Assessment of the Implementation of Green Practices at Central Luzon State University: Basis for a Sustainability Enhancement Program

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***Abstract*: This study aims to assess the implementation of green practices at Central Luzon State University (CLSU) as perceived by its students. Specifically, it seeks to determine the respondents' profile in terms of age, sex, college, and year level; assess the level of implementation of green practices in terms of waste management, energy conservation, water conservation, and environmental awareness programs; determine the level of students' awareness of these green practices; and develop a Sustainability Enhancement Program based on the findings of the study. The study will employ a descriptive research design using a researcher-made questionnaire as the primary data gathering instrument. Fifty (50) student respondents from different colleges of Central Luzon State University will be selected through convenience sampling. Data will be collected through an online survey using Google Forms and analyzed using frequency, percentage, weighted mean, and ranking. The findings of the study are expected to provide valuable information regarding the implementation of green practices within the university. Furthermore, the results may serve as a basis for developing a Sustainability Enhancement Program that will strengthen existing environmental initiatives and promote greater awareness and participation among students. The study is also expected to contribute to the growing body of knowledge on sustainability practices in higher education institutions and serve as a reference for future researchers conducting similar studies.**

***Keywords*: Green Practices, Sustainability, Waste Management, Energy Conservation, Water Conservation, Environmental Awareness.**

1. The Problem and its Background

A. Rationale

Environmental sustainability has become a global concern due to increasing environmental degradation, climate change, resource depletion, and waste generation. Educational institutions, particularly higher education institutions (HEIs), play a vital role in promoting environmental stewardship and sustainable development through instruction, research, extension, and campus operations. As centers of knowledge and innovation, universities are expected to integrate sustainable practices into their policies, programs, and daily operations to contribute to environmental protection and the achievement of sustainable development goals.

The concept of green practices refers to environmentally responsible actions and policies that aim to reduce negative impacts on the environment. These practices commonly include waste management, energy conservation, water conservation, and environmental awareness programs. The implementation of these practices within higher education institutions not only contributes to environmental sustainability but also serves as a mechanism for educating students and developing environmentally responsible citizens.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasized that higher education institutions are key actors in advancing sustainable development through education and institutional practices. Universities are encouraged to adopt sustainability-oriented initiatives that cultivate environmental awareness and encourage responsible behavior among students and stakeholders.

In the Philippines, educational institutions have increasingly adopted sustainability initiatives in response to environmental challenges and national policies promoting environmental protection. However, the degree of implementation and effectiveness of these initiatives may vary among institutions. Continuous assessment is therefore necessary to determine the extent to which green practices are being observed and implemented.

Central Luzon State University (CLSU), as one of the premier state universities in the Philippines, has demonstrated its commitment to sustainability through various environmental programs and initiatives. Assessing the implementation of green practices within the university is important in determining areas of strength and identifying opportunities for improvement. Students, as primary stakeholders of the institution, can provide valuable insights regarding the visibility and effectiveness of these practices.

This study aims to assess the implementation of green practices in higher education institutions, particularly at Central Luzon State University, focusing on waste management, energy conservation, water conservation, and environmental awareness programs. The findings of the study are expected to serve as a basis for enhancing sustainability initiatives and

promoting environmental responsibility within the institution.

B. Literature Review

1) Sustainability in Higher Education Institutions

Sustainability has become an important concern among higher education institutions worldwide due to increasing environmental challenges such as climate change, resource depletion, pollution, and waste generation. Universities are increasingly expected to contribute to sustainable development not only through instruction and research but also through environmentally responsible campus operations. According to UNESCO, Education for Sustainable Development (ESD) equips learners with the knowledge, skills, values, and attitudes necessary to make responsible decisions for environmental protection and sustainable development. Educational institutions therefore play a crucial role in preparing individuals to address environmental issues and support sustainability efforts.

UNESCO further emphasizes that sustainability should be integrated into all aspects of education, including governance, teaching, learning environments, and institutional practices. Through sustainability-oriented programs and initiatives, universities can serve as models of environmental responsibility and influence students to adopt sustainable behaviors.

2) Sustainable Higher Education Institutions

The concept of a sustainable higher education institution has gained increasing attention in recent years. Aleixo, Leal, and Azeiteiro (2018) explained that universities are expected to become sustainable organizations because of their influence on society and their role in developing future leaders. Their study found that stakeholders recognize the importance of sustainability; however, many institutions still face challenges in fully integrating sustainability into their operations and decision-making processes.

The study further revealed that barriers to sustainability implementation include limited financial resources, insufficient stakeholder participation, and a lack of common understanding regarding sustainability concepts. Despite these challenges, the authors emphasized that integrating sustainability into institutional culture is essential for achieving long-term environmental goals. Sustainable universities are expected to incorporate sustainability into campus management, academic programs, research activities, and community engagement initiatives.

3) Waste Management Practices in Universities

Waste management is one of the most visible indicators of sustainability within higher education institutions. Universities generate substantial amounts of waste due to academic, administrative, and residential activities. Proper waste management practices such as waste segregation, recycling, waste reduction, and responsible disposal are therefore necessary to minimize environmental impacts.

According to Alshuwaikhat and Abubakar (2008), universities can be viewed as small cities because of their large populations and complex operations. As a result, they consume considerable resources and generate significant amounts of waste. The authors argued that effective environmental management systems are necessary to address these challenges and reduce environmental degradation caused by university operations.

Waste management programs not only reduce environmental pollution but also encourage students to participate in environmental protection efforts. The presence of waste segregation facilities and recycling initiatives can contribute to the development of environmentally responsible behavior among students and university personnel.

4) Energy Conservation Practices

Energy conservation is another important component of sustainable campus development. Universities require significant amounts of electricity to support classrooms, laboratories, offices, libraries, and residential facilities. Consequently, energy consumption contributes to environmental impacts through increased demand for energy resources and greenhouse gas emissions.

Alshuwaikhat and Abubakar (2008) emphasized that the environmental impacts associated with university operations can be reduced through the implementation of organizational and technical measures. These measures include efficient energy management systems, energy-saving technologies, and awareness programs that encourage responsible energy use among stakeholders.

The promotion of energy conservation practices within university campuses helps reduce operational costs while contributing to environmental sustainability. Students who are exposed to energy conservation initiatives are also more likely to develop habits that support responsible energy consumption both within and outside the campus environment.

5) Water Conservation Practices

Water conservation is a fundamental aspect of environmental sustainability, particularly in higher education institutions where large populations consume substantial amounts of water for academic, residential, and operational purposes. Sustainable water management involves reducing water consumption through efficient technologies, routine maintenance of water facilities, leak detection, and promoting responsible water-use behaviors among campus stakeholders. Universities play a significant role in cultivating environmental stewardship by implementing policies and programs that encourage water conservation while ensuring the sustainable use of natural resources.

According to Addo et al. (2018), individuals' water conservation behaviors are strongly influenced by environmental knowledge, attitudes, and awareness. Their meta-analysis found that people who are more informed about water-related environmental issues are more likely to engage in water-saving practices. The study highlights the importance of education and awareness campaigns in encouraging responsible water use, making higher education institutions ideal settings for promoting sustainable water conservation behaviors.

Similarly, Marinho et al. (2014) reported that an effective

water conservation program in a Brazilian public university combined infrastructure improvements with behavioral interventions. Their study found that installing water-efficient facilities, monitoring water consumption, repairing leaks, and conducting awareness campaigns significantly reduced water use while fostering a culture of environmental responsibility among students and employees. The authors emphasized that integrating technological solutions with environmental education is essential for achieving long-term campus sustainability.

6) Environmental Awareness Programs

Environmental awareness programs are fundamental in promoting sustainability within higher education institutions. These programs may include seminars, workshops, environmental campaigns, tree-planting activities, sustainability celebrations, and information dissemination activities.

According to UNESCO (2023), Education for Sustainable Development empowers individuals to make informed decisions and take responsible actions that support environmental protection and sustainable development. Environmental awareness initiatives provide students with opportunities to understand environmental issues and participate in sustainability efforts.

Universities that consistently implement environmental awareness programs contribute to the development of environmentally responsible citizens. Such initiatives strengthen sustainability efforts by increasing stakeholder participation and fostering a culture of environmental responsibility within the institution.

7) Synthesis

The reviewed literature highlights the significant role of higher education institutions in promoting sustainability through environmental education and responsible campus operations. UNESCO emphasizes that educational institutions must integrate sustainability into learning and institutional practices to prepare individuals capable of addressing environmental challenges. Meanwhile, Aleixo et al. (2018) stressed that universities have a responsibility to become sustainable organizations despite existing barriers and challenges. Furthermore, Alshuwaikhat and Abubakar (2008) emphasized the importance of environmental management systems in reducing the environmental impacts of university operations.

The literature also indicates that waste management, energy conservation, water conservation, and environmental awareness programs are essential components of sustainable campus development. These practices contribute to environmental protection, efficient resource utilization, and the development of environmentally responsible behaviors among students. Guided by these findings, the present study seeks to assess the implementation of green practices at Central Luzon State University based on students' perceptions of waste management, energy conservation, water conservation, and environmental awareness programs.

8) Conceptual Framework

The study adopts the Input-Process-Output (IPO) Model.

a) Input

- Profile of the respondents
  - Age
  - Sex
  - College
  - Year Level
- Green Practices
  - Waste Management
  - Energy Conservation
  - Water Conservation
  - Environmental Awareness Programs

b) Process

- Development of questionnaire
- Distribution of survey questionnaire
- Data collection
- Statistical analysis

c) Output

- Assessment of Green Practices in Higher Education Institutions
- Proposed Sustainability Enhancement Program

9) Research Problem

This study aims to assess the implementation of green practices in higher education institutions as perceived by the students of Central Luzon State University. Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
   1. Age;
   2. Sex;
   3. College; and
   4. Year Level?
2. What is the level of implementation of green practices in the university in terms of:
   1. Waste Management;
   2. Energy Conservation;
   3. Water Conservation; and
   4. Environmental Awareness Programs?
3. What is the level of students'; awareness of the university' s green practices in terms of:
   1. Waste Management;
   2. Energy Conservation;
   3. Water Conservation; and
   4. Environmental Awareness Programs?
4. Based on the findings of the study, what sustainability enhancement program may be proposed to strengthen the implementation of green practices in the university?

10) Hypothesis

Since the study utilizes a descriptive research design, no hypothesis is formulated. The study focuses on describing and assessing the implementation of green practices based on the perceptions of student respondents.

11) Scope and Delimitations

This study focuses on assessing the implementation of green practices in higher education institutions, particularly at Central Luzon State University. The assessment covers four dimensions of green practices: waste management, energy conservation, water conservation, and environmental awareness programs.

The respondents of the study shall consist of fifty (50) students currently enrolled at Central Luzon State University during the Academic Year 2026–2027. Data will be gathered using a researcher-made questionnaire administered through Google Forms.

The study is limited to the perceptions and observations of student respondents and does not include faculty members, administrative personnel, or external stakeholders. Likewise, the study does not evaluate actual environmental performance indicators or institutional sustainability records. Findings are therefore limited to the responses provided by the selected student participants.

12) Significance of the Study

The findings of this study are expected to benefit various stakeholders by providing valuable information regarding the implementation of green practices in higher education institutions.

- Central Luzon State University Administration

The results of the study may provide the university administration with information regarding the perceived implementation of green practices within the institution. The findings may serve as a basis for evaluating existing sustainability initiatives and developing policies and programs that promote environmental responsibility.

- College Deans and Faculty Members

The study may help college deans and faculty members understand the level of awareness and perception of students regarding environmental sustainability practices. The findings may support the integration of sustainability concepts into instruction, extension, and student development programs.

- Students

The study may increase students' awareness of environmental issues and sustainability initiatives implemented by the university. It may encourage students to actively participate in environmental programs and adopt environmentally responsible behaviors.

- Environmental and Sustainability Offices

The results may provide useful information for offices responsible for environmental management and sustainability initiatives. The findings may assist in identifying strengths and areas that require improvement in the implementation of green practices.

- Future Researchers

The study may serve as a reference for future researchers who intend to conduct studies related to environmental sustainability, green practices, and sustainable campus development. It may also provide baseline information for similar studies in other higher education institutions.

13) Definition of Terms

The following terms are operationally and conceptually defined for better understanding of the study:

1. Green Practices

These refer to environmentally responsible activities, policies, and programs implemented by educational institutions to reduce negative environmental impacts and promote sustainability.

2. Higher Education Institution (HEI)

An educational institution offering undergraduate and graduate degree programs. In this study, it refers to Central Luzon State University.

3. Waste Management

Refers to the systematic handling of waste through segregation, collection, recycling, treatment, and disposal to minimize environmental impact.

4. Energy Conservation

Refers to activities and practices aimed at reducing energy consumption through efficient use of electricity and other energy resources.

5. Water Conservation

Refers to practices that promote the efficient use, protection, and preservation of water resources.

6. Environmental Awareness Programs

These refer to educational activities, campaigns, seminars, and initiatives designed to increase knowledge and awareness regarding environmental sustainability.

7. Sustainability

Refers to the responsible utilization of resources to meet present needs without compromising the ability of future generations to meet their own needs.

8. Students

These refer to currently enrolled undergraduate and graduate students of Central Luzon State University who serve as respondents of the study.

9. Assessment

Refers to the process of evaluating and determining the perceived implementation of green practices based on students' responses.

2. Research Methodology

A. Research Design

This study will utilize the descriptive research design. Descriptive research is appropriate for studies that aim to describe existing conditions, practices, perceptions, and characteristics of a population. According to Creswell and Creswell (2018), descriptive research systematically gathers information regarding current conditions and provides an accurate portrayal of a phenomenon.

The descriptive method is considered appropriate for this study because it seeks to assess the implementation of green practices in higher education institutions as perceived by students. Specifically, the study focuses on waste management, energy conservation, water conservation, and environmental

awareness programs at Central Luzon State University.

Data will be collected through a survey questionnaire administered to selected student respondents.

B. *Locale of the Study*

The study will be conducted at Central Luzon State University (CLSU), located in the Science City of Muñoz, Nueva Ecija, Philippines.

Central Luzon State University is one of the leading state universities in the country, known for its excellence in instruction, research, extension, and environmental sustainability initiatives. The university has implemented various programs promoting environmental conservation and sustainable campus development.

C. *Respondents*

The respondents of the study shall consist of fifty (50) students currently enrolled at Central Luzon State University during the Academic Year 2026–2027.

The respondents shall be selected through convenience sampling due to accessibility and availability of participants. Students from different colleges and year levels may participate in the study to provide diverse perspectives regarding the implementation of green practices within the university.

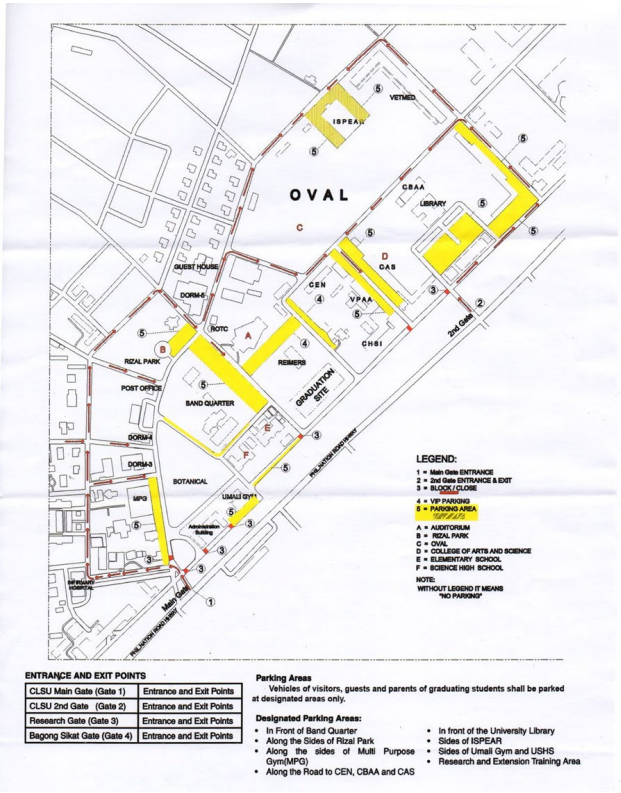


Fig. 1. Campus layout drawing of central luzon state university

D. *Data Gathering Instrument*

The primary instrument to be used in this study is a researcher-made questionnaire composed of two parts.

1) *Part I. Respondent Profile*

This section gathers information regarding:

- Age
- Sex
- College
- Year Level

2) *Part II. Assessment of Green Practices*

This section measures the level of implementation of green practices in terms of:

- Waste Management
- Energy Conservation
- Water Conservation
- Environmental Awareness Programs

Table 1
The questionnaire uses a five-point likert scale

Scale	Range	Verbal Interpretation
5	4.21 – 5.00	Very Highly Implemented
4	3.41 – 4.20	Highly Implemented
3	2.61 – 3.40	Moderately Implemented
2	1.81 – 2.60	Slightly Implemented
1	1.00 – 1.80	Not Implemented

E. *Validity of the Instrument*

To ensure the content validity of the research instrument, the questionnaire was reviewed and evaluated by the researcher's adviser/professor, who has expertise in research and the subject area. The adviser examined the questionnaire for its relevance, clarity, appropriateness, and alignment with the objectives of the study. The comments, suggestions, and recommendations provided during the review were incorporated to improve the content and organization of the instrument before it was administered to the respondents.

F. *Reliability of the Instrument*

The reliability of the research instrument was ensured through the careful preparation and review of the questionnaire. After incorporating the comments and recommendations of the research adviser, the questionnaire was finalized and administered to the selected respondents. The use of clear and understandable statements helped obtain consistent responses from the participants.

G. *Data Gathering Procedure*

- The researcher shall first seek approval from the concerned authorities prior to the conduct of the study.
- Upon approval, the researcher shall develop and validate the survey questionnaire.
- After validation and reliability testing, the questionnaire shall be distributed online through Google Forms. The purpose of the study shall be explained to the respondents, and informed consent shall be obtained prior to participation.
- The completed questionnaires shall be collected, organized, tabulated, and analyzed using appropriate statistical tools.

H. Data Analysis Technique

The following statistical tools shall be used:

I. Frequency and Percentage

These shall be used to describe the profile of the respondents in terms of age, sex, college, and year level.

J. Weighted Mean

This shall be used to determine the level of implementation of green practices in terms of:

1. Waste Management
2. Energy Conservation
3. Water Conservation
4. Environmental Awareness Programs

K. Ranking

This shall be used to determine the most and least implemented green practices based on the weighted mean scores.

The weighted mean shall be computed using the formula:

$WM = \Sigma fx / N$

Where:

WM = Weighted Mean

Σfx = Sum of weighted responses

N = Total number of responses

L. Ethical Concerns

The study shall adhere to ethical standards in conducting research.

Participation in the study shall be voluntary. Respondents shall be informed of the objectives of the study and their right to withdraw at any time without penalty.

Confidentiality and anonymity shall be maintained throughout the study. No identifying information shall be disclosed, and all data collected shall be used solely for academic purposes.

The researcher shall ensure that respondents are not exposed to any physical, psychological, or social harm during the conduct of the study. Data collected shall be stored securely and shall only be accessed by the researcher.

3. Results and Discussion

A. Profile of the respondents

A total of 50 students participated in the survey. The respondents were composed of students from different age groups, sexes, colleges, and year levels. The majority were 19–20 years old, male, and fourth-year students, while participants represented 30 different academic programs, indicating that the respondents came from various colleges within Central Luzon State University. This diversity provides a broader perspective regarding the implementation of green practices across the university.

The varied demographic characteristics suggest that the findings represent perceptions from students with different academic backgrounds and experiences.

Table 3
Energy conservation survey result

Indicator	Mean	Interpretation
Lights are turned off when not in use	4.14	Implemented
LED lighting is commonly used	4.20	Implemented
Responsible use of air-conditioning and fans	4.40	Highly Implemented
Promotion of energy-saving practices	4.22	Highly Implemented
Energy conservation policies	4.00	Implemented
Overall Mean	4.19	Implemented

Table 4
Water conservation survey result

Indicator	Mean	Interpretation
Water leaks are repaired immediately	3.56	Implemented
Water-saving devices are installed	3.34	Moderately Implemented
Students are encouraged to conserve water	4.24	Highly Implemented
Water usage is regularly monitored	3.56	Implemented
Water conservation practices are evident	3.60	Implemented
Overall Mean	3.66	Implemented

B. Level of Implementation of Green Practices

A five-point Likert Scale was used.

1) Waste Management

Table 2
Waste management survey result

Indicator	Mean	Interpretation
Waste segregation bins are available	4.38	Highly Implemented
Proper waste collection and disposal	4.40	Highly Implemented
Recycling practices are encouraged	4.60	Highly Implemented
Students are required to segregate waste	4.46	Highly Implemented
Waste reduction initiatives	4.28	Highly Implemented
Overall Mean	4.42	Highly Implemented

The results show that waste management practices are widely implemented at Central Luzon State University, with an overall mean of 4.42. Recycling practices received the highest rating (M = 4.60), indicating that students value the university's significant efforts to promote recycling. Waste reduction initiatives had the lowest mean (M = 4.28), but they still fall into the "Highly Implemented" category. Overall, the findings suggest that the university has implemented effective waste management practices that are visible and recognized by students.

2) Energy Conservation

The implementation of energy conservation practices was rated Implemented with an overall mean of 4.19. Students

Table 5
Environmental awareness programs survey result

Indicator	Mean	Interpretation
Environmental awareness campaigns	4.08	Implemented
Tree planting and clean-up activities	4.68	Highly Implemented
Environmental seminars	3.80	Implemented
Student participation	4.30	Highly Implemented
Promotion of environmental responsibility	4.48	Highly Implemented
Overall Mean	4.27	Highly Implemented

particularly observed the responsible use of electrical equipment (M = 4.40). However, consistent implementation of energy conservation policies obtained the lowest rating (M = 4.00), indicating opportunities to strengthen policy enforcement and awareness throughout the campus.

3) Water Conservation

Water conservation received the lowest overall rating among the four dimensions, with an overall mean of 3.66, interpreted as Implemented. The encouragement of students to conserve water received the highest mean (M = 4.24). Conversely, the installation of water-saving devices received the lowest mean (M = 3.34), indicating that students perceive the need for additional infrastructure improvements to support water conservation efforts.

4) Environmental Awareness Programs

Environmental awareness programs were rated as Highly Implemented, with an average score of 4.27. Tree planting and clean-up activities received the highest rating (M = 4.68), indicating that they are among the university's most visible sustainability efforts. Environmental seminars received the lowest rating (M = 3.80), indicating that more educational activities could increase environmental awareness.

C. Students' Awareness of Green Practices

1) Waste Management Awareness

Overall Mean = 4.42 (Highly Aware)

Students demonstrated a high level of awareness regarding waste segregation policies, recycling initiatives, and proper waste disposal. Awareness of the university's waste segregation policy received the highest rating (M = 4.64).

2) Energy Conservation Awareness

Overall Mean = 4.27 (Highly Aware)

Students showed a high level of awareness of energy conservation initiatives. Understanding the importance of energy conservation received the highest mean (M = 4.70), while awareness of energy reminders received the lowest (M = 4.04).

3) Water Conservation Awareness

Overall Mean = 3.97 (Aware)

Water conservation awareness was comparatively lower than other areas. Students understood proper water conservation practices (M = 4.42), but awareness of water monitoring activities received one of the lowest ratings (M = 3.58). This indicates that while students understand water conservation, institutional efforts may not be sufficiently communicated.

4) Environmental Awareness Program Awareness

Overall Mean = 4.22 (Highly Aware)

Students were generally highly aware of environmental activities conducted by the university. Tree planting and clean-up activities were the most recognized (M = 4.52), while knowledge on how to participate in environmental programs received the lowest rating (M = 4.02), suggesting the need for improved dissemination of participation opportunities.

The results show that students generally believe Central Luzon State University is actively implementing green practices. Waste management and environmental awareness programs emerged as the most successful, demonstrating the university's visible sustainability initiatives. Energy conservation practices were also rated positively, though stronger policy implementation could improve their effectiveness even more.

Among the four dimensions, water conservation consistently received the lowest ratings for both implementation and awareness. This finding suggests that while the university encourages responsible water use, students see limitations in physical facilities such as water-saving devices and in communicating water management efforts. These results suggest that future sustainability initiatives should focus water conservation infrastructure, regular information campaigns, and increased student engagement.

Overall, the results support the development of a Sustainability Enhancement Program that focuses on strengthening water conservation measures while maintaining the university's successful waste management and environmental awareness initiatives.

4. Summary, Conclusions, and Recommendations

A. Summary of Findings

This study assessed the implementation of green practices at Central Luzon State University as perceived by fifty student respondents.

The study found that:

1. The respondents represented different age groups, sexes, colleges, and year levels, with the majority being 19–20 years old, male, and fourth-year students.
2. The level of implementation of green practices was:
   - Waste Management – Highly Implemented (M = 4.42)
   - Energy Conservation – Implemented (M = 4.19)
   - Water Conservation – Implemented (M = 3.66)
   - Environmental Awareness Programs – Highly Implemented (M = 4.27)
3. Students' awareness of green practices was:
   - Waste Management – Highly Aware (M = 4.42)
   - Energy Conservation – Highly Aware (M = 4.27)

- Water Conservation – Aware (M = 3.97)
- Environmental Awareness Programs – Highly Aware (M = 4.22)

4. Water conservation consistently obtained the lowest ratings among all sustainability dimensions.

B. Conclusions

Based on the findings of the study, it can be concluded that Central Luzon State University has effectively implemented various green practices that are recognized and valued by its students. The university outperformed in waste management and environmental awareness programs, receiving the highest ratings in terms of both implementation and student awareness. These findings show that the university has successfully established visible and meaningful sustainability initiatives to encourage environmentally responsible behavior among students.

The study also found that energy conservation practices are generally implemented and that students are aware of these initiatives. However, opportunities remain to improve the consistent implementation of energy conservation policies and to further promote energy-saving behaviors across the university community. Maintaining continuous monitoring and reinforcement of these practices can help to improved campus sustainability.

Among the four dimensions assessed, water conservation obtained the lowest ratings in both implementation and student awareness. Although the results indicate that water conservation practices are implemented, there is a need to improve the availability of water-saving facilities, enhance monitoring systems, and strengthen information dissemination regarding water conservation initiatives. Addressing these concerns would help increase student awareness and participation while improving the university's overall environmental performance.

Overall, the findings show that Central Luzon State University has made significant strides toward sustainability through its green practices. Nonetheless, continuous improvement is required, especially in water conservation and environmental education. As a result, the proposed Sustainability Enhancement Program is viewed as an appropriate and timely intervention to strengthen existing initiatives, address identified gaps, and foster a culture of environmental responsibility and sustainable development at the university.

C. Recommendations

Based on the findings and conclusions, the researcher recommends that:

1. The university should continue strengthening its waste management programs through regular monitoring and expanded recycling initiatives.
2. Additional water-saving devices, such as low-flow faucets and sensor-operated fixtures, should be installed in campus facilities.
3. Environmental seminars, workshops, and awareness campaigns should be conducted more frequently to increase student participation.
4. Information regarding energy and water conservation policies should be disseminated through digital platforms, posters, and student organizations.
5. Student organizations should be encouraged to participate actively in sustainability projects, including tree planting, clean-up drives, and environmental advocacy campaigns.
6. The university may adopt a comprehensive Sustainability Enhancement Program that integrates waste management, energy conservation, water conservation, environmental education, monitoring, and student participation as part of its long-term sustainability strategy.

These findings provide a solid foundation for proposing a Sustainability Enhancement Program to improve the implementation of green practices at Central Luzon State University.

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