean</i>							4.87	CI

F - Frequency; % - Percent; CI – Completely Involved; WI – Well Involved; MI – Moderately Involved; SI – Slightly Involved; NI – No Involvement; RC – Response Category

It can be noted from the table that among ten items on the involvement of the Teacher Coordinators' on GP-KKPT Program, items "Cleaning of school campus and classrooms" and "Beautification of School Surroundings" yielded a mean score of 4.96 with a response category of "Completely Involved". While the lowest computed mean score of 4.75 but still with response category of "Completely Involved" was recorded for item "Tree Caring and Planting at home". A closer look at the table reveals that all items in the table received a response category of "Completely Involved" with an overall mean of 4.87. This result reveals that most of the Teacher-Coordinator as respondents had mutual beliefs as to Level of Involvement in the GP-KKPT Program.

On the conducted interview, respondents articulated that GP-KKPT program has not just created a better version of their school but most of all has formed teachers a venue of unity for school cleanliness while maximizing the use of unfilled spaces in the school. Relatedly, Reimers et. Al (2005) clarified that without the participation of teachers, changes in education are impossible. Creating new meanings for their work and recuperating their key role involves recognizing that there is a set of inter-related factors that determine teacher performance.

Successful parent involvement can be defined as the active, ongoing participation of parents in the education of their child. This involvement remains very beneficial in promoting positive achievement and affective outcomes not just for their child nevertheless much more for the school. Schools that actively involve parents and the community tend to establish better reputations in the community. Furthermore, schools with involved parents engage those parents to programs typically developed in response to a specific need in the school or its community and are both focused and flexible in addressing that need. This vital role is revealed by Table 8 which presents Learners' Parents' Level of Involvement in the GP-KKPT Program.

Table 8: Learners' Parents' Level of Involvement in the GP-KKPT Program

ITEMS on Involvement in the GP-KKPT PROGRAM	NI	SI	MI	WI	CI	MEAN	RC
Planting of vegetables in the school	F 2	2	11	68	177	4.60	CI
	% 0.77%	0.77%	4.23%	26.15%	68.08%		
Planting of vegetables at home	F 0	0	53	207	4.80	CI	
	% 0%	0%	0%	20.38%	79.62%		
Cleaning of school campus and classrooms	F 0	2	6	65	187	4.68	CI
	% 0%	0.77%	2.31%	25.00%	71.92%		
Cleaning of Home and its surroundings	F 0	0	2	36	222	4.85	CI
	% 0%	0%	0.77%	13.85%	85.38%		
Tree Caring and Planting on the school camp	F 0	5	5	69	181	4.64	CI
	% 0%	1.92%	1.92%	26.54%	69.62%		
Tree Caring and Planting at home	F 2	0	7	40	211	4.76	CI
	% 0.77%	0%	2.69%	15.38%	81.15%		
Segregation of waste in the school	F 3	3	8	66	180	4.60	CI
	% 1.15%	1.15%	3.08%	25.38%	69.23%		
Segregation of waste at Home	F 0	3	6	41	210	4.76	CI
	% 0%	1.15%	2.31%	15.77%	80.77%		
Beautification of School Surroundings	F 0	4	6	47	203	4.73	CI
	% 0%	1.54%	2.31%	18.08%	78.08%		
Beautification of Home and Surroundings	F 0	4	3	37	216	4.79	CI
	% 0%	1.54%	1.15%	14.23%	83.08%		
Overall Mean						4.72	CI

F - Frequency; % - Percent; CI – Completely Involved; WI – Well Involved; MI – Moderately Involved; SI – Slightly Involved; NI – No Involvement; RC – Response Category

It can be noted from the table on the involvement of the Learners' Parents on GP-KKPT Program that the item "Cleaning of Home and its surroundings" got the highest mean score of 4.85 with a response category of "Completely Involved", while the lowest computed mean score of 4.60 but still with response category of "Completely Involved" was recorded for the item "Segregation of waste in the school".

A closer look at the table shows that all items in the table got a response category of "Completely Involved" with an overall mean of 4.72. This result reveals that most of the parents as respondents had similar conviction as to Level of Involvement in the GP-KKPT Program.

On the conducted interview, respondents claimed that GP-KKPT program has helped them in taking care of the surroundings, keeping it clean and green even at home which was further stressed by one respondent who stated that GP-KKPT develop them to be more concern and conscious in the environment.

Learner's involvement is the process of engaging students in every facet of the educational process for the purpose of strengthening their commitment to education and community. With this in mind, together with the acquisition of skills, attitudes and values, learners become conducive to self –fulfilment and good citizenship especially at home. This impact was revealed by Table 9 which presented Learners' Level of Involvement in the GP-KKPT Program.

Table 9: Learners' Level of Involvement in the GP-KKPT Program

ITEMS on Involvement in the GP-KKPT PROGRAM	NI	SI	MI	WI	CI	MEAN	RC
Planting of vegetables in the school	F 6	4	4	45	197	4.65	CI
	% 2.34%	1.56%	1.56%	17.58%	76.95%		
Planting of vegetables at home	F 0	0	13	37	206	4.75	CI
	% 0%	0%	5.08%	14.45%	80.47%		
Cleaning of school campus and classrooms	F 0	3	12	25	216	4.77	CI
	% 0%	1.17%	4.69%	9.77%	84.38%		
Cleaning of Home and its surroundings	F 0	0	1	52	203	4.79	CI
	% 0%	0%	0.39%	20.31%	79.30%		
Tree Caring and Planting on the school camp	F 0	2	7	59	188	4.69	CI
	% 0%	0.78%	2.73%	23.05%	73.44%		
Tree Caring and Planting at home	F 1	1	13	77	164	4.57	CI
	% 0.39%	0.39%	5.08%	30.08%	64.06%		
Segregation of waste in the school	F 0	3	3	50	200	4.75	CI
	% 0%	1.17%	1.17%	19.53%	78.13%		
Segregation of waste at Home	F 0	8	12	59	177	4.58	CI
	% 0%	3.13%	4.69%	23.05%	69.14%		
Beautification of School Surroundings	F 0	8	1	31	216	4.78	CI
	% 0%	3.13%	0.39%	12.11%	84.38%		
Beautification of Home and Surroundings	F 0	8	11	46	191	4.64	CI
	% 0%	3.13%	4.30%	17.97%	74.61%		
Overall Mean						4.72	CI

F - Frequency; % - Percent; CI – Completely Involved; WI – Well Involved; MI – Moderately Involved; SI – Slightly Involved; NI – No Involvement; RC – Response Category

Table 9 reveals the mean and response category of the learners' involvement on the GP-KKPT Programs.

It can be noted from the table that among ten items on the involvement of the Learners' on GP-KKPT Program, item "Cleaning of Home and its surroundings" got the highest mean score of 4.79 with a response category of "Completely Involved", while the lowest computed mean score of 4.57 but still with response category of "Completely Involved" was recorded to item "Tree Caring and Planting at home". These ratings prove that students are well aware and

involved in the key elements and activities in the GP-KKPT Programs specifically in maintaining the cleanliness of their environment.

A closer look at the same table shows that all the items attained a response category of “*Completely Involved*” with an average mean score of 4.72. This results implied that the level of involvement of the learners on GP-KKPT are homogeneous.

Likewise, on the conducted interview, most of the respondents were involve to GP/KKPT programs in such a way that they even plan to have their own *Gulayan* on their yard and maintain it as a source of their food too.

Willms (2000) stressed that most students participate in academic and non-academic activities at school, and develop a sense of belonging – their friends are there, they have good relations with teachers and other students, and they identify with and value schooling outcomes.

Understanding the impact of various level of involvement must proceed in recognition of all the many factors which impinge on school outcomes. Stakeholders’ involvement develops complex learning skills though articulate goals, connections to classroom learning, and reflect on the experience and its potential applications throughout their lives. For the education system at large, involvement can bridge the academic achievement gap. It can also develop connections between schools and communities. Most importantly, it can foster safe and supportive learning environments. These impressions of the level of involvement of all the mentioned stakeholders on the GP-KKPT was shown in Table 10.

Table 10: *Summary of Level of Involvement of the Stakeholders on the GP-KKPT Program*

ITEMS on Involvement in the GP-KKPT PROGRAM	School Heads	Teacher Coordinators	Learners’ Parents	Learners	MEAN	RC
Planting of vegetables in the school	4.92	4.93	4.60	4.65	4.78	CI
Planting of vegetables at home	4.75	4.76	4.80	4.75	4.77	CI
Cleaning of school campus and classrooms	4.88	4.96	4.68	4.77	4.82	CI
Cleaning of Home and its surroundings	4.90	4.85	4.85	4.79	4.85	CI
Tree Caring and Planting on the school camp	4.87	4.85	4.64	4.69	4.76	CI
Tree Caring and Planting at home	4.73	4.75	4.76	4.57	4.70	CI
Segregation of waste in the school	4.96	4.93	4.60	4.75	4.81	CI
Segregation of waste at Home	4.75	4.84	4.76	4.58	4.73	CI
Beautification of School Surroundings	4.96	4.94	4.73	4.78	4.85	CI
Beautification of Home and Surroundings	4.73	4.87	4.79	4.64	4.76	CI
<i>Overall Mean</i>	<i>4.85</i>	<i>4.87</i>	<i>4.72</i>	<i>4.70</i>	<i>4.78</i>	<i>CI</i>

F - Frequency; % - Percent; *CI* – *Completely Involved*; *WI* – *Well Involved*; *MI* – *Moderately Involved*; *SI* – *Slightly Involved*; *NI* – *No Involvement*; *RC* – *Response Category*

Table 10 shows the level of involvement of the four groups of respondents such as school heads, teacher-coordinators, learners’ parents, and learners on the GP/KKPT Programs. It can be noted from the data

that items “Cleaning of Home and its surroundings” and “Beautification of School Surroundings” both got the highest overall mean of 4.85 from the four groups of respondents with a response category of “Completely Involved”. However, these groups of respondents gave the lowest over all mean at item “Tree Caring and Planting at home”. The highest overall mean of 4.87 with a response category of “Completely Involved” was recorded for the Teacher Coordinator respondents, while the lowest computed overall mean of 4.70 which was interpreted also as “Completely Involved” was recorded for the learner-respondents.

Mukethe, (2015) emphasized in his summary that Stakeholders’ involvement towards curriculum implementation in a school influence pupils’ performance. Schools where the head teacher involve pupils, teachers, parents and school management committees to a large extent perform better. Pupil’s involvement in curriculum implementation produced strong positive correlations between high levels of pupil’s involvement to school educational programs and activities and improved grades points.

Respondents’ Level of Satisfaction the GP-KKPT Program

Satisfaction if defined is a pleasant feeling express upon receiving or receiving something one had wanted. It is regarded as a very important issue within the educational context, especially for school head. This is mainly due to the fact that it is connected with different aspects of their role and those which consume most of their time both in and outside of school. Therefore, it is necessary that they feel satisfaction and harmony in carrying out their duties to ensure effectiveness in delivering their role. This expression was shown in Table 11 which presented the School Heads’ Level of Satisfaction towards the GP-KKPT Program.

Table 11: *School Heads’ Level of Satisfaction towards the GP-KKPT Program*

ITEMS on SATISFACTION towards the GP-KKPT PROGRAM		NS	SS	S	VMS	CS	MEAN	RC
Principal, Teachers, Learners and Learner-Parents are happy in participating the GP-KKPT/School Going Homes Ecological Program.	F	0	0	0	11	41	4.79	CS
	%	0%	0%	0%	21.15%	78.85%		
Cooperation strengthens the unity among Schools Officials and Parents in the community.	F	0	0	0	12	40	4.77	CS
	%	0%	0%	0%	23.08%	76.92%		
The program helps the family to produce safe vegetables at home and school.	F	0	0	1	5	46	4.87	CS
	%	0%	0%	1.92%	9.62%	88.46%		
It is nice to see the school and home clean and beautiful.	F	0	0	0	3	49	4.87	CS
	%	0%	0%	0%	5.77%	94.23%		
Schools Officials and Parents in the community become more responsible in taking good care of the environment.	F	0	0	0	9	43	4.83	CS
	%	0%	0%	0%	17.31%	82.69%		
The school and home became the model of the community.	F	0	0	1	6	45	4.85	CS
	%	0%	0%	1.92%	11.54%	86.54%		
The school and home became a disease free community.	F	0	1	0	7	44	4.81	CS
	%	0%	1.92%	0%	13.46%	84.62%		
Segregation of waste in the school and home are great source of income.	F	0	0	3	2	47	4.85	CS
	%	0%	0%	5.77%	3.85%	90.38%		
Malnutrition decreases through this program.	F	0	0	0	12	40	4.77	CS
	%	0%	0%	0%	23.08%	76.92%		
The program promotes love and respect of people to their habitat which is the environment.	F	0	0	1	8	43	4.81	CS
	%	0%	0%	1.92%	15.38%	82.69%		
Overall Mean							4.82	CS

F - Frequency; % - Percent; CS – Completely Satisfied; VMS – Very Much Satisfied; S – Satisfied; SS – Slightly Satisfied; NS – Not Satisfied; RC – Response Category

The overall mean for the responses of School Heads on their level of satisfaction towards the GP-KKPT Program is 4.82. Specifically, the school heads responded with great extent that the program helps the family to produce safe vegetables at home and school and it is nice to see the school and home clean and beautiful. They are completely satisfied that the school and home became the model of the community, a way to disease-free community and great source of income because of GP-KKPT.

In the same vein, Gross and Lane (2007), stated that gardening exposes children to healthy food, moderate exercise, and positive social interactions and can often lead to love for gardening.

Furthermore, Bell and Dymont (2008), concluded in their study that children who are familiar with growing their own food tend to eat more fruits and vegetables.

Nowadays, there are numbers of factors which influence how satisfied teachers are with their jobs. One of such factors is cleanliness. Conducive and clean environment creates teachers' positive attitude towards teaching and other additional tasks given wherein their positive perception of the environments establishes satisfaction which is a key role in attaining achievement. This perception was shown in Table 12 which presented the Teacher-Coordinators' Level of Satisfaction the GP-KKPT Program.

Table 12. Teacher-Coordinators' Level of Satisfaction the GP-KKPT Program

ITEMS on SATISFACTION towards the GP-KKPT PROGRAM		NS	SS	S	VMS	CS	MEAN	RC
Principal, Teachers, Learners and Learner-Parents are happy in participating the GP-KKPT/School Going Homes Ecological Program.	F	0	0	0	13	42	4.76	CS
	%	0%	0%	0%	23.64%	76.36%		
Cooperation strengthens the unity among Schools Officials and Parents in the community.	F	0	0	0	15	40	4.73	CS
	%	0%	0%	0%	27.27%	72.73%		
The program helps the family to produce safe vegetables at home and school.	F	0	0	0	6	49	4.89	CS
	%	0%	0%	0%	10.91%	89.09%		
It is nice to see the school and home clean and beautiful.	F	0	0	0	0	55	5.00	CS
	%	0%	0%	0%	0%	100%		
Schools Officials and Parents in the community become more responsible in taking good care of the environment.	F	0	0	0	7	48	4.87	CS
	%	0%	0%	0%	12.73%	87.27%		
The school and home became the model of the community.	F	0	0	0	5	50	4.91	CS
	%	0%	0%	0%	9.09%	90.91%		
The school and home became a disease free community.	F	0	0	0	11	44	4.80	CS
	%	0%	0%	0%	20%	80%		
Segregation of waste in the school and home are great source of income.	F	0	0	0	8	47	4.85	CS
	%	0%	0%	0%	14.55%	85.45%		
Malnutrition decreases through this program.	F	0	0	2	9	44	4.76	CS
	%	0%	0%	3.64%	16.36%	80%		
The program promotes love and respect of people to their habitat which is the environment.	F	0	0	0	4	51	4.93	CS
	%	0%	0%	0%	7.27%	92.73%		
Overall Mean							4.86	CS

F - Frequency; % - Percent; CS – Completely Satisfied; VMS – Very Much Satisfied; S - Satisfied; SS – Slightly Satisfied; NS – Not Satisfied; RC – Response Category

The responses of teacher-coordinators on the level of satisfaction in the GP-KKPT Program are reflected in Table 12. The overall mean was 4.86 which is generally "Completely Satisfied".

They specified with great extent that it is nice to see the school and home clean and beautiful, it also promotes love and respect of people to their habitat which is the environment.

They regarded in particular that they are completely satisfied that GP-KKPT program helps the family to produce safe vegetables at home and school.

In lesser extent, they answered that cooperation strengthens the unity among school officials and parents in the community and malnutrition decreases through this program.

According to Hedley et al.(2004), there are multiple rationales for the value of schools gardens, chiefly as outdoor "learning laboratories," as aesthetically pleasing spaces for children to play, and, most recently, as places to promote the consumption of fresh produce among a youth population with markedly elevated rates of obesity and type 2 diabetes.

Furthermore, Klemmer et al, (2005), found out in his study that students who have school garden programs incorporated into their science curriculum score significantly higher on science achievement tests than students who are taught by strictly traditional classroom methods.

Satisfaction of parents and the degree of contentment with different aspects of schools attended is crucial to parental involvement in their children's education. Parents value their children's well-being in school as much as their achievements. Seeing things in order is

a vital factor most parents are keen of. This role was shown in Table 13 which presented the learners' parents' level of satisfaction on the GP-KKPT Program.

Table 13. Learners' Parents' Level of Satisfaction the GP-KKPT Program

ITEMS on SATISFACTION towards the GP-KKPT PROGRAM		NS	SS	S	VMS	CS	MEAN	RC
Principal, Teachers, Learners and Learner-Parents are happy in participating the GP-KKPT/School Going Homes Ecological Program.	F	0	5	6	41	208	4.74	CS
	%	0%	1.92%	2.31%	15.77%	80.00%		
Cooperation strengthens the unity among Schools Officials and Parents in the community.	F	0	0	9	49	202	4.74	CS
	%	0%	0%	3.46%	18.85%	77.69%		
The program helps the family to produce safe vegetables at home and school.	F	0	3	6	28	222	4.79	CS
	%	0%	1.15%	2.31%	10.77%	85.38%		
It is nice to see the school and home clean and beautiful.	F	0	0	2	27	231	4.88	CS
	%	0%	0%	0.77%	10.38%	88.85%		
Schools Officials and Parents in the community become more responsible in taking good care of the environment.	F	0	0	5	37	218	4.82	CS
	%	0%	0%	1.92%	14.23%	83.85%		
The school and home became the model of the community.	F	0	0	2	36	222	4.85	CS
	%	0%	0%	0.77%	13.85%	85.38%		
The school and home became a disease free community.	F	4	0	11	36	209	4.72	CS
	%	1.54%	0%	4.23%	13.85%	80.38%		
Segregation of waste in the school and home are great source of income.	F	2	0	9	44	205	4.73	CS
	%	0.77%	0%	3.46%	16.92%	78.85%		
Malnutrition decreases through this program.	F	0	2	13	69	176	4.61	CS
	%	0%	0.77%	5.00%	26.54%	67.69%		
The program promotes love and respect of people to their habitat which is the environment.	F	0	0	4	30	226	4.85	CS
	%	0%	0%	1.54%	11.54%	86.92%		
Overall Mean							4.78	CS

F - Frequency; % - Percent; CS – Completely Satisfied; VMS – Very Much Satisfied; S – Satisfied SS – Slightly Satisfied; NS – Not Satisfied; RC – Response Category

The overall mean for learners' parents' level of satisfaction on the GP-KKPT Program was 4.78 which is verbally described as "Completely Satisfied". Specifically, the learner' parents responded with great extent that they are completely satisfied to see the school and home clean and beautiful, model of community, promotes love and respect of people to their habitat which is the environment. In lesser extent, they answered that malnutrition decreases through this program and the school and community became a disease-free community. Moreover, Habib and Doherty (2000) showed that 68 percent of the students shared what they were learning with family and friends unassociated with the school garden program. This has the potential for spreading the benefits to a much larger community. Accordingly, American Community Gardening Association attributes community gardens to an increase in home prices for residences near the garden, a reduction in violent and non-violent crime in the neighborhood, and an overall increase in the feeling of safety (2009). Similarly said on a Denver study by Litt J.S., et al. (2012), 95 percent of community gardeners give away some of the produce they grow to friends, family and people in need; 60 percent specifically donate to food assistance programs.

Satisfaction has been significantly linked with the pupils' values congruence between teacher and learners and with the extent to which the overall structure aligns with pupils' expectations and preferences. School environment emphasize on adequate and qualitative facilities to promote conducive teaching and learning environment. This impact was shown in Table 14 which presented the learners' level of satisfaction on the GP-KKPT Program.

Table 14: Learners' Level of Satisfaction on the GP-KKPT Program

ITEMS on SATISFACTION towards the GP-KKPT PROGRAM		NS	SS	S	VMS	CS	MEAN	R C
Principal, Teachers, Learners and Learner-Parents are happy in participating the GP-KKPT/School Going Homes Ecological Program.	F	0	3	9	45	199	4.72	CS
	%	0%	1.17%	3.52%	17.58%	77.73%		
Cooperation strengthens the unity among Schools Officials and Parents in the community.	F	0	0	3	68	185	4.71	CS
	%	0%	0%	1.17%	26.56%	72.27%		
The program helps the family to produce safe vegetables at home and school.	F	0	0	1	52	203	4.79	CS
	%	0%	0%	0.39%	20.31%	79.30%		
It is nice to see the school and home clean and beautiful.	F	0	0	3	24	229	4.88	CS
	%	0%	0%	1.17%	9.38%	89.45%		
Schools Officials and Parents in the community become more responsible in taking good care of the environment.	F	0	0	5	41	210	4.80	CS
	%	0%	0%	1.95%	16.02%	82.03%		
The school and home became the model of the community.	F	0	0	0	49	207	4.81	CS
	%	0%	0%	0%	19.14%	80.86%		
The school and home became a disease free community.	F	0	0	12	52	192	4.70	CS
	%	0%	0%	4.69%	20.31%	75.00%		
Segregation of waste in the school and home are great source of income.	F	0	0	7	59	190	4.71	CS
	%	0%	0%	2.73%	23.05%	74.22%		
Malnutrition decreases through this program.	F	0	3	15	66	172	4.59	CS
	%	0%	1.17%	5.86%	25.78%	67.19%		
The program promotes love and respect of people to their habitat which is the environment.	F	0	0	5	42	209	4.80	CS
	%	0%	0%	1.95%	16.41%	81.64%		
Overall Mean							4.76	CS

F - Frequency; % - Percent; CS – Completely Satisfied; VMS – Very Much Satisfied; S – Satisfied SS – Slightly Satisfied; NS – Not Satisfied; RC – Response Category

The overall mean for the responses of learner-respondents on their level of satisfaction on the GP-KKPT Program is 4.76. It can be seen that learners are "Completely Satisfied" in this program. Specifically, the learners responded with great extent that they are completely satisfied to see the school and home clean and beautiful and became the model of the community. On the other hand, they answered at a lesser extent that malnutrition decreases through this program and segregation of waste in the school and home are great source of income. Accordingly, Robinson and Zajicek (2005) showed in their studies that students participating in a garden program had increased self-understanding, interpersonal skills, and cooperative skills when compared to non-gardening students. Moreover, Habib and Doherty (2007), stated in their study that the school garden serves as a "safe place" for students. They show that large numbers of students report "that they feel 'calm,' 'safe,' 'happy,' and 'relaxed' in the school garden". Table 15: Summary of Level of Satisfaction of the Stakeholders on the GP-KKPT Program

ITEMS on SATISFACTION towards the GP-KKPT PROGRAM	School Heads	Teacher Coordinators	Learners' Parents	Learners	MEAN	RC
Principal, Teachers, Learners and Learner-Parents are happy in participating the GP-KKPT Program.	4.79	4.76	4.74	4.72	4.75	CS
Cooperation strengthens the unity among Schools Officials and Parents in the community.	4.77	4.73	4.74	4.71	4.74	CS
The program helps the family to produce safe vegetables at home and school.	4.87	4.89	4.79	4.79	4.84	CS
It is nice to see the school and home clean and beautiful.	4.87	5.00	4.88	4.88	4.91	CS
Schools Officials and Parents in the community become more responsible in taking good care of the environment.	4.83	4.87	4.82	4.80	4.83	CS
The school and home became the model of the community.	4.85	4.91	4.85	4.81	4.86	CS
The school and home became a disease free community.	4.81	4.80	4.72	4.70	4.76	CS
Segregation of waste in the school and home are great source of income.	4.85	4.85	4.73	4.71	4.79	CS
Malnutrition decreases through this program.	4.77	4.76	4.61	4.59	4.68	CS
The program promotes love and respect of people to their habitat which is the environment.	4.81	4.93	4.85	4.80	4.85	CS
Overall Mean	4.82	4.88	4.77	4.75	4.81	CS

F - Frequency; % - Percent; *CS* – Completely Satisfied; *VMS* – Very Much Satisfied; *S* – Satisfied *SS* – Slightly Satisfied; *NS* – Not Satisfied; *RC* – Response Category

Table 15 shows the level of satisfaction of the four groups of respondents such as school heads, teacher-coordinators, learners' parents, and learners on the GP/KKPT Program.

It can be noted from the table 15 that the item 'It is nice to see the school and home clean and beautiful' got the highest overall mean of 4.91 from the four groups of respondents with a response category of "Completely Satisfied". However, these groups of respondents gave the lowest over all mean at item "Malnutrition decreases through this program". The highest overall mean of 4.88 which was response category as "Completely Satisfied" was recorded for the teacher-coordinator-respondents, while the lowest computed overall mean of 4.75 which was interpreted also as 'Completely Satisfied' was recorded for the learner-respondents.

Respondents' Level of Concern/Involvement on Community and Environmental Programs

The school heads' role is very important specially in community involvement because they motivate and support the teachers, encourage the community and other school stakeholders to be involved in the educational program, and encourage participatory decision making.

Consistent community involvement and engagement at all levels of the school have been shown time and time again to have significant short and long term benefits. Therefore, the school heads' role is vital particularly in community involvement which may

bring out motivation and support from the teachers. Hence, this may encourage even the whole community and other school stakeholders to be engaged in the educational program and encourage participatory decision making. This role was shown in Table 16 which presented the Level of Concern/Involvement on Community Environmental Programs of School Heads.

Table 16: School Heads' Level of Concerns on Community Environmental Programs

ITEMS on CONCERNS ON COMMUNITY ENVIRONMENTAL PROGRAMS	F	N	R	S	O	A	MEAN	RC
I strictly follow all signage regarding proper waste disposal.	0	0	0	0	5	47	4.90	A
	0%	0%	0%	0%	9.62%	90.38%		
I participate in community programs on cleanliness in our barangay (e.g. "Tapat Ko Linis Ko").	0	0	0	0	5	47	4.90	A
	0%	0%	0%	0%	9.62%	90.38%		
I separate the biodegradable from non-biodegradable materials	0	0	0	0	8	44	4.85	A
	0%	0%	0%	0%	15.38%	84.62%		
I practice the 3 R's (Reuse, Reduce and Repair)	0	0	0	0	4	48	4.92	A
	0%	0%	0%	0%	7.69%	92.31%		
I influence my neighbors to clean their area	0	0	0	0	6	46	4.88	A
	0%	0%	0%	0%	11.54%	88.46%		
I have my own vegetable garden at home	0	0	1	0	8	43	4.81	A
	0%	0%	1.92%	0%	15.38%	82.69%		
I know the importance of gardening at home	0	0	0	0	2	50	4.96	A
	0%	0%	0%	0%	3.85%	96.15%		
I participate in the clean and green campaign of the barangay	0	0	0	0	2	50	4.96	A
	0%	0%	0%	0%	3.85%	96.15%		
I do my share in protecting the environment.	0	0	0	0	1	51	4.98	A
	0%	0%	0%	0%	1.92%	98.08%		
I understand and follow environmental ordinance of the community.	0	0	0	0	2	50	4.96	A
	0%	0%	0%	0%	3.85%	96.15%		
Overall Mean							4.91	A

F - Frequency; % - Percent; *A*- Always; *O* – Often; *S* – Sometimes; *R* – Rarely; *N* – Never; *RC* – Response Category

Table 16 reveals the mean and response category of the School Heads' concerns on community environmental issues.

It can be noted from the table that among ten items on the level of concerns/involvement on community environmental issues, there is one item that got a highest mean score of 4.98 with a response category of "Always" which is "I do my share in protecting the environment", while the lowest computed mean score of 4.81 but still with response category of "Always" was recorded to the item "I have my own vegetable garden at home".

A closer look at the table shows the total mean score of 4.91 with response category of "Always" shows that the respondent school heads had mutual belief in all the items and have a very high level of concern/involvement on community environmental issues.

The interview conducted revealed that most of the respondents believed that GP-KKPT will be very much helpful in raising awareness to environmental issues. On the question "How does an ecological program help your school and home?" One of the school heads answered "There will be awareness on cleanliness

and importance of planting vegetables. Another one answered “In joining programs like GP-KKPT we can teach the pupils and even the parents to become more disciplined in proper waste disposal that will result in a clean surrounding, school and community” One can always point to the principal’s leadership as the key to success of a school that is vibrant and has a reputation of excellence in teaching. Indeed, the school manager is the keystone in the building of effective schools. The nine positive outlier schools or outstandingly effective schools in the country do have similarly effective principals. There is a positively significant correlation between effective principals and effective schools (Forbes, 2011).

Teachers have the power to break the cycle of poverty in communities. They act as an effective bridge, which links communities to the school and help them realize the communities’ full potential.

Schools have a very unique role in environmental protection. They can help pupils become conscientious individuals for the environment, protecting it for themselves and generations to come. As we look to schools in the effort to preserve our environment, we should consider both roles to maximize their impact. In line with this, teachers have the power to break the cycle of poverty in communities through gardening which is a part of community engagement. They may act as an effective bridge, which links communities to the school and help them realize the communities’ full potential. This impact was shown in Table 2 which presented the Level of Concern/Involvement on Community Environmental Issues of Teacher-Coordina

Table 17: *Teacher-Coordina*

ITEMS on CONCERNS ON COMMUNITY AND ENVIRONMENTAL PROGRAMS		N	R	S	O	A	MEAN	RC
I strictly follow all signage regarding proper waste disposal.	F	0	0	0	7	48	4.87	A
	%	0%	0%	0%	12.73%	87.27%		
I participate in community programs on cleanliness in our barangay (e.g. “Tapat Ko Linis Ko”).	F	0	0	0	10	45	4.82	A
	%	0%	0%	0%	18.18%	81.82%		
I separate the biodegradable from non-biodegradable materials	F	0	0	1	8	46	4.82	A
	%	0%	0%	1.82%	14.55%	83.64%		
I practice the 3 R’s (Reuse, Reduce and Repair)	F	0	0	0	6	49	4.89	A
	%	0%	0%	0%	10.91%	89.09%		
I influence my neighbors to clean their area	F	0	0	0	10	45	4.82	A
	%	0%	0%	0%	18.18%	81.82%		
I have my own vegetable garden at home	F	0	0	3	5	47	4.80	A
	%	0%	0%	5.45%	9.09%	85.45%		
I know the importance of gardening at home	F	0	0	0	4	51	4.93	A
	%	0%	0%	0%	7.27%	92.73%		
I participate in the clean and green campaign of the barangay	F	0	0	1	6	48	4.85	A
	%	0%	0%	1.82%	10.91%	87.27%		
I do my share in protecting the environment.	F	0	0	0	10	45	4.82	A
	%	0%	0%	0%	18.18%	81.82%		
I understand and follow environmental ordinance of the community.	F	0	0	0	5	50	4.91	A
	%	0%	0%	0%	9.09%	90.91%		
<i>Overall Mean</i>							4.85	A

F - Frequency; % - Percent; A- Always; O – Often; S – Sometimes; R – Rarely; N – Never; RC – Response Category

Table 17 reveals the mean and response category of the teacher-coordinators’ concern/involvement on community environmental programs.

It can be noted from the table the among ten items on the level of concerns/involvement on community environmental programs of the teacher-coordinators, the respondents gave the highest score to item “I know the importance of gardening at home” with a computed mean of 4.93 with a response category of “Always” while the lowest computed mean score of 4.80 but still with response category of “Always” was recorded to the item “I have my own vegetable garden at home “.

The table also reveals that the respondent teacher-coordinators had mutual beliefs in all of the items. The total mean score of 4.85 with response category of “Always” implies that respondents have a high level of concern/ involvement on community environmental programs.

These findings were supported by the result of the interview. When the respondents were asked “Describe the improvement gained from GP-KKPT/school going homes environmental program.” The common answer was “It raised the awareness and concern on the importance of clean surroundings and environment.”

The teachers’ job is to help people recognize that there are new developments that would impact greatly on their lives. There are new technologies that they have to know in order to experience a better quality of life. They extend their services to the community to educate people about the most recent happenings and help them cope with rapid changes. (SEAMEO Innotech)

Parents may have a completely different view than the school about what role they are expected to play. Such differences in the interpretation of what constitutes parental involvement may lead to perceptions that parents are not involved. Therefore, parents really need to be informed of their expected roles in the school, this time, those roles are to be seen on the school’s perspective. This view was shown in Table 18 which presented the Level of Concern/ Involvement on Community Environmental Programs of Parents.

Table 18: *Learners’ Parents’ Level of Concerns on Community Environmental Programs*

ITEMS on CONCERN ON COMMUNITY AND ENVIRONMENTAL PROGRAMS		N	R	S	O	A	MEAN	RC
I strictly follow all signage regarding proper waste disposal.	F	0	0	5	46	209	4.78	A
	%	0%	0%	1.92%	17.69%	80.38%		
I participate in community programs on cleanliness in our barangay (e.g. "Tapat Ko Linis Ko").	F	0	2	1	47	210	4.79	A
	%	0%	0.77%	0.38%	18.08%	80.77%		
I separate the biodegradable from non-biodegradable materials	F	0	0	5	58	197	4.74	A
	%	0%	0%	1.92%	22.31%	75.77%		
I practice the 3 R's (Reuse, Reduce and Repair)	F	0	2	6	59	193	4.70	A
	%	0%	0.77%	2.31%	22.69%	74.23%		
I influence my neighbors to clean their area	F	0	2	10	67	181	4.64	A
	%	0%	0.77%	3.85%	25.77%	69.62%		
I have my own vegetable garden at home	F	2	0	11	41	206	4.73	A
	%	0.77%	0%	4.23%	15.77%	79.23%		
I know the importance of gardening at home	F	0	3	2	25	230	4.85	A
	%	0%	1.15%	0.77%	9.62%	88.46%		
I participate in the clean and green campaign of the barangay	F	2	4	7	49	198	4.68	A
	%	0.77%	1.54%	2.69%	18.85%	76.15%		
I do my share in protecting the environment.	F	0	0	4	45	211	4.80	A
	%	0%	0%	1.54%	17.31%	81.15%		
I understand and follow environmental ordinance of the community.	F	1	0	3	35	221	4.83	A
	%	0.38%	0%	1.15%	13.46%	85.00%		
Overall Mean							4.70	A

F - Frequency; % - Percent; A- Always; O – Often; S – Sometimes; R – Rarely; N – Never; RC – Response Category

Table 18 reveals the mean and response category of the learners' parents' concerns on community environmental programs.

It can be noted from the table that among ten items on the level of concerns on community environmental programs, of the learners' parents'-respondent gave the highest score to item "I know the importance of gardening at home" with a computed mean of 4.86 with a response category of "Always" while the lowest computed mean score of 4.50 but still with response category of "Always" was recorded to the item "I influence my neighbors to clean their area".

It can also be gleaned from the table that the learners' parents had mutual beliefs in all of the items. The total mean score of 4.85 with response category of "Always" implies that respondents have a high level of concern/ involvement on community environmental programs.

According to Batay-an (2016), parent involvement has been shown to be an important variable that positively influences children's education. In spite of this, many parents do not appear to be getting involved in their children's education. This lack of involvement may have a negative impact on student performance in and out of the classroom and ultimately affect their continuing educational development and success.

As part of the majority within the community, the involvement of today's youth in environment and development decision-making and in the implementation of programs is critical. Being the decision makers of tomorrow, today's learners need to understand how changes in the environment will affect them and how they can become involved in the issues and decisions that will ultimately affect them. This involvement can start with the simple gardening during their subject in school from its application at home which can really ignite the concern for the

community. This was shown in Table 19 which presented the Level of Concerns on Community Environmental Programs of Learners.

Table 19: Learners' Level of Concerns on Community Environmental Programs

ITEMS on CONCERNS ON COMMUNITY AND ENVIRONMENTAL PROGRAMS		N	R	S	O	A	MEAN	RC
I strictly follow all signage regarding proper waste disposal.	F	0	0	2	62	192	4.74	A
	%	0%	0%	0.78%	24.22%	75.00%		
I participate in community programs on cleanliness in our barangay (e.g. "Tapat Ko Linis Ko").	F	0	1	10	38	207	4.76	A
	%	0%	0.39%	3.91%	14.84%	80.86%		
I separate the biodegradable from non-biodegradable materials	F	0	0	1	69	186	4.72	A
	%	0%	0%	0.39%	26.95%	73.83%		
I practice the 3 R's (Reuse, Reduce and Repair)	F	0	1	12	47	196	4.71	A
	%	0%	0.39%	4.69%	18.36%	76.56%		
I influence my neighbors to clean their area	F	0	1	18	88	149	4.50	A
	%	0%	0.39%	7.03%	34.38%	58.20%		
I have my own vegetable garden at home	F	0	1	11	55	189	4.69	A
	%	0%	0.39%	4.30%	21.48%	73.83%		
I know the importance of gardening at home	F	0	0	2	31	223	4.86	A
	%	0%	0%	0.78%	12.11%	87.11%		
I participate in the clean and green campaign of the barangay	F	8	1	16	54	177	4.53	A
	%	0.39%	6.25%	21.09%	69.14%			
I do my share in protecting the environment.	F	0	0	11	50	195	4.72	A
	%	0%	0%	4.30%	19.53%	76.17%		
I understand and follow environmental ordinance of the community.	F	0	0	10	42	204	4.76	A
	%	0%	0%	3.91%	16.41%	79.69%		
Overall Mean							4.75	A

F - Frequency; % - Percent; A- Always; O – Often; S – Sometimes; R – Rarely; N – Never; RC – Response Category

Table 19 reveals the mean and response category of the learners' concerns on community environmental programs.

It can be noted from the table that among ten items on the level of concerns on community environmental programs, the learner-respondents gave the highest rating to item "I know the importance of gardening at home" with a computed mean of 4.85 with a response category of "Always" while the lowest computed mean score of 4.64 but still with response category of "Always" was recorded to the item "I influence my neighbors to clean their area."

The findings of this study is identical with the study of Rin (2012) which determined the relationship between science interest and environmental awareness of the First Year BSEd students of the University of Northern Philippines. The findings of the study revealed that the respondents have a high level of science interest and a high level of awareness in environmental concerns and environmental programs. Their science interest is significantly correlated with environmental awareness and environmental programs. The t-test showed that the females have significantly higher science interest than the males. On the other hand, no significant difference existed in the level of environmental awareness between the females and males.

Community involvement is the process of engaging in dialogue and collaboration with community members. The goals of GP-KKPT community involvement is to advocate and strengthen early and meaningfully community participation in DepEd Programs.

Table 20: Summary Level of Concerns on Community Environmental Programs

ITEMS on CONCERNS ON AND ENVIRONMENTAL PROGRAMS	School Heads	Teacher Coordinators	Learners' Parents	Learners	MEAN	RC
I strictly follow all signage regarding proper waste disposal.	4.90	4.87	4.78	4.74	4.82	A
I participate in community programs on cleanliness in our barangay (e.g. "Tapat Ko Linis Ko").	4.90	4.82	4.79	4.76	4.82	A
I separate the biodegradable from non-biodegradable materials	4.85	4.82	4.74	4.72	4.78	A
I practice the 3 R's (Reuse, Reduce and Repair)	4.92	4.89	4.70	4.71	4.81	A
I influence my neighbors to clean their area	4.88	4.82	4.64	4.50	4.71	A
I have my own vegetable garden at home	4.81	4.80	4.73	4.69	4.76	A
I know the importance of gardening at home	4.96	4.93	4.85	4.86	4.90	A
I participate in the clean and green campaign of the barangay	4.96	4.85	4.68	4.53	4.76	A
I do my share in protecting the environment.	4.98	4.82	4.80	4.72	4.83	A
I understand and follow environmental ordinance of the community.	4.96	4.91	4.83	4.76	4.87	A
Overall Mean	4.91	4.85	4.70	4.75	4.80	A

F - Frequency; % - Percent; A- Always; O – Often; S – Sometimes; R – Rarely; N – Never; RC – Response Category

Table 20 shows the level concerns on community environmental programs of the four groups of respondents such as school heads, teacher-coordinators, learners' parents, and learners.

It can be noted from table 20 that item the "I know the importance of gardening at home " got the highest overall mean of 4.90 from the four groups of respondents with a response category of "Always". However, these groups of respondents gave the lowest overall mean at item "I influence my neighbors to clean their area ". The highest overall mean of 4.91 which was response category as "Always" was recorded for the School Head-respondents, while the lowest computed overall mean of 4.70 which was interpreted also as "Always" was recorded for the learner's parent-respondents.

The study determined the level of the stakeholders' awareness, involvement, satisfaction and concerns on GP-KKPT Program of DepEd Bulacan.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that in terms of stakeholders' level of awareness, all of the respondents are "Very Much Aware" on the program. Moreover, the findings revealed that School Head respondents had the highest level of awareness, while the lowest was recorded for the learner respondents.

Meanwhile, in terms of level of concerns on community environmental programs, findings were described that all stakeholder respondents are "Always" concerned and involved. On the other hand, the findings revealed that the School Head respondents had the highest level of concerns on

community environmental programs, while the lowest was recorded for the learners' parent respondents.

Data gathered from the responses of the respondents on the questionnaires and interview revealed that indeed with their awareness, involvement and satisfaction of the GP-KKPT program, they became more concerned and involved on community and environmental programs.

Findings also revealed that in terms of stakeholders' level of involvement, all of the respondents are "Completely Involved" on the program. Moreover, it also shows that Teacher Coordinator respondents had the highest level of involvement, while the lowest was recorded for the learner-respondents.

Lastly, in terms of level of satisfaction on the programs, findings were described that all stakeholder respondents are "Completely Satisfied". On the other hand, the findings revealed that the Teacher Coordinator respondents had the highest level of satisfaction on the programs, while the lowest was recorded for the learner-respondents.

On the conducted interviews, all respondents answered that GP-KKPT is very much important, they argued that the schools always reflect and promote community's values and interest. They stated that teachers could be a great influence to the community. Teachers can encourage the community to utilize their own backyards to plant vegetables, fruits and ornamental plants. Moreover, they opined that GP-KKPT is fun, family-friendly activity that allows the school, family and community into a harmonious relationship towards one goal for environmental concerns.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. All Stakeholders of the GP-KKPT are Very Much Aware on the program;
2. All stakeholders of the GP-KKPT are "Completely Involved" on the program;
3. All stakeholders of the GP-KKPT are "Completely Satisfied" on the program;and
4. All Stakeholders of the GP-KKPT are "Always" concerned on Community environmental programs;

Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. The Department of Education-Bulacan must ensure the sustainability of this program;
2. Teachers and the community should solicit assistance from the government and non-government organization for the expansion of the program;
3. Team building activities between the school and the community could be done to better establish a strong relationship and partnership among them;

4. Teachers should provide innovative activities that will enhance the community involvement community programs; and
5. Teachers should clearly discuss to the learners the main objectives and benefits of this program especially in the near future.

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