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An Earth Saver's Commitment of Capiz State University, Faculty and Staff: an Assessment of Capsu Mission on Environmental Consciousness

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ABSTRACT

The only planet where life is consistently present is Earth. In light of this, we believe it is crucial to create a feeling of urgency about protecting Mother Earth from various actions that endanger the globe. Since the earth is absolutely essential to human life, it must be safeguarded. If superior beings like humans are dedicated, they can find solutions to environmental issues. We have obligations to Mother Earth as an educational institution and as global citizens. In order to evaluate Capiz State University's goal statement on environmental consciousness, this study was carried out to determine the Earth-savers' dedication of its faculty and staff. 316 responders were chosen by stratified random sampling from the various universities. Using Google Forms, a survey questionnaire was utilized to collect data from the participants. Utilizing frequency, percentage, and mean, the collected data was examined. The majority of responders were married, female, and between the ages of 46 and 55. The three environmental issues that respondents are most concerned about are plastic pollution, global warming, and pollution of the air and water. Regarding single-use plastic, fresh food preservation, paper consumption, genetically modified organisms, food waste, vehicle emissions, composting, energy conservation, planting, ozone depletion, biodiversity loss, habitat degradation, climate change, air pollution, overpopulation, sea level rise, and waste to SAVE MOTHER EARTH, faculty and staff respondents were willing to commit.

INTRODUCTION

The only planet where life is consistently present is Earth. In light of this, we believe it is crucial to create a feeling of urgency about protecting Mother Earth from various actions that endanger the globe. Since the earth is absolutely essential to human life, it must be safeguarded. Earth gives all living creatures the resources they need to survive. People's destructive actions are causing the environment to suffer irreparable harm, which worsens the state of the world. We can enhance our well-being by caring for our planet since a healthy ecosystem will raise our standard of living. Encouraging public responsibility for the health of Mother Earth is our shared obligation. We are unable to repay her goodwill to us, even if the planet provides people with free benefits that cannot be avoided. Instead, via our selfish actions, we humans be cruel to our planet. "Earth provides enough to satisfy every man's needs, but not every man's greed," Mahatma Gandhi once stated. We generate heaps of rubbish everywhere. The environment is being suffocated by smoke and toxic pollutants from our houses, cars, and industry. Even though we are aware that over 7 billion people, as well as all plants and animals on the planet, depend on water for survival, we are carelessly disposing of filthy sewage, drainage, and even chemicals. If we don't focus on conserving those water resources, water may soon cost as much as PETROL or people would eventually perish from thirst. Even if our enormous population makes a lot of noise, we still utilize loudspeakers for industries and entertainment, and we drive noisy cars or jets for luxury. Forests are destroyed for settlement and agriculture. We construct massive industries, highways, and structures that are larger than she can support. Nuclear reactor construction has a significant impact on both the environment and human life. The ozone layer is being destroyed by toxic chemicals released by air conditioners, refrigerators, factories, and automobiles. These emissions also increase our exposure to the sun's UV rays, which can cause cancer and other skin conditions as well as cataracts and eye disorders. Plastics and other non-biodegradable pollutants, such as chemical fertilizers, pesticides, and insecticides, severely deteriorate soil quality, reduce agricultural output, and destroy soil microbes and decomposers. Lead and arsenic severely impair human cognitive function and contribute to the extinction of several aquatic creatures, while water pollution raises the danger of water-borne illnesses like cholera, dysentery, etc. Air pollution disrupts plants' whole metabolic processes and produces airborne illnesses like asthma in both humans and animals. Human heart disease and sleeplessness are caused by noise pollution. Natural disasters such as floods, soil erosion, drought, altered rainfall patterns, temperature increases, loss of important species, and decreasing oxygen density are all consequences of deforestation. The "Climate Change & Greenhouse Effect" are currently the world's most pressing challenges. If superior beings like humans are dedicated, they can find solutions to environmental issues. We have obligations to Mother Earth as global

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citizens. Can we pledge to fulfill our obligations to Mother Nature in order to ensure the sustainability of our planet? Is it possible to prevent the world from deteriorating and to leave it clean and green for our future generations? In accordance with the university's mission statement, which states that Capiz State University is dedicated to promoting environmental consciousness, it is our duty as a government institution to spread awareness about protecting Mother Earth. This study was initiated with the aim of finding out the Earth Saver's Commitment of Capiz State University Faculty and Staff: A Reassessment of its Missions.

LITERATURE REVIEW

As stated by Robinson *et al.* (1997), among twelve environmental challenges, air pollution and hazardous waste were regarded as the two most significant by students and teachers (N=720) in nine schools in Katowice Province. Despite the fact that coal is the primary cause of most air pollution and a large portion of hazardous waste, they also listed energy resources as the least significant environmental issue. Additionally, they pointed out that school provided them with very little knowledge on these or any other environmental issues. Rather, more than half of the students who answered the personal data sheet's question on information sources stated that TV, newspapers, and magazines were the main sources of their knowledge about environmental issues. The research included a technical high school in Gliwice, Upper Silesia, which served as a preparatory institution for students preparing to pursue environmental engineering at a technical university. They were the pupils who had completed the most rigorous courses in environmental preservation and ecology. These pupils' evaluations of the twelve environmental issues were identical to those of the pupils at the other eight schools. Personal experience is the strongest predictor of the priorities assigned to 12 difficulties, according to the findings of a research conducted among 278 university students. Additionally, according to their research, students who receive a "treatment" before assessing the problems adopt a more global or expansive perspective on them, which may exacerbate their emotions but has no effect on the issues' relative importance. It seems that students in Taiwan and Poland ranked the issues that they had the most firsthand contact with and that could have had a direct impact on their lives higher. The effect of similar personal experiences for rating the 12 problems is supported in Katowice Province, Poland, by the high degree of agreement on the top and bottom three issues across cities, schools, males and females, and student and teacher subgroups.

Additionally, there is a strong correlation between the rankings provided by students and instructors and the most significant environmental issues mentioned by Polish experts. Although the individuals were not provided with rating criteria, the rankings of the two most significant issues—air and dangerous substances—indicate that personal experience was the criterion applied. Furthermore, given that the majority of students attributed their knowledge of environmental issues to material they learned outside of the classroom, the high degree of agreement within subgroups also seems to indicate the necessity of inquiry as a scientific teaching technique. G. data from periodicals, newspapers, and television. Giving pupils more organized interactions with the issues both inside and outside of the classroom might help them develop a more global perspective on the importance of environmental issues. Formal experiences like class investigations in a classroom or informal ones like field trips to zoos, factories, museums, nature centers, research facilities, wildlife refuges, or any other location that helps students learn more about the bond between humans and the environment are both possible. Similarly, the high degree of agreement across subgroups for the lowest-ranked concerns provides evidence in favor of using the CLM in scientific education.

Environmental governance, according to Villarin, includes a variety of regulatory procedures, organizations, and mechanisms that allow a range of political actors to influence the definition of acts and results that have an impact on the environment. In order to control how humans and environment interact, a variety of laws, common laws, treaties, conventions, policies, and regulations have been passed. Their goal is to lessen or eliminate the effects of human activities on the environment for its own sake as well as on people. The Ecological Solid Waste Management Act of 2000, also known as Republic Act (RA) No. 9003, was a significant piece of legislation for the nation's solid waste management. It required solid waste management plans from local government entities and a national commission to supervise them, with penalties for noncompliance. Regretfully, twenty years after the law was established, less than half of LGUs have complied with its requirements. LGUs are unable to handle the enormous amount of residual garbage that cannot be recycled, particularly the plastics produced on a daily basis. The only approach to deal with single-use plastics is to reduce their production. The government needs solid data and practical solutions to deal with the expanding issue of plastic pollution in order to close these policy gaps.

Freshwater biodiversity is the top conservation priority for the International Decade for Action, "Water for Life," which runs from 2005 to 2015. Dudgeon (2006). Although freshwater comprises only 0.01% of the world's water and around 0.8% of the Earth's surface, it is home to at least 100,000 species out of 1.8 million, or over 6% of all known species. Freshwater biodiversity and inland waterways are important natural resources from an economic, cultural, aesthetic, scientific, and educational standpoint. The interests of all people, nations, and governments depend on their management and conservation. However, this priceless legacy is at danger. The opportunity to conserve much of the remaining freshwater biodiversity will be lost before the

"Water for Life" decade ends in 2015 if trends in human water demands remain unchanged and species losses continue at their current rates. Freshwater ecosystems are suffering from biodiversity declines that are far greater than those in the most affected terrestrial ecosystems. Furthermore, there is fierce rivalry for fresh water among several human stakeholders in various regions of the world. Because it is impacted by the upstream drainage network, the surrounding terrain, the riparian zone, and—in the case of migrating aquatic fauna—downstream reaches, protecting freshwater biodiversity is arguably the greatest conservation problem. When there are chances to preserve complete lake and river ecosystems inside sizable protected areas, quick action is required. Adopting a new paradigm for managing freshwater ecosystems and protecting biodiversity—aptly dubbed "reconciliation ecology"—will be necessary to meet this demand.

According to Myhr (2010), the commercial introduction of genetically modified organisms (GMOs) has exposed a wide range of opinions among scientists and other interested parties about GE and whether or not GMOs should be regulated. The precautionary principle has emerged as a divisive topic in this debate, with skeptics strongly supporting it while proponents of genetically modified organisms oppose it. The main topics of discussion in these discussions are how to address scientific disagreement and a lack of knowledge. This article looks at some of the main concerns that impact precaution as a legal requirement and as a method for applying science to decision-making. .The degree of scientific proof needed to apply the precautionary principle and who should bear the burden of proof in cases where there are uncertainties are both points of contention. Furthermore, it is necessary to develop a cautious strategy in order to identify scientific solutions as well as to acknowledge the wider scientific uncertainty included in GMO risk assessment. It is proposed that sustainability can offer a normative standard that can assist in revealing the influence and negotiating the significance of the many types of uncertainty, given that precaution is a significant concern within the context of sustainable development. It may be possible to guarantee sustainable and socially sound GMO advances both now and in the future by managing uncertainty wisely and including normative considerations into risk assessment and management.

MATERIALS AND METHODS

The descriptive research design was employed in this study. This research assessed the teachers and staff at Capiz State University's dedication to environmental conservation. Capiz State University was the site of this investigation. The only SUC in the Province of Capiz is Capiz State University. It is required to offer education and training in a variety of subjects, including science and technology, education, forestry, agriculture, and the arts and humanities. It is also required to conduct production, extension, and research operations. The research had 316 responders. During this school year (2021–2022), 208 were from Capiz State University's academic community and 108 were from its non-academic community. To identify the number of respondents from each campus the researcher study used stratified sampling technique. To identify the respondents the researchers used accidental sampling technique This breakdown as follows:

Table 1:

Name of Campus	Population		No of Respondents	
	Academic	Non –Academic	Academic	Non –Academic
Roxas	138	24	64	17
Dayao	42	12	19	9
Pontevedra	92	35	42	25
Burias	54	33	25	24
Mambusao	29	14	13	10
Tapaz	19	7	9	5
Sigma	51	19	24	19
Pilar	27	6	12	4
Total			208	108

A questionnaire created by the researcher was employed as the study tool to collect information from the participants. It was divided into two sections: Part I aimed to depict the respondents' age, gender, and civil status demographic profile. The respondents' top environmental concerns were covered in Part II, while the faculty and staff of Capiz State University's dedication to Earth saving was covered in Part III. The validity and reliability of the questionnaire were assessed by pre-testing it on five faculty members at Capiz State University, Pilar Camus, prior to its final distribution. The instruments obtained a reliability index of 0.964 using Cronbach's alpha formula showing a high reliability result. The university president of Capiz State University granted permission to carry out the study. Data relevant to the study was collected from CapSU academics and staff during the School Year 2021–22 once the letter of request was approved. Google Forms was used to deliver the questionnaire to the intended responders. The respondents' information was gathered, totaled, and statistically examined. Statistical

tools like the following were used to process, analyze, and interpret the acquired data: Percentages and frequency counts. This tool detailed the many observations in the respondents' interns' profiles, including their age, gender, and civil status. The dedication of Capiz State University's professors and staff to earth conservation was described using mean.

RESULTS AND DISCUSSION

The top three environmental issues raised by the respondents were plastic pollution, global warming, and contamination of the air and water. The number one environmental issues that respondents are most concerned about are plastic pollution (297 or 93.99%), followed by global warming (306 or 96.84%), and air and water pollution (307 or 97.15%).

Table 2: Distribution of respondents according to the top 3 environmental issues

Environmental Issues	Frequency	Percentage	Rank
Air and Water Pollution	307	97.15	1
Plastic Pollution	297	93.99	3
Global Warming	306	96.84	2
Over population	187	59.18	10
Natural Resource Depletion	189	59.81	8
Generating Unsustainable waste	167	52.85	9
Deforestation	255	80.70	7
Loss of Biodiversity	257	81.33	6
Climate Change	294	93.04	4
Ozone Layer Depletion	292	92.41	5
Public Health Issues	170	53.80	11
Genetic Engineering	159	50.32	12
Food Waste	156	49.37	13

Commitment on Single Use Plastic

With a verbal interpretation of "agree," the faculty respondents received a mean score of 4.59 overall. According to the data, they strongly agreed that they are committed to stop using reusable cups for coffee, tea, and soda (m=4.86), reducing the use of bottled water (m=4.82), using their own containers for takeout and leftovers (m=4.82), and supporting legislation that bans single-use plastics (m=4.82) by lobbying their local government to enact laws prohibiting plastic bags, polystyrene foam, and bottle recycling. The data also revealed that they agreed to buy reusable produce bags, reuse zip-lock baggies and plastic wrap (m=4.75), and choose cardboard over plastic (m=3.85). They also agreed to avoid using straws and plastic lids and instead drink from a cup, glass, or bamboo reusable straw (m=3.85).

Data also revealed that the staff respondents verbally interpreted "agree" with a mean score of 4.58 overall. They strongly agree to reduce the use of bottled water (m=4.82), stop using plastic grocery bags (m=4.90), bring their own reusable cup for coffee, tea, and soda (m=4.88), and support legislation that bans single-use plastics (m=4.81) by lobbying their local government. They concur on using cardboard instead of plastic (m=3.81), using their own containers for takeout and leftovers (m=4.79), and avoiding straws and plastic lids. Instead, I'll buy reusable produce bags, reuse zip-lock baggies, and utilize plastic wrap (m=4.80), as well as drink from a cup, glass, or bamboo reusable straw (m=3.85).

Table 3: Respondent's commitment on single use plastic

Statement	Faculty		Staff	
To help save Mother Earth, I will	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Stop using plastic grocery bags.	4.92	Strongly Agree	4.90	Strongly Agree
2. Bring own reusable cup for coffee, tea and soda.	4.86	Strongly Agree	4.88	Strongly Agree
3. Reduce the use of bottled water.	4.82	Strongly Agree	4.82	Strongly Agree
4. Choose cardboard over plastic	3.85	Agree	3.81	Agree
5. Use my own container for leftovers and takeout.	4.82	Strongly Agree	4.79	Agree
6. Not use straws and plastic lids. Instead I will drink from the cup, or a glass or use bamboo reusable straw.	3.85	Agree	3.85	Agree
7. Purchase reusable produce bags and reuse zip lock baggies and plastic wrap.	4.75	Agree	4.80	Agree

Support plastic bag bans, polystyrene foam bans and bottle recycling bills by lobbying your local government to create laws that ban single-use plastics.	4.82	Strongly Agree	4.81	Strongly Agree
Total Mean Score	**4.59**	**Agree**	**4.58**	**Agree**

Commitment on Preserving Fresh Water

According to the data, the faculty members who responded verbally agreed that they are dedicated to protecting fresh water, earning a mean score of 4.37 overall. They also firmly agreed to turn off the faucet when brushing their teeth (m=4.83), fix any leaking faucets or running toilets right away (m=4.81), and urge the local government and educational system to support water conservation among their community members (m=4.85), according to the data. The staff respondents received a verbal interpretation of "agree" and a total mean score of 4.32, according to the data. Data also showed that staff respondents highly agreed with turning off the faucet when brushing their teeth (m=4.81) and that the local government and educational system should urge community people to save water (m=4.86). Additionally, the data showed that the staff respondents agreed to immediately fix any leaking faucets or running toilets (m=4.80), install low-flow shower heads and faucets to reduce water usage (m=3.81), run the washer only when I have a full load of laundry (m=3.81), and water my lawn in the morning or late at night to prevent evaporation (m=3.85).

Table 4: Respondent's commitment on preserving fresh water

Statement **To help save Mother Earth, I will. . . . . .**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Turn off the faucet while brushing your teeth.	4.83	Strongly Agree	4.81	Strongly Agree
2. Water my lawn in the early morning or late at night to prevent evaporation.	3.95	Agree	3.85	Agree
3. Run the washer only when I have a full load of laundry.	3.95	Agree	3.81	Agree
4. Install low-flow shower heads and faucets to cut down water usage.	3.82	Agree	3.81	Agree
5. Immediately repair any leaky faucets or running toilets.	4.81	Strongly Agree	4.80	Agree
6. Encourage local government and school system to promote water conservation to members of your community.	4.85	Strongly Agree	4.86	Strongly Agree
Total Mean Score	**4.37**	**Agree**	**4.32**	**Agree**

Commitment on Paper Consumption

According to the data, the faculty respondents verbally interpreted "agree" and received a total mean score of 4.61. Additionally, the data indicated that faculty respondents strongly agreed with the following: using email instead of paper and switching to e-billing (m=4.89), using cloth napkins at home instead of paper napkins or paper towels (m=4.86), sorting and recycling all paper waste (m=4.89), using both sides of printing paper before recycling it (m=4.86), and lobbying local governments and schools to reduce their consumption of paper products (m=4.90). The data also showed that faculty respondents agreed to buy items with the least amount of paper and plastic packaging (m=3.85), read books, newspapers, and magazines online (m=4.80), and only buy recycled paper that is chlorine-free (3.82). Additionally, the data revealed that the staff respondents verbally interpreted "strongly agree" with a total mean score of 4.86. Additionally, they strongly agree that all paper waste should be sorted and recycled (m=4.90), that both sides of printing paper should be used before recycling it (m=4.90), that email should be used instead of paper and that bills should be converted to electronic billing (m=4.89), that books, newspapers, and magazines should be read electronically (m=4.81), that paper should only be purchased that is chlorine-free (m=4.81), that cloth napkins should be used at home instead of paper napkins or paper towels (m=4.90), and that local governments and schools should be urged to use fewer paper products (m.4.85).

Table 5: Respondent's commitment on paper consumption

Statement **To help save Mother Earth, I will. . . . . ..**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Sort and recycle all paper waste.	4.89	Strongly Agree	4.90	Strongly Agree
2. Use both sides of printing paper prior to recycling it.	4.86	Strongly Agree	4.90	Strongly Agree
3. Use email instead of paper and change your bills to e-billing.	4.89	Strongly Agree	4.89	Strongly Agree
4. Read books, newspapers and magazines electronically.	4.80	Agree	4.81	Strongly Agree

5. Buy products with the least amount of paper and plastic packaging.	3.85	Agree	4.80	Agree
6. Buy paper, purchase only recycled paper that is chlorine free.	3.82	Agree	4.81	Strongly Agree
7. Use cloth napkins at home – instead of paper napkins or paper towels.	4.86	Strongly Agree	4.90	Strongly Agree
8. Lobby to local schools and governments to reduce their consumption of paper products.	4.90	Strongly Agree	4.85	Strongly Agree
Total Mean Score	**4.61**	**Agree**	**4.86**	**Strongly Agree**

Commitment on Genetically Modified Organism

According to the data, the faculty respondents verbally interpreted "agree" and received a mean score of 4.68 overall. The faculty respondents strongly agreed, according to the data, that they should cultivate their own food (m=4.89), avoid processed foods (m=4.83), buy certified organic (m=4.89), and push the local government to outlaw genetically modified organisms (m=4.81).

The staff respondents received a verbal interpretation of "agree" and a total mean score of 4.63, according to the data. The findings indicated that staff members strongly agreed to avoid processed foods (m=4.81), purchase certified organic products (m=4.88), and advocate for a local government ban on genetically modified organisms (m=4.81). They concur on producing their own food (m=4.80) and educating people in their family and community about the negative effects of genetically modified organisms (m=3.85).

Table 6: Respondent's commitment on genetically modified organism

Statement **To help save Mother Earth, I will. . . . . .**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Buy certified organic. Organic regulations require ingredients to be non GMO.	4.89	Strongly Agree	4.88	Strongly Agree
2. Avoid processed foods. Most GMOs are found in canned and boxed goods; stemming from corn, soybean and wheat.	4.83	Strongly Agree	4.81	Strongly Agree
3. Share the detriments of GMOs with others in your family and community.	3.98	Agree	3.85	Agree
4. Grow my own food.	4.89	Strongly Agree	4.80	Agree
5. Lobby the government in the community to ban GMOs.	4.81	Strongly Agree	4.81	Strongly Agree
Total Mean Score	**4.68**	**Agree**	**4.63**	**Agree**

Commitment on Food Waste

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.84. Additionally, the data revealed that faculty respondents strongly agreed with meal planning, creating a weekly menu to determine what ingredients are needed and what they already have (m=4.85), making a list of what is in their refrigerator before going grocery shopping (m=4.81), using the FIFO method (m=4.89), checking expiration dates to determine what to use first (m=4.82), and educating others about the amount of food wasted and how they, too, can make an impact (m=4.89). They consented to purchase from nearby markets and turn my organic food leftovers (m=4.80) into compost.

Further more, the data revealed that the staff respondents verbally interpreted "agree" with a mean score of 4.37. Additionally, the data showed that the staff respondents firmly agreed to teach others about the quantity of food wasted and how they, too, can have an effect (m=4.85), as well as to follow the FIFO approach, which stands for First In, First Out (m=4.81). Employees agreed that they should plan their meals, make a weekly menu to know what ingredients they need and what they already have (m=4.80), make a list of what they have in their refrigerator before going grocery shopping (m=3.78), compost their organic food scraps (m=3.78), buy from local markets or grow their own food to help reduce fuel emissions (m=3.75), and check expiration dates to know what to use first.

Table 7: Respondent's commitment on Food Waste

Statement **To help save Mother Earth, I will. . . . . .**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Plan my meal, prepare a weekly menu to know the ingredients needed, as well as what you need to use that you currently have	4.85	Strongly Agree	4.80	Agree
2. Know what is in my fridge before I go grocery shopping – and write a list.	4.81	Strongly Agree	3.78	Agree

3. Practice the FIFO method - First In, First Out.	4.89	Strongly Agree	4.81	Strongly Agree
4. Make compost out of my organic food scraps.	4.80	Agree	3.78	Agree
5. Buy from local markets, or grow my own food to help reduce fuel emissions.	4.80	Agree	3.75	Agree
6. Check the expiration dates to know what to use first	4.82	Strongly Agree	4.80	Agree
7. Educate others on the amount of food wasted, and the ways they too can make an impact.	4.89	Strongly Agree	4.85	Strongly Agree
Total Mean Score	**4.84**	**Strongly Agree**	**4.37**	**Agree**

Commitment on Car Emission

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.85. Additionally, the data revealed that faculty respondents strongly agreed to start by using public transportation or joining a ridesharing program (m=4.85), walking whenever possible (m=4.89), keeping my car in good condition (m=4.89), buying a fuel-efficient, hybrid, or zero-emissions car (m=4.81), lobbying local governments to reduce their carbon footprint with government vehicles and mass transit (m=4.89), and riding my bike for short distance errands (m=4.80).

Additional data revealed that the staff respondents verbally interpreted "strongly agree" with a mean score of 4.82 overall. Additionally, they strongly agreed to keep their vehicle in good condition (m=4.85), ride their bike for short distance errands (m=4.81), walk whenever possible (m=4.87), start by using public transportation or joining a rideshare program (m=4.81), and lobby local governments to lower their carbon footprint with government vehicles and mass transit (m=4.81). They decide to buy an automobile that is either hybrid, fuel-efficient, or emits no emissions (m=4.80).

Table 8: Respondent's commitment on car emission

Statement To help save Mother Earth, I will.	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Start by taking public transportation or join a rideshare program.	4.85	Strongly Agree	4.81	Strongly Agree
2. Ride my bike for short distance errands.	4.80	Agree	4.81	Strongly Agree
Walk, walk, walk when possible	4.89	Strongly Agree	4.87	Strongly Agree
3. Keep my vehicle in good condition.	4.89	Strongly Agree	4.85	Strongly Agree
4. Purchase a fuel efficient, hybrid or zero emissions car.	4.81	Strongly Agree	4.80	Agree
5. Lobby local governments to reduce their carbon footprint with mass transit and government vehicles.	4.89	Strongly Agree	4.81	Strongly Agree
Total Mean Score	**4.85**	**Strongly Agree**	**4.82**	**Strongly Agree**

Commitment on Composting

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.82. Additionally, data indicated that faculty respondents strongly agreed to buy composting trash bags (m=4.91), recycle outside plant matter and grass clippings in a green recycling bin (m=4.82), and engage the community by sharing my composting expertise (m=4.81). They concur that starting an indoor compost bin (m=4.79) and using a worm bin (m=4.79) will advance indoor composting.

Additionally, the data showed that the staff respondents verbally interpreted "strongly agree" with a mean score of 4.83 overall. They overwhelmingly concur that I should buy composting garbage bags (m=4.89) and engage my community by sharing my composting expertise (m=4.85). They decide to start an interior compost bin (m=4.80), recycle grass clippings and outdoor plant waste in a green recycling bin (m=4.80), and further inside composting by adding a worm bin (m=4.80).

Table 9: Respondent's commitment on composting

Statement To help save Mother Earth, I will.	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Purchase composting trash bags.	4.91	Strongly Agree	4.89	Strongly Agree
2. Recycle grass clippings and outdoor plant matter in green recycle bin.	4.82	Strongly Agree	4.80	Agree
3. Start an indoor compost bin	4.79	Agree	4.80	Agree
4. Take indoor composting to the next level with a worm bin.	4.79	Agree	4.80	Agree

5. Get my community involved by sharing my composting knowledge and experience	4.81	Strongly Agree	4.85	Strongly Agree
Total Mean Score	**4.82**	**Strongly Agree**	**4.83**	**Strongly Agree**

Commitment on Energy Conservation

According to the data, the faculty respondents verbally interpreted "agree" and received a total mean score of 4.50. Additionally, data indicated that faculty respondents strongly advocated turning off lights when leaving a room, unplugging electronics when not in use, and washing clothes on the warm or cold setting (m=4.90). They also recommended replacing light bulbs with LEDs, compact fluorescent lights, and halogen bulbs in order to reduce electric consumption (m=4.85). They decided to switch to energy-efficient appliances (m=4.80), utilize power strips to turn off gadgets when not in use (m=3.98), and, if feasible, switch to solar power (m=3.96).

The staff respondents received a verbal interpretation of "agree" and a total mean score of 4.67, according to the data. They strongly agree that I should unplug electronics when not in use, turn off lights when I leave a room, and wash my clothes on the warm or cold setting (m=4.89). They also agree that I should replace my appliances with energy-efficient models (m=4.81) and replace light bulbs with LEDs, compact fluorescent lights, and halogen bulbs to reduce my electric consumption. They concur that if at all feasible, switch to solar power (m=3.99) and utilize power strips to turn off gadgets when not in use (m=4.80).

Table 10: Respondent's commitment on energy conservation

Statement **To help save Mother Earth, I will. . . . . .**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Turn off the lights when leaving a room, unplugging electronics when not in use, and washing my clothes on the warm or cold setting.	4.90	Strongly Agree	4.89	Strongly Agree
2. Replace light bulbs with halogen bulbs, compact fluorescent lights, and LED to lessen electric consumption.	4.85	Strongly Agree	4.86	Strongly Agree
3. Use power strips to shut off electronics when not in use.	3.98	Agree	4.80	Agree
4. Replace my appliances with energy-efficient appliances.	4.80	Agree	4.81	Strongly Agree
5. Go Solar if possible.	3.96	Agree	3.99	Agree
Total Mean Score	**4.50**	**Agree**	**4.67**	**Agree**

Commitment on Planting Trees

The faculty respondents received a verbal interpretation of highly agree with a total mean score of 4.84, according to the data. Additionally, data indicated that faculty respondents highly agreed with the following: volunteering to plant trees (m=4.85), encouraging people to live in harmony with nature (m=4.81), recycling all paper goods (m=4.85), and planting a tree (m=4.89). They both believe that animal agriculture, which involves removing trees and rainforests to create space for grazing animals, should not be supported (m=4.80).

Additional data revealed that the staff respondents verbally interpreted "strongly agree" with a mean score of 4.84 overall. The data indicated that they highly agree with the following: encouraging people to live in harmony with nature (m=4.85), recycling all paper goods (m=4.86), planting trees (m=4.83), and volunteering to plant trees (m=4.83). They concur that they oppose animal agriculture, which involves removing trees and rainforests to create space for grazing animals (m=4.80).

Table 11: Respondent's commitment on planting trees

Statement **To help save Mother Earth, I will. . . . . .**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Recycle all paper products.	4.85	Strongly Agree	4.86	Strongly Agree
2. Plant a tree.	4.89	Strongly Agree	4.85	Strongly Agree
3. Not support animal agriculture that is clearing trees and rainforests to make the land suitable for grazing animals.	4.80	Agree	4.80	Agree
4. Encourage people to live in alignment with nature.	4.81	Strongly Agree	4.85	Strongly Agree
5. Volunteer to plant trees	4.85	Strongly Agree	4.83	Strongly Agree
Total Mean Score	**4.84**	**Strongly Agree**	**4.84**	**Strongly Agree**

Commitment on Ozone Depletion

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.81. The faculty respondents strongly agreed to buy locally, according to the data, which explains why nitrous oxide production increases with product distance (m=4.81), avoiding the use of ozone-depleting gases (m=4.85), and maintaining air conditioners (m=4.85). They decided to avoid using cleaning products that are bad for the environment and people (m=4.80) and to drive less in order to reduce the quantity of ozone in the air due to automobile fumes (m=4.77).

Additionally, the data showed that the staff respondents verbally interpreted "strongly agree" with a mean score of 4.81 overall. Additionally, the data revealed that the staff respondents avoided using cleaning products that are bad for the environment and people (m=4.81), bought locally, which increased the amount of nitrous oxide produced (m=4.83), avoided consuming gases that are bad for the ozone layer (m=4.82), and kept their air conditioners in good working order (m=4.81). They decided to cut back on driving in order to lessen the quantity of ozone in the air due to automobile emissions (m=4.80).

Table 12: Respondent's commitment on ozone depletion

Statement To help save Mother Earth, I will.	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Minimize my driving to lower level ozone depletion caused by car fumes which reduces the amount of ozone in the air.	4.77	Agree	4.80	Agree
2. Not use cleaning products that are harmful to the environment and people.	4.80	Agree	4.81	Strongly Agree
3. Buy locally hence the more distance products travel, the more nitrous oxide is produced.	4.81	Strongly Agree	4.83	Strongly Agree
4. Avoid the consumption of gases dangerous to the ozone layer.	4.85	Strongly Agree	4.82	Strongly Agree
5. Maintain air conditioner	4.85	Strongly Agree	4.81	Strongly Agree
Total Mean Score	**4.81**	**Strongly Agree**	**4.81**	**Strongly Agree**

Commitment on Loss of Biodiversity

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.84. The data also revealed that faculty respondents strongly agreed with the following: replant native habitat in my area (m=4.89), support conservation and endangered species efforts (m=4.90), spend time in nature where I live, appreciate and protect local plants and animals (m=4.83), and advocate for biodiversity by informing friends and family about the impact we are having on biodiversity (m=4.81). They concur that pollinators should be supported (m=4.79).

Additionally, the data showed that the staff respondents verbally interpreted "strongly agree" with a mean score of 4.82 overall. Additionally, the data indicated that they strongly agreed with the following: I should spend time in nature where I live, I should value and protect local plants and animals (m=4.81), I should support conservation and endangered species efforts (m=4.89), and I should advocate for biodiversity by informing my friends and family about the impact we are having on it (m=4.82). They concur that replanting natural habitat in my region (m=4.78) and assisting pollinators (m=4.80) are important.

Table 13: Respondent's commitment on loss of biodiversity

Statement To help save Mother Earth, I will.	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
Spend time in nature where I live, appreciate plants and animals in my area and protect them.	4.83	Strongly Agree	4.81	Strongly Agree
Support the pollinators.	4.79	Agree	4.80	Agree
Replant the native habitat in my area	4.89	Strongly Agree	4.78	Agree
Support conservation and endangered species efforts.	4.90	Strongly Agree	4.89	Strongly Agree
An advocate of biodiversity by sharing with my friends and family about the impact we are having on biodiversity.	4.81	Strongly Agree	4.82	Strongly Agree
Total Mean Score	**4.84**	**Strongly Agree**	**4.82**	**Strongly Agree**

Commitment on Habitat Degradation

According to the data, the faculty respondents verbally interpreted "agree" and received a total mean score of 4.80. Additionally, the faculty respondents strongly agreed (m=4.85) to assist spread the word about the value of habitat protection. They commit to reducing pollution in

our land, water, and soil to protect these ecosystems and slow climate change (m=4.80), preventing the spread of invasive species in natural habitats (m=4.78), and planting native foliage, which supports soil retention and provides food for local bugs, birds, and bees (m=4.79).

Additionally, the data showed that the staff respondents verbally interpreted "strongly agree" with a mean score of 4.81 overall. According to the data, they also strongly agree that reducing pollution in our land, water, and soil and educating people about the value of habitat preservation are important ways to protect these ecosystems and slow down climate change (m=4.82). In addition to providing food for local insects, birds, and bees (m=4.80), they also agree to grow native foliage, which aids in soil retention and helps stop the spread of invasive plants in natural ecosystems.

Table 14: Respondent's commitment on habitat degradation

Statement **To help save Mother Earth, I will. . . . . .**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Plant native foliage which helps support soil retention as well as feeds the bugs, birds and bees in the area.	4.79	Agree	4.80	Agree
2. Help educate others on the importance of habitat preservation.	4.85	Strongly Agree	4.81	Strongly Agree
3. Reduce the pollution in our land, water and soil in order to preserve these ecosystems and also slow climate change.	4.80	Agree	4.82	Strongly Agree
4. Help prevent the spread of invasive species in natural habitats.	4.78	Agree	4.80	Agree
Total Mean Score	**4.80**	**Agree**	**4.81**	**Strongly Agree**

Commitment on Climate Change

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.86. According to the data, faculty members strongly agreed that reducing consumption is important. This means that the less I buy, the fewer emissions are released into the atmosphere during manufacturing and transportation (m=4.84), that I should buy organic whenever possible, that I should grow a garden and try to cut back on my meat consumption (m=4.89), and that I should stop burning plastics (m=4.91). They decide to use less energy (m=4.78).

Additionally, the data showed that the staff respondents verbally interpreted "agree" with a mean score of 4.68 overall. According to the respondents, they strongly agree that reducing consumption will result in fewer emissions being released into the atmosphere during manufacturing and transportation (m=4.81), lowering gas emissions (m=4.85), purchasing organic products whenever possible, growing a garden, consuming less meat (m=4.87), and ceasing to burn plastics (m=4.90). They also decide to use less energy (m=3.99).

Table 15: Respondent's commitment on climate change

Statement **To help save Mother Earth, I will. . . . . .**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Reduce my consumption hence the less I buy the less emissions are being pumped into the atmosphere during manufacturing and transporting.	4.84	Strongly Agree	4.81	Strongly Agree
2. Reduce my energy consumption.	4.78	Agree	3.99	Agree
3. Reduce my gas emissions	4.88	Strongly Agree	4.85	Strongly Agree
4. Buy organic when possible, grow a garden and work toward reducing my meat consumption	4.89	Strongly Agree	4.87	Strongly Agree
5. Stop burning of plastics	4.91	Strongly Agree	4.90	Strongly Agree
Total Mean Score	**4.86**	**Strongly Agree**	**4.68**	**Agree**

Commitment on Air Pollution

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.86. The faculty respondents also strongly agreed to cut down on driving time (m=4.82), save energy at home, at work, and at school (m=4.85), educate others about the facts of air pollution (m=4.90), and refrain from burning grass, leaves, foliage, and other air-harming materials (m=4.91). They decide to purchase appliances that use less energy (m=4.80).

Additionally, the data showed that the staff respondents verbally interpreted "strongly agree" with a mean score of 4.84 overall. Staff members strongly agree to cut down on driving time (m=4.81), save energy at home, at work, and at school (m=4.86), educate people about the facts of air pollution (m=4.89), and refrain from burning grass, leaves, greenery, and other air-harming items (m=4.85). They decide to purchase appliances that use less energy (m=4.80).

Table 16: Respondent's commitment on air pollution

Statement To help save Mother Earth, I will.	Faculty		Staff	
	Mean	Interpretation	Mean	Interpretation
1. Reduce my drive time.	4.82	Strongly Agree	4.81	Strongly Agree
2. Conserve energy whether it is at home, work or school.	4.85	Strongly Agree	4.86	Strongly Agree
3. Inform others by sharing with them the realities of air pollution.	4.90	Strongly Agree	4.89	Strongly Agree
4. Avoid burning foliage, grass, leaves and other materials that are harmful to the air.	4.91	Strongly Agree	4.85	Strongly Agree
5. Get energy-efficient appliances.	4.80	Strongly Agree	4.80	Strongly Agree
Total Mean Score	**4.86**	**Strongly Agree**	**4.84**	**Strongly Agree**

Commitment on Over Population

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.86. The faculty respondents strongly agreed to encourage family planning (m=4.82) and persuade leaders to pledge to stabilize population increase via education, human rights, and development (m=4.85), according to the data. According to faculty responders, I will keep learning about overpopulation (m=4.79), empowering women (m=4.79), and advocating for governments throughout the globe to give everyone access to safe and effective contraception alternatives for both sexes (m=4.80).

Additionally, the data showed that the staff respondents verbally interpreted "agree" with a total mean score of 4.80. According to the data, staff respondents strongly support family planning (4.81), empower women (m=4.81), and advocate for governments throughout the world to give all people access to safe and effective contraception alternatives for both sexes (m=4.81). They agree that I should keep learning about overpopulation (m=4.80) and persuade leaders to pledge to use education, human rights, and development to stabilize population increase (m=4.78).

Table 17: Respondent's commitment on over population

Statement To help save Mother Earth, I will.	Faculty		Staff	
	Mean	Interpretation	Mean	Interpretation
1. Continue to educate myself on overpopulation.	4.79	Agree	4.80	Agree
2. Empower women.	4.79	Agree	4.81	Strongly Agree
3. Promote family planning.	4.82	Strongly Agree	4.81	Strongly Agree
4. Lobby for worldwide governments to provide universal access to safe and effective contraceptive options for both sexes.	4.80	Agree	4.81	Strongly Agree
5. Convince leaders to commit to stabilizing population growth through education and the exercise of human rights and development.	4.85	Strongly Agree	4.78	Agree
Total Mean Score	**4.81**	**Strongly Agree**	**4.80**	**Agree**

Commitment on Pesticides

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.81. The faculty respondents significantly agreed to support local organic farmers (m=4.82) and buy organic goods (m=4.78), according to the data. Reduced use of pesticides around the house (m=4.79), less intake of processed foods (m=4.78), and education on what to buy and what products I will support (m=4.80) are all agreed upon by faculty respondents.

Additionally, the data showed that the staff respondents verbally interpreted "strongly agree" with a mean score of 4.81 overall. Additionally, data indicated that staff respondents highly agreed with supporting local organic farmers (m=4.81) and buying organic goods (m=4.85). Reduced use of pesticides around the house (m=4.80), less intake of processed foods (m=4.80), and education on what to buy and what products I would support (m=4.78) are all agreed upon by staff respondents.

Table 18: Respondent's commitment on pesticide

Statement To help save Mother Earth, I will.	Faculty		Staff	
	Mean	Interpretation	Mean	Interpretation
1. Purchase organic foods.	4.87	Strongly Agree	4.85	Strongly Agree

2. Reduce consumption of processed foods.	4.78	Agree	4.80	Agree
3. Reduce pesticide use around the house	4.79	Agree	4.80	Agree
4. Support local organic farmer.	4.82	Strongly Agree	4.81	Strongly Agree
5. Educated on what to buy and what products I will support.	4.80	Agree	4.78	Agree
Total Mean Score	**4.81**	**Strongly Agree**	**4.81**	**Strongly Agree**

Commitment on Sea Level Rising

According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.83. Additionally, data indicated that faculty respondents strongly agreed to lessen their carbon footprint by planting trees and greenery (m=4.90), walking more, making thoughtful decisions that promote the health of our world, and buying less. Investigate and assist a nonprofit organization that is actively attempting to lower the increasing sea levels (m=4.82). They decide to use less energy (m=4.78), participate in the community, and exchange information on these important issues (m=4.80). Additionally, the data showed that the staff respondents verbally interpreted "strongly agree" with a mean score of 4.82 overall. Additionally, the data revealed that the staff respondents strongly agreed to lower their carbon footprint by planting trees and greenery (m=4.83), walking more, making thoughtful decisions that promote the health of our world, and buying less. Investigate and assist a nonprofit organization that is actively attempting to lower the increasing sea levels (m=4.79). They commit to using less energy (m=4.80), become involved in the community, and exchanging information on these important issues.

Table 19: Respondent's commitment on sea level rising

Statement **To help save Mother Earth, I will. . . . . .**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Reduce carbon footprint by purchasing less, walking more, and creating mindful actions that support the health of our planet.	4.89	Strongly Agree	4.85	Strongly Agree
2. Plant trees and foliage.	4.90	Strongly Agree	4.88	Strongly Agree
3. Reduce energy usage.	4.78	Agree	4.80	Agree
4. Get active in the community and share knowledge on these pressing topics.	4.80	Agree	4.80	Agree
5. Research and support a not for profit that is actively working toward reducing rising sea-levels.	4.82	Strongly Agree	4.79	Agree
Total Mean Score	**4.83**	**Strongly Agree**	**4.82**	**Strongly Agree**

Commitment on Waste Management

The responders' dedication to trash control was displayed in Table 19. According to the data, the faculty respondents verbally interpreted "strongly agree" with a total mean score of 4.83. Additionally, the data revealed that faculty respondents strongly agreed with the following: encourage the local government to offer additional recycling receptacles (m=4.85), recycle and dispose of garbage correctly (m=4.89), and organize friends and family to clean up the town (m=4.79). Additionally, the data revealed that faculty members support businesses that are adopting sustainable practices like reduced and recyclable packaging (m=4.78) and agree that I should compost my food waste (m=4.79).

Additionally, data showed that staff respondents verbally interpreted "agree" and received a mean score of 4.81 overall. According to the data, staff members highly agreed that recycling and appropriate trash disposal are important (m=4.90). According to staff responses, they will compost their food waste (m=4.78), support businesses that are adopting sustainable practices such using less and recyclable packaging (m=4.80), organize a community cleanup with friends and family (m=4.79), and request that the local government supply additional recycling containers (m=4.79).

Table 20: Respondent's commitment on waste management

Statement **To help save Mother Earth, I will. . . . . .**	**Faculty**		**Staff**	
	Mean	**Interpretation**	**Mean**	**Interpretation**
1. Recycle and dispose waste properly.	4.89	Strongly Agree	4.90	Strongly Agree
2. Compost my food waste	4.79	Agree	4.78	Agree
3. Support companies that are implementing sustainable practices such as reduced and recyclable packaging.	4.78	Agree	4.80	Agree
4. Gather friends and family to cleanup community.	4.85	Strongly Agree	4.79	Agree

5. Ask local government to provide more recycling receptacles.	4.85	Strongly Agree	4.79	Agree
Total Mean Score	**4.83**	**Strongly Agree**	**4.81**	**Agree**

CONCLUSION

Of the 316 respondents, 35.76% were between the ages of 46 and 55, 67.09% were female, and 87.34% were married. The respondents' top three environmental concerns are plastic pollution, global warming, and air and water pollution. Faculty and staff respondents concur that the statement about using single-use plastics to save the environment is important. The respondents who were professors and staff agreed with the statement that fresh water should be preserved in order to rescue the planet. Staff respondents highly agreed with the statement on paper usage to save the environment, while faculty respondents agreed. Both respondents agreed with the assertion that genetically modified organisms can preserve the planet. On the statement about food waste in saving the environment, faculty respondents strongly agree while staff respondents agree. On the statement about car emissions to save the environment, both faculty and staff respondents strongly agree. Faculty and staff respondents strongly agree with the statement about composting to save the environment. Both teacher and staff respondents strongly agreed with the assertion that planting trees will rescue the planet. Respondents also strongly believe that saving the planet from ozone depletion is important. Faculty and staff respondents strongly agree with the assertion that biodiversity loss must be prevented in order to preserve the planet. Staff respondents highly agree with the statement about habitat destruction to rescue the environment while faculty respondents agree with it. Staff respondents agree with the statement on climate change to rescue the environment while faculty respondents strongly agree. Both respondents adhere to the statement on air pollution to save the world. Faculty and staff respondents strongly agree with the assertion that sea level rise is necessary to rescue the planet. Staff respondents agree with the statement about waste to save the world, while faculty respondents strongly agree.

It is recommended to use extension to teach the public about the worth and significance of our natural resources. Plan a clean-up campaign and a tree-planting event in your community. Let's coexist peacefully with Mother Nature. Let's keep assisting and working together with government organizations to safeguard our natural resources. Investigate environmental concerns in order to assist in their resolution. Teach our children to care for the environment. Never forget that we are a part of the earth, not the other way around. Let's preserve and safeguard its natural assets.

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