Awareness, Attitudes, and Practices of High School Students Toward Eco-Friendly Products

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Abstract - This study examined the awareness, attitudes, and practices of high school students toward eco-friendly products. With the escalating environmental challenges, understanding the younger generation's behaviors is essential for promoting sustainability. Using a descriptive-correlational research design, data were collected from 250 students selected through cluster sampling. Findings reveal that students have demonstrated a high level of awareness of eco-friendly products, particularly their environmental benefits. However, knowing the relatively high cost of these products limits them. Students exhibit a generally positive attitude toward eco-friendly products, showing appreciation for their benefits, although their willingness to pay a higher price is lower. In terms of practices, students demonstrate good sustainable behaviors, often opting for durable products, though they are less likely to check for eco-friendly certifications. Correlation analysis shows that awareness and attitude are positively correlated to practices. Additionally, attitudes emerge significantly as a predictor of eco-friendly practices. The findings highlight the need to foster positive attitudes and address barriers such as the affordability of eco-friendly products. These results encourage efforts to cultivate environmentally responsible behaviors in the younger generation by enhancing positive attitudes toward eco-friendly products. Future research should investigate additional factors, such as socio-economic status and parental influence, to provide a more comprehensive understanding of sustainable consumption among students.

Keywords: eco-friendly products, awareness, attitudes, practices, high school students.

I.   INTRODUCTION

The escalating severity of environmental crises highlights the urgent need for sustainable change. The growing reliance on convenience-driven consumption, such as the increased use of single-use plastic packaging in online food orders (Ncube, L. 2020, Kumar R., 2021), disposable utensils, and excessive packaging in e-commerce deliveries (Rashmi, J., 2023), has significantly contributed to environmental degradation. Fast fashion also adds to the problem by increasing waste accumulation and carbon emissions. The fashion industry produces more carbon emissions each year than international flights

and shipping combined (Princeton School of Public and International Affairs, 2020). These issues highlight the need to prioritize eco-friendly products and practices in our daily lives.

The rise of eco-friendly products has evolved significantly over recent decades, driven by the increased awareness of environmental issues. The development of these products was initially driven by concerns over traditional synthetic materials, which contribute significantly to pollution and environmental damage. Plastics, for example, make up a large portion of global waste and persist in ecosystems for centuries (Ang et al., 2022). Early solutions focused on promoting reusable materials and biodegradable alternatives. As awareness grew, industries worldwide began adopting eco-friendly options due to consumer demand for products with reduced environmental impacts.

Studies highlight the need to minimize resource consumption and improve energy efficiency to achieve sustainable production goals (GO!PHA, 2023). Despite this progress, challenges like high production costs and misconceptions about eco-friendly products remain, highlighting the need for further innovation and public education (Bravo et al., 2022).

Countries like those in Europe and North America have taken the lead in promoting eco-friendly practices. Governments in these regions have introduced policies to reduce waste, such as banning single-use plastics (European Commission, 2021).

These efforts have not only influenced consumer behavior in these regions but have also shaped global trends, with research showing that over 80% of global consumers prefer sustainable products when available (NielsenIQ, 2021). In the Philippines, growing awareness of environmental issues has fueled interest in eco-friendly products. Filipino consumers are increasingly opting for products with minimal environmental impact, driven by local government policies like single-use plastic bans in certain cities and provinces (Manila Bulletin, 2020). Additionally, small businesses, especially in urban areas, have responded by offering eco-friendly packaging to meet this rising demand (Allora Linen, 2024).

Despite the progress made in promoting eco-friendly products, research on high school students' attitudes toward eco-friendly products remains limited. While much has been explored regarding adults' motivations for sustainable consumption, high school students' perspectives remain under-researched (Olsson & Gericke, 2015). Understanding this group's awareness, attitudes, and practices toward eco-friendly products is critical to fostering sustainable behaviors from an early age (Berame et al., 2022). This study aims to fill this gap by exploring the awareness, attitudes, and practices of high school students toward eco-friendly products. The insights gained could guide youth-focused sustainability initiatives, helping to shape a better equipped generation to tackle urgent environmental issues.

Objectives

This study investigates high school students' awareness, attitudes, and practices related to eco-friendly products. It specifically seeks to determine their levels of awareness and attitude, assess the extent of their eco-friendly practices, and examine the relationships among these variables. Additionally, the study explores whether awareness

and attitudes can predict eco-friendly. This study sheds light on how young people think and act when it comes to caring for the environment. By understanding their awareness, attitudes, and practices, the study can help strengthen environmental education, encourage sustainable habits, and support schools, policymakers, and advocacy groups in creating programs that inspire students to live more eco-friendly lives.

II.   LITERATURE REVIEW

Ellen White's statement *"True education...teaches the love and care of all created things."* (1903) encourages students to use eco-friendly behaviors that align with SDA values of healthful living and environmental stewardship. This research supports the mission of honoring God by safeguarding His creation, inspiring individuals to incorporate sustainable practices into their lives as an expression of faith and reverence for the Creator. Additionally, *"In the growth and development of nature were revealed the principles of His kingdom,"* suggests that harmony with creation reflects Christ's teachings. (White, 1905).

This study is grounded in two major theories: the Theory of Planned Behavior (TPB) and the Environmental Awareness Theory (EAT). These theories help explain how awareness and attitudes influence practices toward eco-friendly products among high school students. The TPB emphasizes that intention, influenced by attitudes, subjective norms, and perceived behavioral control, plays a crucial role in predicting sustainable behaviors, while the EAT underscores the importance of knowledge in motivating eco-friendly practices.

TPB (1991) assumes that actions are guided by attitudes related to behavior, social norms, and perceived behavioral control. According to this theory, attitudes are influenced by individuals' values and assessment of the outcomes of a behavior. In the context of this study, high school students' attitudes toward eco-friendly products have influenced their intentions and practices toward using these products. Moreover, the ease or difficulty students believe it is in using eco-friendly products significantly influences their practices. Thus, TPB helps understand how students' attitudes, shaped by environmental concern, lead to their actual practices in the usage of eco-friendly products.

The EAT emphasizes that when people become more aware of environmental issues and their effects, they are more likely to adopt environmentally friendly behaviors (Hines, et.al., 1986). This theory states that having a better understanding of the environmental impact of their actions increases the likelihood of individuals engaging in sustainable practices, such as using eco-friendly products. In this study, awareness of the environmental benefits of eco-friendly products is expected to play a key role in shaping students' attitudes and influencing their practices. Environmental awareness serves as the foundation for changing attitudes and encouraging eco-friendly practices.

III.   MATERIALS AND METHODS

1. **Research Design**: This study utilized a descriptive-correlational design to examine the awareness, attitudes, and practices of high school students toward eco-friendly

products. The descriptive aspect has gathered numerical data that can describe the level of awareness, attitudes, and practices toward eco-friendly products among high school students. The correlational aspect examined the relationships among awareness, attitudes, and practices of high school students toward eco-friendly products.

2. **Participants/Data Sources**: The participants for this study are high school students. The study was conducted during the second semester of the school year 2024-2025. The total population for this study consists of 689 high school students. An online sample size calculator with a 95% confidence level and a 5% margin of error determined the minimum sample size to be 247. Cluster sampling was used by randomly selecting entire sections to ensure representation, streamline data collection, and include diverse student perspectives. A total of 250 students answered the instrument.

3. **Tools and Instruments**: The researchers adapted items from established instruments. The awareness section was based on the Socially Responsible Consumer Behavior scale developed by Roberts (1991) and later adapted by Straughan and Roberts (1999), as well as the ECOSCALE by Barnes et al. (1995). The attitudes section used items from the Sustainability Perception Assessment Instrument by Salahange (2024), while the practices section was adapted from the Green Consumer Behavior survey by Testa (2020). Responses were measured using Likert-type scales tailored for each construct. Reliability testing confirmed that the questionnaire was internally consistent and appropriate for the study. Cronbach's Alpha results showed excellent reliability for awareness ($\alpha = 0.901$) and practices ($\alpha = 0.919$), and good reliability for attitudes ($\alpha = 0.867$). Response interpretations were standardized using clear mean intervals: a 5-point agreement scale for awareness and attitudes, and a frequency scale for practices. The inclusion of demographic variables such as sex and grade level allowed for subgroup analysis, helping to identify differences in eco-friendly behaviors across student groups. Overall, the tool proved reliable for measuring environmental awareness, attitudes, and practices among high school students.

4. **Procedures**: Following experts' validation of the instrument and the approval of the Ethics Review Board (ERB), the researchers obtained a recommendation letter from the research teacher and sought the principal's approval. The study was carried out in person and the students received the Google form for data collection. The survey took approximately 10- 15 minutes to complete. The span of data collection was two weeks. Once the data was collected, the responses were stored securely for analysis.

5. **Analysis Techniques**: The data gathered was analyzed using the appropriate statistical methods. Mean and standard deviation were computed to determine the levels of awareness, attitudes, and practices toward eco-friendly products and how these scores vary across respondents. Pearson Product-Moment Correlation Coefficient was employed to examine the relationship between students' awareness and attitudes toward their practices on eco-friendly products. Multiple regression analysis was used

to determine the influence of awareness and attitude on the students' practices toward eco-friendly products.

IV. RESULTS AND DISCUSSION

Level of Awareness

The results in Table 1 reveal a high level of awareness among students regarding eco-friendly products, with an overall mean score of 4.26 ($SD = 0.59$), reflecting general agreement on the benefits of these products. The three highest-rated items are the students knowing that eco-friendly products cause less pollution ($M = 4.44$, $SD = 0.75$), They used renewable materials ($M = 4.42$, $SD = 0.75$), and reduce environmental harm ($M = 4.42$, $SD = 0.76$), reflecting a strong awareness of the environmental benefits of eco-friendly products. In contrast, the three lowest-rated items are eco-friendly products being more expensive than others ($M = 3.86$, $SD = 1.03$), the knowledge that it uses minimal packaging ($M = 4.10$, $SD = 0.85$), and that energy-efficient household appliances are more eco-friendly ($M = 4.14$, $SD = 0.85$), indicating that while students recognize the overall advantages of eco-friendly products, factors such as cost and certain product features may be less emphasized.

Table 1

Descriptive Statistics on the Level of Awareness

	Mean	SD	Interpretation
Eco-friendly products cause less pollution.	4.44	0.75	High
Eco-friendly products reduce environmental harm.	4.42	0.76	High
Eco-friendly products help conserve natural resources.	4.42	0.73	High
Eco-friendly products use renewable materials.	4.42	0.71	High
Using products with high energy consumption impacts the environment.	4.32	0.76	High
Eco-friendly products are something I recognize as recyclable.	4.30	0.76	High
Recycled paper products are more sustainable.	4.15	0.84	High
Energy-efficient household appliances are more eco-friendly.	4.14	0.85	High
Eco-friendly products use minimal packaging.	4.10	0.85	High
Eco-friendly products cost more than others.	3.86	1.03	High
Overall Mean	4.26	0.59	High

Scoring System: 1-1.49 = Very Low; 1.50-2.49 = Low; 2.50-3.49 = Moderate; 3.50-4.49 = High; 4.50-5.00 = Very High

Several studies support the high level of awareness demonstrated by students regarding eco-friendly products. Maliki and Osman (2024) emphasized that environmental awareness is growing due to sustainability education and exposure to environmental

issues. Rosidah (2024) also found that students identify eco-friendly products as plastic-free and chemical-free, influenced by local environmental campaigns.

Level of Attitudes

The overall mean of 4.05 as shown in Table 2 reflects a high level of positive attitudes among students toward eco-friendly products. The three highest-rated items include the belief that eco-friendly products positively impact on the environment (M = 4.40, SD = 0.75), feeling responsible for choosing eco-friendly products ($M = 4.35$, $SD = 0.82$), and feeling good about using such products ($M = 4.19$, $SD = 0.77$). These findings indicate that students acknowledge their role in promoting sustainability. However, the lowest-rated items include the willingness to promote said products ($M = 3.88$, $SD = 0.89$), willingness to pay more for eco-friendly products ($M = 3.40$, $SD = 0.99$), and changing lifestyle ($M = 4.05$, $SD = 0.85$). This suggests that while students have favorable attitudes, practical and financial considerations may influence their behaviors.

Table 2

Descriptive Statistics on the Level of Attitude

	Mean	SD	Interpretation
I believe eco-friendly products positively impact the environment.	4.40	0.75	Positive
I feel responsible for choosing eco-friendly products.	4.35	0.82	Positive
I feel good about using eco-friendly products.	4.19	0.77	Positive
I am willing to change my lifestyle to use more eco-friendly products.	4.05	0.85	Positive
My choices impact the environment, so I pick eco-friendly products.	4.04	0.82	Positive
I am willing to promote eco-friendly products.	3.88	0.89	Positive
I would pay more for eco-friendly products.	3.40	0.99	Neutral
Overall Mean	4.05	0.63	Positive

Scoring System: 1.00--2.49 = Negative; 2.50-3.49 = Neutral; 3.50--5.00 = Positve

The outcomes are consistent with existing research showing that students generally hold positive attitudes toward eco-friendly products but may hesitate when cost is involved. Shahrukh et al. (2023) found that although students are aware of and value sustainable products, their attitudes are often influenced by price and availability.

Similarly, Osmanaga and Lumanaj (2024) emphasized students' eagerness to support eco-friendly initiatives, while Hdeib et al. (2024) noted a "commitment gap" where favorable attitudes don't always lead to consistent actions. This supports the observation that while students feel responsible and willing to practice sustainable habits, factors like higher cost still affect their full commitment.

Extent of Practices

Statistical analysis in Table 3 reveals a good involvement of students in eco-friendly practices, with an overall mean of 3.71 (SD = 0.75), indicating that sustainability is often considered in their consumption habits. The highest-rated behaviors include choosing durable, repairable products (M = 4.04, SD = 0.83), using eco-friendly packaging (M = 3.81, SD = 0.97), and selecting energy-efficient products (M = 3.80, SD = 0.95). However, lower-rated practices such as seeking eco-friendly certifications (M = 3.44, SD = 1.13), avoiding high-impact products like single-use plastics (M = 3.58, SD = 1.00), and recommending eco-friendly products to others (M = 3.60, SD = 1.09) suggest that while students make sustainable choices, their decisions are not always influenced by formal sustainability standards nor they actively share eco-friendly knowledge

Table 3

Descriptive Statistics on the Extent of Practices

	Mean	SD	Interpretation
I choose durable products that can be repaired.	4.04	0.83	Good
I use eco-friendly packaging.	3.81	0.97	Good
I choose energy-efficient products.	3.80	0.95	Good
I buy from sustainable brands.	3.79	0.93	Good
I buy eco-friendly products.	3.72	0.93	Good
I buy products made from recycled materials.	3.70	0.96	Good
I prioritize groceries with low environmental impact.	3.62	1.09	Good
I recommend eco-friendly products to my family and peers.	3.60	1.09	Good
I avoid high-impact products (e.g., single-use plastics).	3.58	1.00	Good
I look for eco-friendly product certifications.	3.44	1.13	Good
Overall Mean	3.71	0.75	Good

Scoring System: 1-1.49 = Very Poor; 1.50-2.49 = Poor; 2.50-3.49 = Acceptable; 3.50-4.49 = Good; 4.50-5.00 = Very Good

These findings align with Bano et al. (2023), who indicated that students' eco-friendly practices are largely influenced by their consistent use of sustainable products, such as energy-efficient and durable items, despite their environmental awareness. Similarly, Ansu-Mensah (2019, as cited in Bano et al., 2023) observed that the increasing environmental challenges, such as pollution and resource depletion, have prompted students to integrate sustainability into their consumption habits more frequently. The findings also resonate with Andrade et al. (2020), who highlighted that regularity of eco-friendly product use, such as choosing sustainable packaging, serves as a key indicator of students' commitment to sustainability, further supporting the positive involvement revealed in the present study.

Relationship Between Awareness, Attitudes, And Practices

The Pearson-Moment correlation analysis results in Table 4 revealed significant positive relationships among high school students' awareness, attitudes, and practices toward eco-friendly products, leading us to reject the null hypothesis. A moderate positive correlation between awareness and practices (r = 0.368, p < 0.001) indicates that students with higher awareness are more likely to engage in eco-friendly behaviors. The strongest positive relationship was observed between attitudes and practices (r = 0.681, p < 0.001), meaning that students with positive attitudes toward eco-friendly products are more likely to practice sustainable behaviors.

Table 4

Relationship Between Awareness, Attitudes, and Practices

		Awareness	Attitudes
Practices	*r*	0.368***	0.681***
	df	248	248
	p	< 0.001	< 0.001

*Note: Significant at *p < .05, **p < .01, ***p < .001*

These results are supported by existing literature on the interconnectedness of awareness, attitudes, and eco-friendly practices. Maliki and Osman (2024) suggest that increased environmental awareness leads to more positive attitudes toward sustainability, which in turn promotes eco-friendly behaviors. A study conducted by Kim & Chung (2023) found that consumers with higher environmental knowledge and perceived effectiveness are more likely to purchase eco-friendly products. Furthermore, Markovic et al. (2023) emphasize that fostering positive attitudes toward environmental challenges encourages active participation in sustainability efforts.

Awareness and Attitudes as Predictors of Practices

The regression model in Table 5 was statistically significant, with 46.5% of the variance in practices explained by awareness and attitudes (R^2 = 0.465, p < 0.001). The resulting regression equation is:

Practices = 0.5067−0.0424(Awareness)+0.8363(Attitudes).

Among the predictors, attitudes had the highest influence on practices (β = 0.8363, *t* = 12.317, p < 0.001), demonstrating a strong and significant positive impact. This indicates that students with more positive attitudes are more likely to engage in eco-friendly practices.

In contrast, awareness was not a significant predictor (β = -0.0424, *t* = - 0.582, p = 0.561) suggesting that being aware of eco-friendly products does not directly influence sustainable behavior. This suggests that while knowledge is necessary, it is the students' attitudes that primarily drive their sustainable actions.

Table 5

Regression Analysis Results

Predictor	β	SE	t	p
Intercept	0.5067	0.2743	1.847	0.066
Awareness	-0.0424	0.0729	-0.582	0.561
Attitudes	0.8363	0.0679	12.317	<0.001

$R = 0.682$, $R^2 = 0.465$, Adjusted $R^2 = 0.460$, F (2, 247), $p < 0.001$

This aligns with the study by Ansu-Mensah et al. (2021), which highlights that awareness of green products, although necessary, is insufficient to make individuals do sustainable behaviors without positive attitudes. Similarly, Paul et al. (2021) emphasize that consumer attitudes play an important role in fostering the use of eco-friendly products. These results suggest that positive attitudes are crucial for encouraging sustainable practices among students, as awareness alone may not drive them into action without a favorable mindset and motivation to engage in eco-friendly practices.

V. CONCLUSION

High School students exhibit a high level of awareness of eco-friendly products, demonstrating that they are well-informed about their benefits. However, their awareness of the higher costs associated with these products remains limited. Their positive attitudes toward environmentally sustainable choices reflect a strong commitment to sustainability, although cost considerations often influence their purchasing behaviors. Their frequent engagement in eco-friendly practices indicates alignment between their attitudes and actions. Products, the lower tendency to verify product certifications emphasizes the need to enhance eco-labels and product authenticity to further promote responsible consumer behavior.

There is a significant positive relationship among awareness, attitudes, and practices. The moderate correlations between awareness and practices exist. Moreover, there was a strong correlation between attitudes and practices, supported by its significant influence in shaping eco-friendly practices. This underscores the importance of fostering awareness and attitudes to promote sustainable practices effectively. It also states that mere awareness of eco-friendly products does not always translate into action, whereas having a positive attitude toward sustainability influences eco-friendly behavior.

AUTHORS' CONTRIBUTIONS

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