

TIPians' Engagement in the Environmental Sustainability Campaigns of the Philippine Center For Environmental Protection and Sustainable Development (PCEPSDI): A Case Study in Quezon City

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Abstract

Background: Environmental sustainability remains a critical global challenge, with youth engagement identified as a crucial component in addressing issues like improper waste management. In the Philippines, understanding the factors that drive or hinder student participation in environmental campaigns is essential for fostering a culture of sustainability. This study focuses on students from the Technological Institute of the Philippines (TIPians) and their involvement with the Philippine Center for Environmental Protection and Sustainable Development, Inc. (PCEPSDI).

Objectives: This study aimed to determine the level of environmental awareness and engagement of TIPians in PCEPSDI's sustainability campaigns in Quezon City. It also sought to identify perceived barriers to participation and to examine the influence of motivational factors (personal values, social influence, environmental awareness, recognition/rewards, interest/enjoyment), social media, and school-based programs on their engagement.

Methods: The study employed a quantitative descriptive-correlational research design. Data were collected from 100 TIP students aged 15-24 who had participated in PCEPSDI campaigns using a structured survey questionnaire. Descriptive statistics and multiple linear regression were used for data analysis.

Findings: Results revealed that TIPians possess a very high level of environmental awareness (overall mean = 4.29) and demonstrate a high level of engagement (overall mean = 3.96) in the campaigns. Perceived barriers to sustained involvement were moderate, with "lack of time" being the most significant. Motivational factors were very high (overall mean = 4.22), with environmental awareness, personal values, and interest/enjoyment being the most influential.

Both social media (overall mean = 4.24) and school-based programs (overall mean = 4.21) were found to have a very high influence on student engagement.

Conclusion: TIPians are highly aware of environmental issues and actively participate in sustainability campaigns, driven primarily by intrinsic motivations. While barriers like time constraints exist, the strong influence of digital platforms and school-based initiatives provides effective pathways for fostering engagement. The synergy between institutional support and intrinsic values is key to sustaining youth involvement.

Novelty: This study provides localized, empirical insights into the specific context of TIP students' engagement with a non-governmental organization (PCEPSDI), offering a nuanced understanding of how motivational factors, digital tools, and academic environments collectively shape youth participation in environmental sustainability efforts within an urban Philippine setting.

Keywords: Environmental awareness, motivational factors, PCEPSDI, school-based programs, youth engagement

Introduction

Environmental sustainability remains a critical global issue, with improper waste management contributing significantly to ecological degradation and public health concerns (United Nations Environment Programme, 2015). In the Philippines, addressing solid waste challenges requires not only government intervention but also active community and institutional participation. Among the most influential actors in this movement are the youth, whose energy, innovation, and adaptability position them as key drivers of environmental change (UNICEF Philippines, 2023).

Engaging young individuals—particularly students—in environmental sustainability efforts not only amplifies the reach and impact of campaigns but also nurtures a generation of environmentally responsible citizens. As future leaders and decision-makers, their awareness and active participation are vital in embedding a culture of sustainability within their communities. Research has emphasized that youth bring fresh perspectives, urgency, and creativity to environmental initiatives, making their involvement indispensable in achieving long-term sustainability goals (Balundè, Perlaviciute, & Truskauskaitè-Kunevičienė, 2020).

In this context, understanding the engagement of TIPians (students from the Technological Institute of the Philippines) in environmental campaigns led by the Philippine Center for Environmental Protection and Sustainable Development, Inc. (PCEPSDI) becomes crucial. As a recognized organization promoting environmental protection and sustainable development in the country, PCEPSDI implements various campaigns that target youth involvement in responsible consumption, production, and solid waste management. These campaigns serve as platforms to mobilize students, raise environmental awareness, and encourage pro-environmental behavior.

Moreover, motivational factors such as personal values, environmental awareness, social influence, recognition, and enjoyment play a significant role in shaping student

participation. External factors—including the influence of social media and school-based environmental programs—further affect how students engage with sustainability campaigns (Balundè et al., 2020). Digital platforms, in particular, serve as vital tools for raising awareness, fostering peer interaction, and mobilizing participation (Silva, 2024; Campbell, 2023), while educational institutions provide the structure and support to instill environmental consciousness and responsibility (WWF Philippines, n.d.).

Despite widespread acknowledgment of the importance of youth engagement, there is still a lack of localized, empirical research examining the participation of college students in environmental sustainability efforts, especially within specific organizational contexts. By focusing on TIPians' engagement in the environmental campaigns of PCEPSDI in Quezon City, this study aims to explore the levels of participation, the awareness of the campaigns, and the motivational and external factors that influence student involvement. The findings of this study will offer valuable insights for educators, environmental organizations, and policymakers in designing more effective strategies to increase youth engagement in environmental sustainability initiatives.

Review of Related Literature

In recent years, increasing attention has been directed toward the critical role that youth play in promoting environmental sustainability. As environmental concerns become more urgent globally, researchers and policymakers alike recognize that young people are not merely passive recipients of ecological consequences but are powerful agents of change capable of spearheading transformative initiatives. Youth-led efforts have demonstrated the potential to bridge the gap between environmental awareness and tangible community action. For example, Tabanao, Barnido, and Pableo (2020) emphasized that when youth are empowered through structured programs, they contribute meaningfully to local sustainability efforts by implementing innovative strategies and mobilizing community participation, thereby enhancing collective resilience.

Building on this, numerous studies have explored how environmental awareness develops among young individuals and how this shapes their engagement. Narwal (2021) highlighted that environmental literacy is foundational in shaping future citizens who are informed and responsible stewards of natural resources. Integrating environmental topics into the educational curriculum has consistently been shown to foster not only greater knowledge but also a more proactive stance on conservation and ecological protection. These findings suggest that early and continuous exposure to environmental education plays a pivotal role in cultivating a lifelong commitment to sustainability.

Moreover, a significant body of literature has examined the motivational factors that influence youth participation in environmental campaigns. Research by Tabanao et al. (2020) revealed that both intrinsic motivations—such as personal values, environmental concern, and the desire for social recognition—and extrinsic influences, including community support and peer engagement, strongly predict active youth involvement. This indicates that effective

environmental programs must be tailored to align with the personal aspirations and social contexts of young participants to maximize their engagement.

In the context of modern communication, social media has emerged as a powerful force in shaping environmental consciousness and mobilizing youth participation. According to Lovochkina, Otych, and Spivak (n.d.), platforms such as Facebook and Instagram enable the formation of digital communities where individuals can share environmental knowledge, promote campaigns, and foster collective action. These online spaces provide dynamic and interactive environments that supplement traditional educational approaches, offering youth a more accessible and engaging means of environmental advocacy.

Complementing the role of digital media, school-based programs have proven effective in cultivating sustainable behaviors and environmental competence among students. For instance, initiatives under the Youth for Environment in School Organization (YES-O) in the Philippines have been linked to improved environmental attitudes and scientific learning outcomes. Saldana and Domanog (2024) as well as Cadiz and Cortez (2025) documented how co-curricular projects—such as tree planting and waste segregation—translate abstract environmental principles into concrete actions. Similarly, Nuñez and Llenaresas (2021) affirmed that comprehensive environmental education enhances students' understanding and implementation of sustainable practices, further validating the significance of hands-on learning in fostering long-term behavioral change.

Overall, the literature demonstrates that a combination of formal education, digital engagement, and intrinsic motivation forms a robust foundation for youth participation in environmental sustainability. These multifaceted approaches emphasize the need for integrated strategies that consider both the evolving communication landscape and the personal and social dimensions of youth engagement. While the existing research underscores the positive impact of these efforts, ongoing studies are necessary to deepen our understanding of how best to sustain and amplify youth-driven environmental actions in various contexts.

Research Questions

To gain a deeper understanding of TIPians' engagement in the environmental sustainability campaigns of PCEPSDI in Quezon City, the study seeks to answer the following research questions:

1. What is the level of awareness and understanding of environmental sustainability among TIPians?
2. What is the level of engagement of the TIPians in the environmental sustainability campaigns of PCEPSDI in Quezon City?
3. What are the perceived barriers that hinder sustained involvement of the TIPians in the environmental initiatives of PCEPSDI?
4. How do motivational factors influence TIPians' engagement in the campaigns, specifically in terms of:
 - 4.1 Personal values
 - 4.2 Social influence
 - 4.3 Environmental awareness

- 4.4 Recognition and rewards
- 4.5 Interest and enjoyment
- 5. How do the following factors influence TIPians' engagement in environmental sustainability campaigns:
 - 5.1 Social media platforms; and
 - 5.2 School-based programs?

Conceptual Framework

This study adopts an Input-Process-Output-Outcome (IPOO) framework to systematically examine the factors influencing TIPians' engagement in the environmental sustainability campaigns of PCEPSDI in Quezon City.

As illustrated in Figure 1, this study adopts the Input-Process-Output-Outcome (IPOO) framework to explore the factors influencing TIPians' engagement in environmental sustainability campaigns of PCEPSDI in Quezon City. The input includes demographic characteristics, motivational factors (e.g., personal values, social influence, environmental awareness, recognition/rewards, and interest/enjoyment), perceived barriers, and institutional influences such as school-based programs and social media platforms. These serve as the foundational variables shaping youth participation.

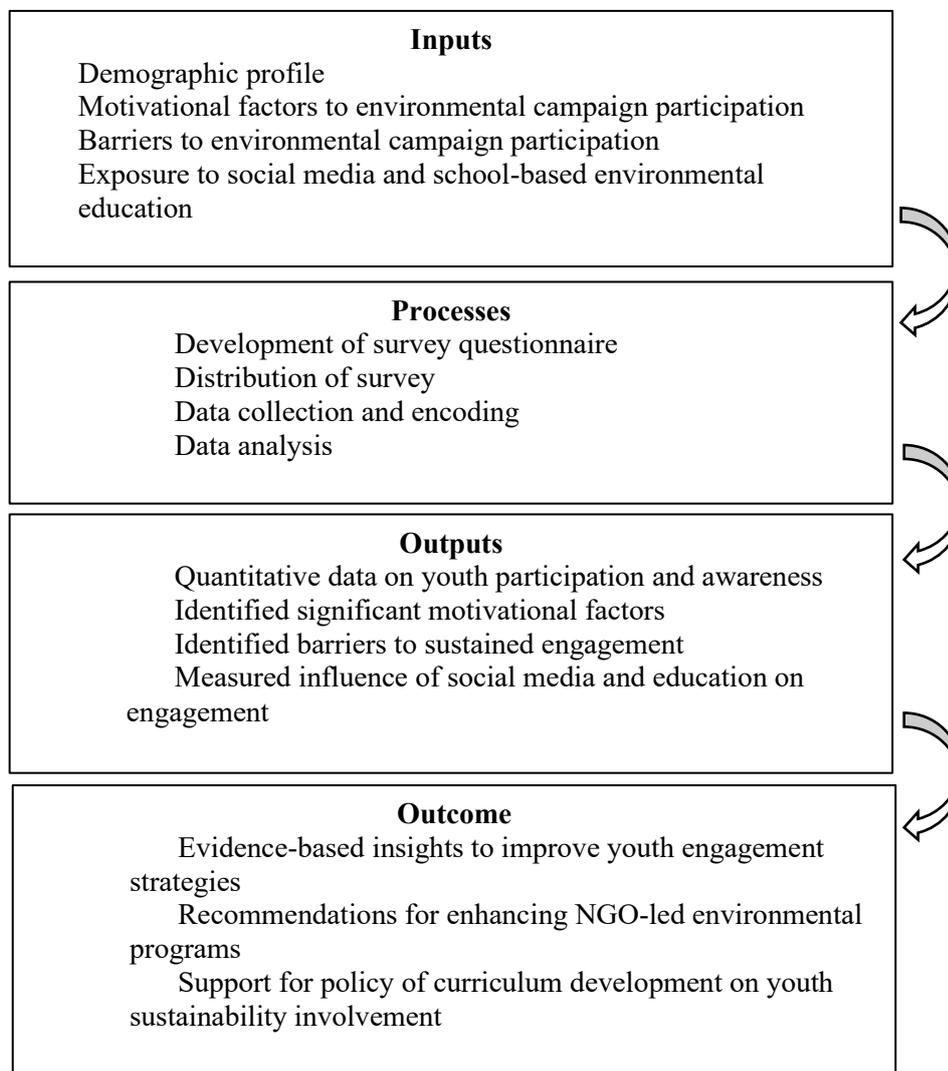
The process involves designing a standardized Likert-scale survey, administering it both online and offline, and analyzing the data using descriptive statistics and multiple linear regression to determine relationships among variables.

The output refers to findings on the levels of TIPians' awareness, participation, and the influence of various motivating or hindering factors. These results provide evidence-based insights for improving environmental initiatives.

The outcome aims to guide the development of more effective programs and strategies to increase youth involvement in sustainability efforts, thereby fostering a more engaged and environmentally responsible youth sector.

Figure 1

IPOO Model of the Study



Significance of the Study

This study holds significance for several stakeholders committed to promoting environmental sustainability, particularly in the context of youth involvement in solid waste management initiatives.

For PCEPSDI, the findings will provide valuable insights into the current levels of youth participation and awareness, enabling the organization to refine its campaign strategies and enhance youth engagement. By identifying motivational factors and barriers, the organization can design more effective and youth-responsive programs that foster long-term commitment to environmental initiatives.

For schools and educators, the study highlights the role of school-based environmental education in shaping ecological values and sustainable practices among the youth. The results

may inform the integration of more experiential and advocacy-based learning approaches in formal and informal education settings.

For local government units (LGUs) and policy makers, the study can serve as a basis for developing inclusive environmental policies that empower young people to take part in sustainability efforts. Recognizing the youth as active stakeholders may lead to more community-based solutions and collaboration between government, NGOs, and educational institutions.

For the youth participants themselves, the study gives voice to their experiences, motivations, and challenges, thereby validating their role as emerging leaders in climate action and environmental stewardship.

Finally, for future researchers, this study offers a foundation for exploring youth-led environmental initiatives in other communities and contributes to the broader discourse on participatory environmental governance.

Scope and Limitations

This study focuses on understanding the level and nature of engagement in the environmental sustainability campaigns of PCEPSDI in Quezon City. It specifically targets individuals aged 15 to 24 years old who have participated or are currently participating in the organization's environmental programs. The study explores the extent of their participation, their awareness and understanding of environmental sustainability, and the motivational factors that influence their involvement such as personal values, social influence, environmental awareness, recognition/rewards, and interest/enjoyment. It also investigates perceived barriers to continued engagement and the role of social media and school-based programs in promoting youth participation. The study adopts a quantitative research design using a structured survey questionnaire as the primary data-gathering tool.

However, the study is limited to participants within Quezon City and may not fully represent youth engagement trends in other geographic locations or with other environmental organizations. Data are based on self-reported survey responses, which may be subject to biases such as social desirability or inaccurate recall. Additionally, the study does not cover the long-term behavioral impact of youth participation in these campaigns or conduct a comparative analysis with non-participants. As a quantitative study, it also does not capture in-depth personal narratives or qualitative insights that could enrich understanding of youth motivations and challenges.

Methodology

Research Design

This study utilizes a quantitative research approach, employing both descriptive and correlational research designs to examine youth engagement in the environmental sustainability campaigns of PCEPSDI in Quezon City.

The descriptive component of the research aims to determine the levels of environmental awareness and understanding among the participants, assess their engagement in the campaigns, and identify the perceived barriers that hinder sustained involvement in

environmental initiatives. These aspects provide a general profile and insight into current youth participation and challenges within the NGO's programs.

The correlational component explores the influence of motivational and institutional factors on youth engagement. Specifically, it investigates the relationship between personal values, social influence, environmental awareness, recognition and rewards, interest and enjoyment, and the level of youth engagement. Additionally, it examines how social media platforms and school-based programs affect the participation of young individuals in environmental campaigns.

Participants and Sampling Procedure

The participants of this study will be youth aged 15 to 24 years old currently enrolled in Technological Institute of the Philippines (TIP) who have participated in the environmental sustainability campaigns organized by PCEPSDI in Quezon City. These individuals will be selected based on their direct or recent involvement in the organization's environmental initiatives and activities.

A total of 100 respondents will be included in the study. The sample size was determined to ensure sufficient representation of the youth population engaged in the campaigns, allowing for meaningful statistical analysis.

The study will utilize purposive sampling, a non-probability sampling technique, to identify and select individuals who meet the criteria of age and participation. This method is appropriate given the specific focus of the research on youth who are actively involved or have been involved in the environmental efforts of PCEPSDI. Coordination with the NGO will be undertaken to access participant lists and facilitate the distribution of the survey questionnaire.

The inclusion criteria are as follows: (1) must be 15 to 24 years old, (2) must be a student in TIP, and (3) must have participated in at least one activity or program under the environmental sustainability campaigns of PCEPSDI.

Instruments

The primary instrument for data collection in this study is a structured survey questionnaire designed to assess TIPians' engagement in the environmental sustainability campaigns of PCEPSDI, along with related factors such as environmental awareness, motivations, barriers, social media influence, and school-based program participation.

The questionnaire is divided into six sections aligned with the research objectives:

- I. Demographic Information - collects basic details such as age, gender, education level, and history of involvement in environmental activities.
- II. Environmental Awareness and Understanding - measures respondents' knowledge and attitudes toward environmental sustainability.
- III. Youth Participation and Engagement - assesses the frequency and types of participation in the campaigns.
- IV. Motivational Factors - evaluates drivers of participation, including personal values, social influence, environmental awareness, recognition/rewards, and interest/enjoyment.
- V. Perceived Barriers - identifies challenges and obstacles to sustained involvement.

VI. Influence of Social Media Platforms and School-based Programs - examines the effect of these factors on youth engagement.

All Likert-scale items use a consistent five-point scale (e.g., 1 = Strongly Disagree, 5 = Strongly Agree) to ensure uniformity in responses and facilitate quantitative analysis. The questionnaire will undergo expert validation and pilot testing to establish clarity, reliability, and validity. Revisions will be made based on pilot feedback before final administration.

Data Gathering Procedure

The data for this study will be collected through a structured survey questionnaire administered using both offline and online methods to ensure wider accessibility and higher response rates.

First, permission will be sought from PCEPSDI and relevant authorities in TIP and Quezon City to conduct the study and access the target participants. Coordination with the organization will facilitate the identification and recruitment of youth participants aged 15 to 24 who are involved in the solid waste management campaigns.

For the offline method, printed copies of the survey questionnaire will be distributed during scheduled meetings, events, or gatherings organized by PCEPSDI. Participants will be given clear instructions on how to complete the questionnaire and assured of the confidentiality and voluntary nature of their participation. The completed surveys will be collected on-site or through designated collection points.

For the online method, the survey questionnaire will be converted into a digital form using a secure and user-friendly platform such as Google Forms or Microsoft Forms. The link to the online survey will be shared via official social media channels of PCEPSDI, through email invitations, and direct messaging to participants. Online respondents will be informed about the study's purpose, data privacy, and consent requirements before answering the questionnaire.

All gathered data from both methods will be consolidated, checked for completeness, and encoded for analysis. The use of both offline and online approaches aims to maximize participation while accommodating different preferences and accessibilities among the youth respondents.

Ethical Considerations

This study adheres to ethical standards to ensure the protection, rights, and well-being of all participants. Prior to data collection, permission will be obtained from PCEPSDI and relevant local authorities in Quezon City and TIP to conduct the research.

Participants will be fully informed about the purpose, nature, and scope of the study. Informed consent will be secured from each respondent before they participate in the survey. For participants below 18 years old, parental or guardian consent will also be obtained as required.

Participation in the study will be entirely voluntary, and respondents will have the right to withdraw at any point without penalty or loss of benefits. Confidentiality and anonymity of all participants will be strictly maintained. Personal identifiers will not be collected, and data will be reported in aggregate form only to protect individual identities.

The collected data will be stored securely and used solely for the purposes of this research. Findings will be disseminated responsibly, ensuring that participants and the community benefit from the knowledge generated.

Data Analysis

The collected survey data will be systematically processed and analyzed using statistical software such as SPSS or Microsoft Excel. Descriptive statistics—including frequency counts, percentages, means, and standard deviations—will be used to summarize the levels of youth participation, environmental awareness, and perceived barriers to sustained involvement in the solid waste management campaigns.

To examine the influence of motivational factors (personal values, social influence, environmental awareness, recognition/rewards, interest/enjoyment), as well as the impact of social media platforms and school-based programs on youth engagement, multiple linear regression analysis will be conducted. This analysis will identify the extent to which these independent variables predict the level of youth participation in the campaigns, while controlling for the effects of other variables.

All data will be checked for completeness and accuracy before analysis. Results will be presented in tables for clear visualization and interpretation aligned with the research objectives.

Results and Discussion

In this chapter, the findings of the survey held among 100 TIP students (TIPians) who attended the environmental sustainability campaigns of PCEPSDI are provided. The results are presented based on the research questions and with the help of tables and related literature.

Table 1. LEVEL OF ENVIRONMENTAL AWARENESS AND UNDERSTANDING

Indicators	Mean	SD	Description
Awareness of environmental problems	4.35	0.78	Very High
Importance of sustainability	4.52	0.66	Very High
Actively seeks environmental information	4.12	0.81	High
Belief in individual action impact	4.40	0.72	Very High
Familiarity with PCEPSDI activities	4.05	0.88	High
Overall Mean	4.29	-	Very High Awareness

The results indicate that the environmental awareness of TIPians is very high. The majority of respondents are in agreement with the fact that they are not ignorant of environmental issues that human beings are inflicting on the environment and that they know that sustainability is vital in preserving the natural resources. Moreover, students have a sense of environmental responsibility as they hold that individual actions can serve purposes to protect environment.

This level of awareness is consistent with the result of Narwal (2021), who highlighted that environmentally literate youth are more inclined towards adopting more proactive and eco-friendly behaviors. Similarly, Lovochkina et al. (n.d.) discovered that awareness is the direct support of positive attitudes and engagement in environmental activities. The findings show that PCEPSDI and TIP are effective in making students aware of the sustainability problem which can help them make mindful decisions concerning the environment.

Table 2 LEVEL OF YOUTH PARTICIPATION AND ENGAGEMENT

Indicators	Mean	SD	Description
Regular participation	3.85	0.92	High
Volunteer involvement	3.90	0.94	High
Encouraging others to join	4.10	0.84	High
Contributes ideas	3.75	1.01	High
Feels responsible for campaigns	4.20	0.77	High
Overall Mean	3.96	-	High Engagement

On the whole, the involvement of TIPians in the sustainability campaigns of PCEPSDI regarding the environment is high. The respondents constantly participate in activities, volunteer in the events, and even encourage other people to join. Most people are also personally responsible to the success of the campaigns.

These results are in line with Tabanao et al. (2020), who have mentioned that the more youth feel appreciated and responsible to change the environment, the more they will participate. Also, the high peer influence in the findings indicates the involvement of the youth communities in making the environmental movements more pronounced. The participation of TIPians clearly shows that youth in institutions are still very active in the fight against the lack of sustainability.

Table.3 PERCEIVED BARRIERS TO PARTICIPATION

Indicators	Mean	SD	Description
Lack of time	3.95	0.99	High
Difficulty accessing campaign information	3.40	1.02	Moderate
Limited family/friend support	3.22	1.09	Moderate
Campaigns not well organized	3.15	1.11	Moderate
Feeling efforts don't matter	2.95	1.19	Moderate
Overall Mean	3.33	-	Moderate Barriers

The apparent obstacles that inhibited the long-term involvement of the respondents were moderated. The shortage of time is the most typical problem and seen to be among college students who have to balance between their studies, duties and extracurricular tasks. Other obstacles like inability to access information, lack of social support and perceived ineffectiveness were also in existence but not as acute.

These results are in line with those provided by Saldana and Domanog (2024), who discovered that students generally have problems with time management when participating in environmental programs. Similarly, Tabanao et al. pointed out that the lack of logistical aspects (because of obscured information or lack of order) may discourage the youth. Although there are barriers, they are not that stiff to exclude the participation of TIPians in the entirety of the environmental campaigns.

Table 4 MOTIVATIONAL FACTORS INFLUENCING ENGAGEMENT

Motivational Factor	Mean	Description
Personal Values	4.45	Very High
Social Influence	4.05	High
Environmental Awareness	4.48	Very High
Recognition and Rewards	3.80	High
Interest and Enjoyment	4.30	Very High
Overall Mean	4.22	Very High Motivation

In terms of motivational factors, they were observed to be quite high in general and the most influential factors were:

- Environmental awareness
- Personal values
- Interest and enjoyment

Such findings indicate that students engage mainly because of intrinsic motivation i.e. students are in the campaigns because they are concerned about the environment, because they

think it is a moral thing to do and because they like doing it. Motivation also has social influence and recognition which is secondary.

This corresponds with the analysis conducted by Balunde et al. (2020), who stated that personal values and intrinsic motivations are the most potent predictors of the youth engagement in the sustainability initiatives. The drive of TIPians is clearly expressed with regards to a great concern about the environment, and this is critical in the long-term commitment.

Table 5: Influence of Social Media Platforms

Indicators	Mean	Description
Social media motivates participation	4.20	High
Learns about PCEPSDI events online	4.35	Very High
Online groups increase engagement	4.18	High
Overall Mean	4.24	Very High Influence

The results demonstrate that the social media is extremely influential on the participation of TIPians in the PCEPSDI environmental sustainability campaigns. The students are actively dependent on such resources as Facebook, Instagram, and Messenger groups in order to get information about the campaign schedule, volunteering, and environmental problems. Several respondents noted that posts on social media, online advocacy groups and posts by fellow individuals, highly influence them to take up activities.

This finding conforms to those by Silva (2024), who emphasized that social media has become one of the most important resources to environmental awareness promotion, particularly among youths. On the same note, Lovochkina et al. (n.d.) noted that digital communities contribute to environmental awareness and mobilization. The high reliance on social media by TIPians means that PCEPSDI has an easy time reaching its target audience of youth as a result of the digital presence of the organization, which makes it easier to remain informed and engaged.

Table 6: Influence of School-Based Programs

Indicators	Mean	Description
School programs increase awareness	4.30	Very High
School lessons influence participation	4.10	High
Projects encourage responsibility	4.25	Very High
Overall Mean	4.21	Very High Influence

Student engagement is also very high with the influence of school-based programs. The knowledge and dedication towards sustainability of students is enhanced through TIP academic

lessons, environmental projects and extracurricular activities (like YES-O and other environmental clubs). The respondents have indicated that school programs do not only raise their awareness, but make them more responsible, which in many cases motivates them to attend campaigns on waste management, recycling, and environmental advocacy.

These findings are consistent with Nunez & Llenaresas (2021) who discovered that environmental education can help students improve their competence and awareness to a great extent. Similarly, Cadiz & Cortez (2025) reported that environment programs in the schools are vital in developing sustainable behavior due to their involvement of the students in practical engagements. This effect of school programs on the strength in the study indicates that TIP offers a good educational environment, where sustainability is not only a lesson but also a practice.

Discussion

The results of the presented study indicate that the social confidence of the governmental institutions is a multidimensional construct which is determined by the practice of the institutions as well as the daily experiences of citizens. The dominance of transparency and accountability contributes to the idea that trust is empowered in case the governments act in an open way and explain their actions. This result is consistent with Grimmelikhuijsen and Knies (2017), who stressed that transparency promotes the perception of legitimacy and institutional validity.

The Significance of the public service delivery highlights the fact that trust is established when regular contact is established with government institutions. In line with Van de Walle and Bouckaert (2020), the experiences described by the participants suggest that the way of service performance is a tangible metric of government competence. Citizens tend to build confidence in institutions when they receive services in an efficient and respectful manner.

Corruption was perceived as a major challenge to trust, which is reflected in the statement made by Transparency International (2022) that corruption decreases the legitimacy of democracy. Although they were not subject to corruption themselves, the existence of corruption undermined institutional trust, and the results indicated that trust was mediated by both individual experience and social discourse.

A good government communication was discovered as a relationship tool that connects the policy intentions and the population comprehension. Margetts and Dorobantu (2019) stated that institutional trust is based on communication, which eliminates uncertainty and promotes understanding. The results support the notion that communication is continuous, direct, and reactive.

Lastly, the citizen participation has been found to be a strong trust-building mechanism. The study indicates that participatory governance fosters the aspect of democracy as it helps in developing a sense of being heard and engaged by the citizenry (Fung, 2015). People have more trust in government institutions when they feel that they are partners and not consumers of the policy.

On the whole, the discussion has shown that policy-people gap needs more than a formal policy design. The ethical leadership, inclusive governance and long-lasting interaction with citizens develop trust.

Conclusion

This qualitative paper illustrates that lived experiences, ethical behavior, and relation governance influence the judgement of the population on government institutions. The trust is formed when policies are enacted without conflicts, services are rendered professionally, the officials are ethical, the communication is effective, and the citizens are significantly involved in the processes of governance.

The role of closing policy and people needs more than good policy laws; it involves regular interaction, responsibility and sympathy by the government agencies.

Recommendations

Government institutions ought to reinforce the transparency systems, standardized service delivery, anti-corruption, better communication strategies, and institutionalization of platforms of participation by citizens. Future investigations can involve trust in other sectors or apply longitudinal qualitative designs to understand the change of trust over time.

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Survey Questionnaire

Please answer the following questions honestly. Your responses will be kept confidential and used only for research purposes. For the statements below, please indicate your level of agreement using the scale:
 1 = Strongly Disagree
 2 = Disagree
 3 = Neutral
 4 = Agree
 5 = Strongly Agree

Section 1: Demographic Information

(Choose or fill in)

1. Age: _____
2. Gender:
 - Male
 - Female
 - Prefer not to say
3. Highest educational attainment:
 - High school
 - College undergraduate
 - Others: _____
4. Have you participated in PCEPSDI environmental sustainability campaigns?
 - Yes
 - No

Section 2: Environmental Awareness and Understanding

	1	2	3	4	5
1. I am aware of the environmental problems caused by unsustainable human activities.					
2. I understand the importance of environmental sustainability in protecting natural resources and ensuring a healthy planet.					
3. I actively seek information about environmental protection and conservation.					
4. I believe that individual actions can help improve environmental conditions.					
5. I am familiar with the specific activities conducted by PCEPSDI regarding waste management.					

Section 3: Youth Participation and Engagement

	1	2	3	4	5
1. I regularly participate in PCEPSDI's environmental sustainability campaigns.					
2. I volunteer for environmental activities organized by PCEPSDI.					
3. I encourage my friends and family to join environmental sustainability efforts.					
4. I contribute ideas to improve the campaigns.					
5. I feel personally responsible for contributing to the success of these campaigns.					

Section 4: Motivational Factors

Personal Values	1	2	3	4	5
1. Protecting the environment aligns with my personal beliefs and values.					
2. I feel morally obligated to participate in environmental activities.					
Social Influence	1	2	3	4	5
3. My friends and peers encourage me to participate in environmental campaigns.					
4. I participate because people I respect are involved.					
Environmental Awareness	1	2	3	4	5
5. Understanding the environmental impact motivates me to take part in the campaigns.					
6. Learning about climate change increases my willingness to engage in environmental efforts.					
Recognition/Rewards	1	2	3	4	5
7. Receiving recognition or rewards motivates me to stay involved.					
8. I feel more committed when my efforts are acknowledged.					
Interest/Enjoyment	1	2	3	4	5
9. I enjoy participating in environmental activities.					
10. find the campaigns interesting and engaging.					
Section 5: Perceived Barriers	1	2	3	4	5
1. Lack of time prevents me from participating more in environmental campaigns.					
2. I find it difficult to access information about campaign activities.					
3. Limited support from family or friends discourages my participation.					
4. The campaigns are not well-organized, which affects my involvement.					
5. I feel that my efforts do not make a significant impact.					
Section 6: Influence of Social Media and School-Based Programs					
Social Media Platforms	1	2	3	4	5
1. Social media posts about environmental issues motivate me to join campaigns.					
2. I use social media to learn about events organized by PCEPSDI.					
3. Online groups and communities increase my engagement in environmental activities.					
School-Based Programs	1	2	3	4	5
4. School programs have increased my awareness about environmental sustainability.					
5. My participation in environmental campaigns is influenced by what I learn in school.					
6. School projects or classes encourage me to be more environmentally responsible.					