

Narratives of Key School Stakeholders on the Implementation of the National Greening Program

Samielyn Joy G. Mecaydor

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Abstract: This phenomenological study explored the understand how Science teachers, TLE teachers, and YES-O officers engage in program activities, overcome challenges, and contribute to environmental stewardship within the school community. Data were collected through in-depth interviews with 12 participants and analyzed using thematic analysis. Data source triangulation was employed to ensure the credibility and richness of findings. The analysis revealed three main themes regarding stakeholders' experiences: Advocacy and Active Engagement, Collaboration in Program Implementation, and Constraints of Implementation. Stakeholders demonstrated strong commitment to environmental education through hands-on participation, modeling responsible behaviors, and fostering teamwork, while facing challenges such as limited resources, time constraints, and environmental and contextual barriers. In terms of coping mechanisms, participants maximized support and resources, strategically planned and managed tasks, and adapted sustainable practices, highlighting the importance of collaboration, structured planning, and continuous monitoring. Finally, actionable insights emerged, including strengthening partnerships and resource-sharing and embedding sustainable practices into the school curriculum, emphasizing institutional support, values-driven education, and community engagement. The study recommends that schools institutionalize environmental programs, integrate sustainability into curricula, and cultivate partnerships with local stakeholders to ensure long-term success. These findings provide a roadmap for fostering environmentally responsible school communities and sustaining green initiatives.

Keywords: *Implementation, National Greening Program, Narratives of Key School Stakeholders, Shared Commitments.*

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I. INTRODUCTION

In response to the government's call for environmental sustainability, the Department of Education actively supports the implementation of the National Greening Program (NGP) to promote ecological awareness and action among the youth. Schools serve as crucial venues for instilling environmental values and translating them into concrete practices through tree planting, waste management, and other greening initiatives. This study seeks to explore the experiences, roles, and insights of key implementers such as Science teachers, TLE teachers, and members of the Youth for Environment in Schools Organization (YES-O) in advancing the goals of the NGP. Understanding their narratives provides a deeper appreciation of how collaborative efforts within the school community foster environmental stewardship, address implementation challenges, and cultivate a shared commitment toward building a greener and more sustainable future.

In recent years, educational research worldwide has increasingly emphasized the role of schools as catalysts for environmental stewardship and sustainability education. Lestari

et al. (2023) from Indonesia revealed that teachers, principals, and students collaboratively foster pro-environmental behaviors through continuous planning and reflection cycles. Similarly, Natalia et al. (2023) from Romania emphasized that sustainable school initiatives thrive when both groups actively participate and share responsibility in implementing environmental actions. These global studies highlight a growing movement among educational institutions to integrate sustainability principles into school culture, encouraging shared ownership and engagement among teachers and learners alike.

Expanding this perspective, Wang, Kou, and Zhu (2023) from China disclosed that supportive leadership and psychological empowerment promote stronger environmental engagement within educational settings. In a similar vein, Suhendar et al. (2024) from Indonesia underscored that community and school partnerships significantly strengthen environmental programs. Collectively, these studies underscore the importance of shared commitment and collaboration among key school stakeholders in realizing effective environmental initiatives.

In the Philippines, schools play a vital role in promoting environmental consciousness and sustainable practices among learners. As the country continues to face pressing environmental challenges such as deforestation, pollution, and improper waste disposal, educational institutions have emerged as advocates of environmental stewardship Punzalan (2020) in Batangas City emphasized that school programs and student initiatives are crucial in bridging the gap between environmental awareness and actual practice.

Similarly, Galorio and Naling (2024) in Davao de Oro highlighted that the involvement of teachers and students in environmental projects strengthens their sense of responsibility toward nature. These initiatives reflect a growing awareness that environmental education must go beyond classroom instruction and be demonstrated through real-life practices that nurture respect and care for the environment. The participation of Science and TLE teachers, alongside youth groups like the Youth for Environment in Schools Organization (YES-O), has also been instrumental in embedding ecological values into daily school routines and activities.

Across various regions, from Quezon Province to Manila and Nueva Ecija, schools continue to uphold the Department of Education's commitment to sustainability through programs such as the National Greening Program (NGP). Garcia and Garcia (2022) found that teachers in Manila and Nueva Ecija possess strong environmental literacy and positive attitudes toward sustainability but face constraints in materials, facilities, and institutional backing. These realities underscore the importance of shared commitment and collaboration among key school stakeholders to sustain environmental initiatives.

However, the implementation of these programs often faces several challenges within the school context. Many institutions struggle with insufficient resources, limited administrative support, and inconsistent participation among teachers and students, which hinder the continuity of school-based environmental projects. According to Oestar (2023), schools in Quezon Province encountered difficulties in sustaining greening programs due to the lack of funding, inadequate maintenance of planted trees, and the absence of long-term monitoring systems. Teachers also face challenges in balancing academic demands with environmental initiatives, while students' engagement often declines once initial enthusiasm fades.

In the Sarangani District, where the present study is conducted, the implementation of the National Greening Program (NGP) likewise encounters several challenges that affect its sustainability. Key implementers such as Science teachers, TLE teachers, and members of the Youth for Environment in Schools Organization (YES-O) often face difficulties in maintaining the momentum of greening activities. These challenges make it difficult to sustain the enthusiasm and participation necessary for long-term environmental initiatives. Hence, this study is conducted to explore the narratives and

lived experiences of these key implementers to gain deeper insights into how they navigate the obstacles of implementing and sustaining the NGP. Through their stories, the study hopes to contribute to developing more effective strategies and strengthen the shared commitment toward achieving a greener, more environmentally responsible school community.

II. METHOD

The study employs a phenomenological research design, aiming to explore and understand the essence of participants' lived experiences in implementing the NGP. Science teachers, TLE teachers, and YES-O members will be purposefully selected as participants to provide meaningful accounts of their roles and contributions. Data will be collected through in-depth, semi-structured interviews, allowing participants to articulate their personal stories and reflections. The collected narratives will then be analyzed using thematic analysis to identify common patterns, themes, and shared experiences, revealing the underlying meanings and collective commitments that inform the success and sustainability of the school-based greening initiatives.

The constructivist-interpretivist paradigm underlies this study, which regards reality as socially constructed through lived experiences. The views of the Science teachers, the TLE teachers and the YES-O members on the implementation of the National Greening Program (NGP) are considered subjective and context-dependent. Reality is viewed as multiple and constructed through the experiences of the participants and knowledge is co-constructed through the interaction between the researcher and participants. The study recognizes the influence of values and upholds ethical standards like informed consent and confidentiality. The findings are presented narratively and interpretively, to capture the lived experience of the participants. Ethical considerations, including informed consent, confidentiality, and voluntary participation, will be strictly observed throughout the research process.

Moreover, this study involves twelve (12) key stakeholders from a public national high school in the Sarangani District that fully implements the National Greening Program (NGP). The participants include four (4) Science teachers, four (4) TLE teachers, and four (4) YES-O officers. Science teachers are important because they teach ideas, ecological awareness and scientific knowledge in the classroom and in school activities related to the NGP. They help students understand these concepts. TLE teachers are also crucial because they teach skills that help with tree growing and taking care of the environment. These skills are useful for life.

The two groups of teachers are vital in making policies a reality in schools. They make sure that students learn about and practice conservation. YES-O officers are student leaders who help with school greening initiatives. They make sure these initiatives keep going. These groups are chosen because they help make the school greening initiatives happen. They take

care of the NGP. Make sure it keeps going. Science teachers and TLE teachers work together to make this happen. YES-O officers support them. The NGP is important, for the school. For the purpose of identifying narrations, codes are assigned to the participants such as Science teachers (Participants 1–4), TLE teachers (Participants 5–8), and YES-O officers (Participants 9–12).

In addition, purposive sampling is employed in this study to identify individuals who can provide rich, meaningful, and experience-based narratives about the implementation of the NGP. This sampling method is appropriate because it focuses on selecting participants who are deeply involved in the phenomenon being explored. By including stakeholders from different groups, the study benefits from data triangulation, which enhances the reliability and depth of the findings through varied yet complementary perspectives. Also, the twelve participants are considered sufficient for achieving data saturation, particularly in a narrative inquiry where the richness and depth of individual stories hold greater significance than the size of the participant pool.

Further, the primary research instrument for this study is in-depth, semi-structured interviews, designed to elicit detailed narratives and personal reflections from the participants regarding their involvement in the National Greening Program (NGP). This instrument allows Science teachers, TLE teachers, and YES-O officers to share their experiences, perceptions, challenges, and strategies in implementing and sustaining school-based greening initiatives. The semi-structured format provides flexibility for participants to express their thoughts freely while enabling the researcher to probe deeper into significant themes and insights that emerge during the conversations.

Furthermore, the data gathered from the participants were subjected to a rigorous phenomenological analysis aimed at distilling the essence of their lived experiences in implementing the National Greening Program (NGP). Using a thematic content analysis framework, the data underwent meticulous coding, clustering, and abstraction to generate meaningful categories and themes. Both manifest content (explicit responses) and latent content (underlying meanings) were carefully interpreted to ensure a comprehensive understanding of participants' perspectives, following the structured analytical procedures outlined by King (2004), as cited in Dawadi (2020). Through this process, emergent themes were synthesized into cohesive representations that captured the complexities of participants' experiences, including their challenges, coping mechanisms, and collaborative practices in sustaining school-based greening initiatives.

III. RESULTS AND DISCUSSIONS

In exploring the lived experiences of Science teachers, TLE teachers, and YES-O officers in carrying out environmental initiatives within the school, the following are the main themes, sub-themes that emerged from the participants' experiences of Implementing the National Greening Program (NGP).

A. *Advocacy and Active Engagement*

The theme Advocacy and Active Engagement reveal that key school stakeholders demonstrate strong commitment in promoting and actively participating in the implementation of the National Greening Program (NGP). Participants described their roles not only as implementers but also as advocates of environmental awareness and sustainability within the school community. Moreover, participants demonstrated active engagement through direct involvement in program activities. These affirm that schools serve as vital platforms for fostering environmental consciousness and shared responsibility, as supported by the Department of Environment and Natural Resources (2023), which underscores the role of educational institutions in promoting environmental awareness among the youth.

➤ *Educating and Inspiring Others.*

On this sub-theme, the findings reveal that stakeholders actively assume roles as educators and motivators in promoting environmental awareness, with consistent perspectives emerging across different participant groups and documentary sources. Participants' narratives demonstrate a shared commitment among Science teachers, TLE teachers, and YES-O officers to educate and inspire, reflecting strong convergence in their roles despite differences in position. Notably, this pattern is further supported by the analysis of teachers' Lesson Plans and Daily Lesson Logs (DLLs), which explicitly incorporate environmental concepts such as waste segregation, tree planting, and sustainability practices into classroom instruction and performance tasks, indicating that advocacy is not only expressed verbally but also systematically embedded in instructional planning. The findings align with Papadopoulou et al. (2020), who emphasized that integrating practical and instructional approaches enhances environmental literacy, and Kong and Chen (2024), who found that environmental learning activities significantly increase ecological awareness, reinforcing the role of stakeholders as key agents in inspiring environmentally responsible behavior.

➤ *Hands-On Participation in Greening Activities.*

The sub-theme highlights the stakeholders' direct and active involvement in environmental initiatives as a central aspect of their experiences, with strong convergence observed across different participant groups and documentary evidence. The participants' accounts are further substantiated by the school coordinator's Accomplishment Reports, which document the conduct of tree planting activities, school gardening projects, e.g., *Gulayan sa Paaralan*), clean-up drives,

and waste management initiatives, thereby confirming that the participants' reported engagements are not only experiential but also formally recorded and implemented at the school level. However, slight variations suggest that while reports emphasize completed activities and outputs, participants highlight the processes and challenges encountered during implementation. These findings affirm the importance of experiential learning in environmental education, as supported by Forro and Friaes (2025), who emphasized that participation in school-based greening programs enhances collaboration and environmental responsibility.

➤ *Modeling Environmental Responsibility.*

The sub-theme reveals that stakeholders serve as role models by demonstrating environmentally responsible behaviors in their daily practices, with consistent perspectives emerging across participant groups. The triangulation of perspectives from Science teachers, TLE teachers, and YES-O officers highlights a shared understanding that modeling behavior is essential in shaping students' environmental responsibility. While teachers emphasize structured guidance and integration of environmental practices into instruction, student leaders contribute through peer influence and active reinforcement of responsible behaviors. This convergence suggests that students learn not only through formal instruction.

B. Collaboration in Program Implementation

The theme Collaboration in Program Implementation captures how Science teachers, TLE teachers, and YES-O officers collectively contribute to the successful implementation of the National Greening Program (NGP) within their schools. The findings indicate that collaboration is not limited to sharing tasks but extends to strategic planning, coordination of activities, and integrating environmental initiatives into the school routine. The participants' narratives reflect the broader understanding that school-based greening programs benefit from active collaboration, echoing the findings of Forro and Friaes (2025), who emphasized that cooperative engagement among teachers, students, and parents strengthens program outcomes and fosters shared responsibility.

➤ *Shared Roles and Coordination*

This sub-theme reveals that stakeholders collaboratively distribute responsibilities based on their roles and capacities, ensuring effective implementation of the National Greening Program. Participants' narrations demonstrate how responsibilities are shared across stakeholders, ensuring that different aspects of the program, from instruction to implementation, are effectively managed. However, variations in role emphasis suggest that coordination may depend on individual initiative and context, indicating the need for more structured systems to ensure consistency. These findings align with Emam and Lubos (2022), who underscored that effective school-based environmental programs require structured coordination and clearly defined roles to optimize participation and sustain program activities.

➤ *Collective Participation and Team Spirit*

In this sub-theme, the findings under this sub-theme highlight that the joint involvement of teachers, students, and school officers foster camaraderie, shared accountability, and a strong sense of community in implementing the National Greening Program. The triangulation of perspectives across Science teachers, TLE teachers, and YES-O officers demonstrates strong convergence in valuing teamwork and collective engagement as essential to program success. While teachers facilitate and organize activities, student leaders motivate peers and sustain participation, reflecting complementary roles that enhance collaboration. This alignment indicates that environmental initiatives are strengthened when stakeholders work together, creating a culture of mutual support and shared responsibility. However, slight variations suggest that participation levels may depend on motivation and consistency of involvement, highlighting the need for continuous encouragement. These findings support Emam and Lubos (2022) and Forro and Friaes (2025), who emphasized that collaboration fosters eco-conscious behaviors, strengthens social responsibility, and promotes teamwork among stakeholders in school-based environmental programs.

➤ *Positive Outcomes of Collaboration*

This sub-theme reflects the tangible benefits that emerged from cooperative engagement. Participants noted improvements in school environment, increased student responsibility, and the successful completion of greening activities despite resource limitations. This outcome demonstrates that collaboration not only facilitates program implementation but also reinforces environmental awareness and behavioral change among learners. These findings are consistent with DENR (2023), who reported that school participation in greening initiatives promotes social and environmental consciousness, while Azarias (2025) observed that collaborative school-based greening programs contribute to ecological benefits, community engagement, and student development.

C. Constraints of Implementation

The theme "Constraints of Implementation" reveals the various challenges encountered by Science teachers, TLE teachers, and YES-O officers in carrying out the National Greening Program (NGP) within the school. The findings show that while stakeholders are committed to implementing the program, they are often hindered by multiple constraints that affect the sustainability and effectiveness of their efforts. These include limitations in resources, time, participation, and environmental conditions, which collectively influence how consistently and successfully the program is carried out. Despite these challenges, stakeholders continue to demonstrate resilience and adaptability, highlighting the complex realities of implementing school-based environmental initiatives.

➤ *Resource and Material Challenges*

Under this sub-theme, stakeholders consistently experience difficulties related to insufficient funding, tools, and materials needed to sustain greening activities, with similar concerns emerging across participant groups. The triangulation of perspectives among Science teachers, TLE teachers, and YES-O officers shows strong convergence in identifying resource scarcity as a major constraint in NGP implementation. While teachers emphasize budget limitations and lack of instructional and operational materials, student leaders highlight the direct impact of these shortages on participation and maintenance activities. This alignment indicates that resource challenges affect both planning and execution phases of the program, ultimately influencing its sustainability. These findings support Golpo and Ricafort (2023), who identified financial constraints as a major barrier in sustaining NGP initiatives, and Forro and Friaes (2025), who emphasized that insufficient resources hinder the effective implementation of environmental programs in schools.

➤ *Time Management and Student Engagement*

This sub-theme highlights the challenges stakeholders face in balancing the implementation of the National Greening Program with academic responsibilities while ensuring consistent student participation. Teachers' statements reflect how time limitations affect both the implementation and maintenance of greening initiatives across different roles. In terms of student engagement, participants also reported challenges in sustaining learners' interest and consistent environmental practices. The triangulation of perspectives from Science teachers, TLE teachers, and YES-O officers reveals a shared recognition of time constraints and student disengagement as interconnected challenges, affecting both program implementation and sustainability. While teachers emphasize instructional and time-related pressures, student leaders observe participation gaps among peers, indicating complementary yet converging viewpoints. These findings align with Punzalan (2020), who identified a gap between environmental awareness and actual practice among students, and Forro and Friaes (2025), who noted that sustaining student engagement requires continuous reinforcement and support.

➤ *Environmental and Contextual Barriers*

This sub-theme shows the external factors that affect the success of the program, including weather conditions, water scarcity, and geographical limitations. These environmental constraints significantly impact the long-term sustainability of the program despite stakeholders' efforts. This finding is supported by Engay-Gutierrez (2020), who highlighted site-specific and environmental limitations as critical factors affecting the success of greening initiatives, as well as Azarias (2025), who noted that contextual and environmental conditions must be considered to ensure effective implementation of school-based environmental programs.

Meanwhile, on the second research question, this study focuses on the coping mechanisms of stakeholders in implementing NGP. Below are the main themes and their respective sub-themes:

D. Maximizing Support and Resources

Stakeholders cope with the challenges of implementing the National Greening Program by actively seeking assistance, mobilizing partnerships, and making the most of available resources. Participants' narratives reveal that teachers, YES-O officers, and other stakeholders strategically engage external organizations, community members, and local government units to secure technical, financial, and material support. They also demonstrate resourcefulness by utilizing recycled materials and sharing responsibilities among stakeholders to sustain program activities. This main theme accentuates the stakeholders coping with the challenges of implementing the National Greening Program (NGP) by mobilizing support systems and making strategic use of available resources.

➤ *Seeking Support*

In this sub-theme, the findings reveal that stakeholders actively seek assistance from external partners such as barangays, local government units, and community organizations to address resource limitations and sustain the National Greening Program. Participants' statements demonstrate that seeking external support is a shared strategy among stakeholders to sustain program implementation despite internal resource constraints. The triangulation of perspectives across Science teachers, TLE teachers, and YES-O officers shows a strong convergence in recognizing the value of external partnerships in addressing program needs. These findings support Villanueva et al. (2022), who found that school-community collaboration enhances participation and resource availability, and Oestar (2023), who emphasized that strong stakeholder engagement contributes to the continuity and sustainability of greening initiatives.

➤ *Using Available and Recycled Materials*

This sub-theme highlights the resourcefulness of stakeholders in maximizing limited resources through creative and sustainable practices in implementing the National Greening Program. Participants' statements collectively show that stakeholders actively integrate sustainability principles into their coping strategies by making full use of locally available and recycled materials. The triangulation of perspectives across Science teachers, TLE teachers, and YES-O officers reveals a strong convergence in adopting resourcefulness as a coping mechanism in response to material limitations. These findings support Golpo and Ricafort (2023), who emphasized that resource constraints necessitate innovative approaches to sustain NGP initiatives, and Oestar (2023), who highlighted that efficient use of available resources contributes to the continuity of environmental programs despite financial limitations.

➤ *Sharing Resources*

This sub-theme reflects how stakeholders collaboratively utilize and distribute available resources to ensure the continuity and sustainability of the National Greening Program. Participants' statements illustrate that sharing resources is not limited to material distribution but also includes collaborative labor, support, and coordination among stakeholders. The triangulation of perspectives across Science teachers, TLE teachers, and YES-O officers reveals a strong convergence in recognizing resource-sharing as a collective coping strategy essential for sustaining program implementation. However, variations in emphasis suggest that while teachers focus on organized planning of resource allocation, student leaders prioritize hands-on collaboration and mutual assistance. These findings support Forro and Friaes (2025), who emphasized that collaboration and shared responsibility strengthen environmental initiatives, and De Guzman and Nuqui (2021), who highlighted those collective efforts within the school community enhance resource management and program sustainability.

E. Strategic Planning and Task Management

From the narrations of participants, it shows how stakeholders effectively cope with the challenges of implementing the National Greening Program (NGP) through organized, deliberate, and systematic approaches. The findings reveal that Science teachers, TLE teachers, and YES-O officers employ structured planning, time management, and task delegation to ensure that environmental activities are carried out efficiently despite competing academic responsibilities and limited resources.

➤ *Planning Activities*

The sub-themes that further explain this coping mechanism are discussed in the sub-theme "Planning Activities" highlights the importance of deliberate preparation and organization as a key coping mechanism in implementing the National Greening Program. Participants' statements demonstrate that planning is not only an individual task but a shared and strategic process among stakeholders. This alignment suggests that planning activities serve as a foundational strategy that connects preparation with successful implementation. However, variations in emphasis indicate that teachers tend to focus more on feasibility and alignment of tasks, whereas student leaders stress guidance and coordination during execution. These findings align with Emam and Lubos (2022), who emphasized that structured planning and coordination enhance program effectiveness, and De Guzman and Nuqui (2021), who noted that integrating environmental activities into school plans strengthens sustainability and consistency.

➤ *Scheduling Tasks*

This sub-theme reflects how stakeholders cope with time constraints by organizing schedules and structuring activities to ensure that greening initiatives are sustained without disrupting academic responsibilities. Participants' statements show that

scheduling is a deliberate strategy to balance responsibilities while maintaining program continuity. The triangulation of perspectives across Science teachers, TLE teachers, and YES-O officers reveals strong convergence in recognizing scheduling as essential in managing competing demands of time and responsibilities. While teachers emphasize coordination and continuity of tasks, student leaders highlight practical scheduling and flexibility to increase participation, demonstrating complementary approaches to time management. This alignment indicates that effective scheduling supports both implementation and engagement, ensuring that activities are carried out efficiently. However, slight variations suggest that teachers focus more on sustaining regular maintenance, whereas student leaders emphasize participation and adaptability in scheduling.

➤ *Delegating Roles*

This sub-theme highlights how stakeholders distribute responsibilities among teachers and students to ensure the efficient implementation of the National Greening Program. The triangulation of perspectives from Science teachers, TLE teachers, and YES-O officers reveals a strong convergence in recognizing role delegation as a key strategy for effective program implementation. While teachers emphasize the distribution of responsibilities among faculty members, student leaders highlight task assignment and coordination among peers, demonstrating complementary roles in sustaining activities. This alignment suggests that clear delegation fosters accountability, efficiency, and shared ownership of the program. However, slight variations indicate that teachers focus more on organizational management, whereas student leaders emphasize execution and peer coordination. These findings support Forro and Friaes (2025), who emphasized that shared responsibility enhances collaboration and sustainability, and Oestar (2023), who noted that clear role allocation strengthens participation and continuity in school-based environmental initiatives.

F. Adapting Sustainable Practices

This theme displays the sustainable practices of stakeholders as coping mechanism and in responding to challenges in implementing the National Greening Program. The findings show that Science teachers, TLE teachers, and YES-O officers sustain environmental initiatives through consistent monitoring, reinforcement of environmental behaviors, and adjustments in strategies based on emerging needs. The findings reveal that Science teachers, TLE teachers, and YES-O officers adopt flexible and responsive strategies such as consistent monitoring of activities, reinforcing environmental behaviors among students, and modifying approaches based on situational needs. These practices demonstrate that sustainability is not achieved through one-time actions but through continuous effort, reflection, and adaptation.

➤ *Monitoring and Maintenance*

The sub-theme “Monitoring and Maintenance” highlights the importance of consistently overseeing and sustaining environmental activities to ensure the success of the National Greening Program. The triangulation of perspectives across Science teachers, TLE teachers, and YES-O officers reveals strong convergence in recognizing continuous monitoring as essential to sustaining greening initiatives. While teachers emphasize the importance of follow-up and supervision, student leaders highlight consistent care and participation, reflecting complementary roles in maintaining program outcomes. This alignment suggests that sustainability is achieved not merely through initial implementation but through sustained collective effort over time. However, variations in emphasis indicate that some stakeholders focus on the absence of monitoring as a major issue, while others highlight proactive efforts to address it, showing differences in experience and response. These findings align with Ignell et al. (2024), who emphasized that weak monitoring systems hinder long-term sustainability, and Rahman and Putri (2021), who noted that continuous tracking and follow-up improve program effectiveness and outcomes.

➤ *Reinforcing Environmental Protection Behavior*

This sub-theme highlights how stakeholders cope with implementation challenges by strengthening environmental awareness and discipline among students to ensure consistent participation in the National Greening Program. Participants statements demonstrate that reinforcing behavior involves both motivation and discipline, combining instructional and behavioral strategies to sustain engagement. While teachers emphasize structured instruction and disciplinary approaches, student leaders focus on continuous reminders and motivational strategies, reflecting complementary efforts in shaping student behavior. This alignment indicates that consistent reinforcement, through both guidance and regulation, is necessary to bridge the gap between awareness and actual practice. However, slight variations suggest that some stakeholders rely more on incentives and encouragement, while others emphasize discipline and rule enforcement, highlighting different approaches to achieving the same goal. These findings support Punzalan (2020), who identified the gap between environmental awareness and actual practice, and Delos Reyes and Cruz (2024), who emphasized that reinforcing environmental values leads to sustained behavioral change and long-term engagement in environmental programs.

➤ *Adjusting Strategies*

This sub-theme highlights how stakeholders adapt and modify their approaches to address emerging challenges and sustain the implementation of the National Greening Program. Participants’ statements illustrate that stakeholders actively adjust their strategies in response to constraints, ensuring that program activities continue despite challenges. The triangulation of perspectives across Science teachers, TLE teachers, and YES-O officers reveals a strong convergence in recognizing adaptability as a key coping mechanism. While

teachers emphasize persistence and motivational efforts in the face of constraints, student leaders highlight practical adjustments such as rescheduling and coordination, reflecting complementary approaches to sustaining implementation. Study’s findings support De Guzman and Nuqui (2021), who emphasized the role of adaptive management in sustaining school programs, and Villanueva et al. (2022), who highlighted that collaboration and flexibility enhance implementation outcomes. Overall, these findings affirm that adapting sustainable practices is a dynamic process that enables stakeholders to respond effectively to challenges while maintaining the continuity of the program.

Subsequently, on the third research question which provide insights to strengthen sustainability of the implementation of National Greening Program, the following are the emergent themes:

G. Strengthen Partnerships and Resource-Sharing

The narratives of participants in this study reveal that while schools initiate and lead greening activities, the involvement of external stakeholders, such as local government units (LGUs), non-government organizations (NGOs), and community groups, is essential in addressing resource gaps, providing technical guidance, and extending manpower support. This collaboration ensures that the program does not solely rely on school resources and allows for a more organized and sustainable approach to implementing NGP activities over time. This insight affirms the critical role of collaboration in sustaining the National Greening Program (NGP) within schools.

In addition, partnerships promote a shared sense of responsibility and accountability among all stakeholders. As Soriano and Balila (2023) pointed out, engaging teachers, students, and external partners fosters a culture of collective stewardship toward the environment, transforming greening activities from isolated projects into a community-driven initiative. By reinforcing cooperative mechanisms, schools not only secure resources but also institutionalize practices that can sustain the program for years, ensuring that environmental education, ecological restoration, and social engagement are continuously embedded within the school and its surrounding community.

IV. EMBED SUSTAINABLE PRACTICES INTO SCHOOL CURRICULUM

Embedding sustainable practices into the school curriculum means making environmental stewardship a core part of teaching and learning rather than an occasional project, ensuring that caring for the environment becomes habitual and educationally meaningful for learners. In your study, participants not only engaged in greening activities but also reinforced environmental behaviors and adapted strategies over time, demonstrating how sustainability becomes intertwined with daily routines and instructional practices. By integrating

these practices into lesson structures, classroom routines, and school programs, environmental activities are no longer dependent on ad-hoc decisions but become institutionalized, fostering continuity despite changes in schedules, personnel, or resource availability. This systemic approach is supported by educational research showing that integrating environmental education holistically across the curriculum cultivates critical thinking, values, and action-oriented learning that prepares students to address real-world ecological challenges (Nabirye, 2025).

Embedding sustainable practices also encourages multidisciplinary learning, moving beyond isolated activities to include environmental concepts within science, social studies, and even community service learning, thereby deepening student engagement with sustainability as part of their core education. Also, curriculum integration creates opportunities for continuity and institutional support because it embeds sustainability within the official functions of the school, lesson planning, assessment, and school culture, rather than as isolated projects led by individuals. This approach aligns with the idea that environmental consciousness in education should extend beyond a single subject and be woven into the broader educational fabric, creating informed, responsible citizens capable of engaging with complex environmental challenges (Nabirye, 2025). By mainstreaming environmental practices into the curriculum, schools strengthen both the academic and behavioral foundations for sustainability, making it an enduring part of students' educational experience.

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