

Ethical consumer practices of senior high school students of selected public and private schools in District 1 Tondo Manila: basis for a proposed strategic learning competencies in Applied Economics

Práticas de consumo éticas de alunos do último ano do ensino médio de escolas públicas e privadas selecionadas no Distrito 1 Tondo Manila: base para uma proposta de competências de aprendizagem estratégica em Economia Aplicada

Prácticas éticas de consumo de estudiantes de secundaria de escuelas públicas y privadas seleccionadas en el Distrito 1 Tondo Manila: base para una propuesta de competencias estratégicas de aprendizaje en Economía Aplicada

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ABSTRACT

This study was conducted to assess the ethical consumer practices of selected public and private senior high school of district 1 Tondo, Manila in terms of ecological consciousness and social consciousness. After assessing this, a proposed strategic learning plan for applied economics subject was formulated. This study used purposive sampling in the selection of schools participants, while convenience sampling for students as respondents in gathering data and information needed for the study and collecting data among the selected senior high schools in district 1 Tondo, Manila. In the construction of the questionnaire, the researcher adopts and translate a validated research instrument with the permission of the original owner. The researcher sought the assistance among experts and master teachers coming from different schools to check tagalog translation and validation of the research instrument. Letter of request sent to the division's office and principal of the school for the administration of the survey. The researcher personally administered the questionnaire to avoid problems that may occur. This study found out that students seldom practiced ethical consumer practices in public senior high school while students from private senior high school sometimes practice ethical consumer practices in terms of ecological consciousness and social consciousness. It is evidently implied with their answers in the survey. Through T-test of independent means, it was revealed that there is a significant difference on the assessment between the public and private senior high school students in ethical consumer practices because the assessment showed the extensiveness of the difference in terms of ecological consciousness and social consciousness of both public and private schools students. Furthermore, they need to strengthen their practices. A proposed strategic learning plan for applied economics subject specifically in consumption topic was formulated based from the findings of the study.

Keywords: education, action research, consumer ethics

RESUMEN

Este estudio se llevó a cabo para evaluar las prácticas éticas de consumo de una escuela secundaria superior pública y privada seleccionada del distrito 1 de Tondo, Manila, en términos de conciencia ecológica y conciencia social. Luego de evaluar esto, se formuló una propuesta de plan estratégico de aprendizaje para la asignatura de economía aplicada. Este estudio utilizó un muestreo intencional en la selección de las escuelas participantes, mientras que el muestreo de conveniencia para los estudiantes como encuestados en la recopilación de datos e información necesaria para el estudio y la recopilación de datos entre las escuelas secundarias seleccionadas en el distrito 1 de Tondo, Manila. En la construcción del cuestionario, el investigador adopta y traduce un instrumento de investigación validado con el permiso del propietario original. El investigador buscó la asistencia de expertos y maestros de diferentes escuelas para verificar la traducción al tagalo y la validación del instrumento de investigación. Carta de solicitud enviada a la oficina de la división y al director de la escuela para la administración de la encuesta. El investigador administró personalmente el cuestionario para evitar problemas que pudieran ocurrir. Este estudio descubrió que los estudiantes rara vez practicaron prácticas de consumo ético en la escuela secundaria superior pública, mientras que los estudiantes de la escuela secundaria superior privada a veces practican prácticas de consumo ético en términos de conciencia ecológica y conciencia social. Evidentemente, está implícito en sus respuestas en la encuesta. A través de la prueba T de medios independientes, se reveló que existe una diferencia significativa en la evaluación entre los estudiantes de secundaria pública y privada en las prácticas de consumo ético porque la evaluación mostró la amplitud de la diferencia en términos de conciencia ecológica y conciencia social. de estudiantes de escuelas públicas y privadas. Además, necesitan fortalecer sus prácticas. Se formuló una propuesta de plan de aprendizaje estratégico para la asignatura de economía aplicada específicamente en el tema del consumo, a partir de los hallazgos del estudio.

Palabras clave: educación, investigación-acción, ética del consumidor.

RESUMO

Este estudo foi conduzido para avaliar as práticas éticas de consumo de escolas secundárias públicas e privadas selecionadas do distrito 1 de Tondo, Manila em termos de consciência ecológica e consciência social. Depois de avaliar isso, uma proposta de plano de aprendizagem estratégica para a disciplina de economia aplicada foi formulada. Este estudo usou amostragem intencional na seleção de participantes das escolas, enquanto amostragem de conveniência para alunos como respondentes na coleta de dados e informações necessárias para o estudo e coleta de dados entre as escolas secundárias selecionadas no distrito 1 Tondo, Manila. Na construção do questionário, o pesquisador adota e traduz um instrumento de pesquisa validado com a autorização do proprietário original. A pesquisadora buscou o auxílio de especialistas e professores mestres oriundos de diferentes escolas para verificação da tradução tagalog e validação do instrumento de pesquisa. Carta de solicitação enviada ao escritório da divisão e ao diretor da escola para a administração da pesquisa. O pesquisador aplicou pessoalmente o questionário para evitar problemas que possam ocorrer. Este estudo descobriu que os alunos raramente praticavam práticas éticas de consumo no ensino médio público, enquanto os alunos do ensino médio particular às vezes praticavam práticas éticas de consumo em termos de consciência ecológica e consciência social. Está evidentemente implícito em suas respostas na pesquisa. Por meio do teste T de médias independentes, foi possível perceber que existe uma diferença significativa na avaliação entre os alunos do ensino médio público e privado nas práticas de consumo ético, pois a avaliação mostrou a extensão da diferença em termos de consciência ecológica e consciência social. alunos de escolas públicas e privadas. Além disso, eles precisam fortalecer suas práticas. Uma proposta de plano de aprendizagem estratégica para a disciplina de economia aplicada especificamente no tópico de consumo foi formulada com base nos resultados do estudo.

Palavras-chave: educação, pesquisa-ação, ética do consumidor

1 INTRODUCTION

Presently, the Philippine educational system focuses on the issues, not only for accessibility and quality education for all, but also emphasizes the importance of education in the national progress. Other issues such as unresponsive curriculum, improper monitoring of implemented programs, globalization of education and even politics in education must be prioritized to create massive impact to nation. In response to the alignment of the basic education curriculum of the international standard the K-12 program was launched by the Department of Education believing that the state shall provide functional basic education system that will enhance the essential competencies that will equip the knowledge, skills and values of young citizens and prepared them to a globally competitive and fast changing world (Ait, 2019).

The main role of education is to provide people with the knowledge and skills to make a positive change in society. Also, it imparts values, attitudes and behaviors that respond to the expected need of the society. However, the procedure of the delivery of instruction eventually developed as time passed by. Education is an instrument that will instill the importance of political, social, and moral responsibility in environmental education to the present young generation of our country. Thousand years ago, people lived simple lives, as time passed by knowledge grew so fast and civilization progressed. Obviously, the need for improvement must be balanced with the equally urgent need to protect the environment. People need to ensure that present needs are met without compromising our environment.

The Philippine government-initiated plans for Environmental Education through Department of Education, Culture and Sports (DECS). The DECS Environment Education programs are legally based on Sec. 16 Art. 12 of the Philippine 1987 Constitution which declared that the state shall protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature.

Furthermore, the Department OF Education (DepEd) was mandated through Presidential Decree 1152 to integrate Environmental Education in the school curriculum in all levels and conduct special education emphasizing the relationship of man and nature.

The necessity to spread awareness and concern for the environment was popularized in the First Inter-government Conference on Environmental Education held in Tbilisi, Georgia in 1977. The purpose of environmental education as formulated is “to provide every person with

opportunities to apply all the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment (Roman, 2003). Schools are the most important agent of the society that will popularize environmental awareness and it should be embodied in school curriculum and policy. This will inspire young people to be engaged in protecting the environment and helping the communities to become more environmentally aware.

This study was conducted in the country to describe the extent of practices of public and private senior high school students of ecologically and socially ethical consumer practices. As a developing nation composed of a large population of low and middle family income earners, it is interesting to know what, does the role of ethics in consumer practices. The researcher would like to assess the ethical consumer practices of senior high school students among selected public and private schools of District 1 Tondo, Manila and come up a strategic learning plan for applied economics subject.

Furthermore, the researcher noticed there are few researches and studies about Ethical Consumer Practices conducted in the Philippines. Hence, this research is conducted in order to increase awareness about ethical consumption in the country and strengthen its implementation, specifically in all learning institutions and curriculum.

Statement of the Problem

The study aims to determine the difference in the extent of consumer practices in terms of Ecologically Conscious and Socially Conscious Ethical Consumer Practices of Senior High School Students of Selected Public and Private Schools in District 1 Tondo Manila: Basis for a Proposed Strategic Learning Competencies in Applied Economics.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Gender
 - 1.2 Family Income
 - 1.3 Type of School?
2. How extensive is the ecological consciousness of the selected public and private senior high school students of District I Tondo, Manila?
3. How extensive is the social consciousness of the selected public and private senior high school students of district I Tondo, Manila?
4. Is there a significant difference between the ecological consciousness and social consciousness of the selected private and public senior high school of District I Tondo, Manila with the following components of their demographic profile: a. Gender b. Family Income c. Type of School?
5. Is there a significant difference between the ecological consciousness and social consciousness of the selected private and public senior high school of District I Tondo, Manila?
6. What strategic learning competencies can be incorporated in Applied Economics to strengthen the ethical consumer practices of public and private high school students of District I Tondo, Manila?

2 THEORITICAL FOUNDATION

This study adopted The Theory of Reasoned Action developed by Martin Fishbein and Icek Ajzen (2005). This theory explains the role of intention as the best predictor of an individual's engagement in certain behavior. According to them, intentions are predicted by attitudes and subjective norms. Attitude refers to a person's emotions, beliefs, and behaviors toward a specific object, person, thing, or event. These are often the result of experience or upbringing that contribute a powerful influence over one's behavior. While Subjective norms pertain to a set of normative beliefs that motivate a person or group of people to approve, comply, and support a particular

behavior. It is also determined by perceived social pressure from others that cause an individual or group to behave in a certain manner and to follow the expectations of people's views.

This theory uses two elements, attitudes, and norms, or the expectations of other people, to predict behavioral intent in a specific time and place. People have different intentions in doing a certain task; whenever our attitudes lead us to do one thing, but the relevant norms suggest we should do something else, both factors influence our behavioral intent (Ajzen et al., 2009).

This theory elaborates the importance of intentions in performing an action or behavior, the more positively a person regards a certain behavior or action and the more they perceive the behavior as being important to their friends, family, or society, the more likely they are to form intentions to engage in the behavior. It means intention is the key factor that drives a person to pursue a behavior and influence others as well.

3 METHODOLOGICAL PROCEDURES

This chapter presents the design, sampling, instrument, procedures, and data analysis.

3.1 Research Design

Quantitative Research is applicable in this study. It emphasizes statistical analysis of data collected through questionnaires and surveys. It aims to assess and measure the variables in the study. It also requires a large number of respondents and descriptive findings. Aliaga and Gunderson (2002) described quantitative research as an inquiry into an existing present social problem, intended to explain phenomena by gathering numerical data that are analyzed using mathematical -based methods. Descriptive research frequently uses a survey method to collect descriptive data. The organization, tabulation, and presentation of data often use visual aids such as graphs and charts to aid the reader in understanding the data distribution (AECT, 2001). The data are analyzed using descriptive statistics concerning the measures of central tendency, variation, and correlation.

In this study, the gender, family income and the type of school were identified as independent variable, while the student's extent of ethical consumer practices in terms ecological consciousness and social consciousness was the dependent variable.

3.2 Respondents and Sampling

The researcher used purposive sampling in selecting a public senior high school and a private senior high school with Accountancy Business Management (ABM) Strand while respondents were selected using convenience sampling. Purposive sampling or a non-probability sample is selected based on the characteristics of a population and the objective of the study (Barr, 2017). Out of one hundred ninety-six (196) total population in public senior high school, there were ninety-eight (98) student-respondents available and willing to answer the survey. Out of one hundred forty-nine (149) total population in private senior high school, there were seventy-four (74) student-respondents willing to answer the survey making a total of one seventy-two (172) students in district 1 Tondo, Manila particularly enrolled in Accountancy and Business Management (ABM) Track for the second semester of the school year 2019-2020.

3.3 Research Instrument

In this study, the questionnaire consisted of three parts, namely: Part I, Demographic Profile of the students; Part II, Extent of Practices on Ethical Consumption in terms of Ecological Consciousness, and Part III, Extent of Practices on Ethical Consumption in terms of Social

Consciousness. The questionnaire aimed to assess the students' practices using five-point scales that will measure their extent of ecologically conscious ethical consumer practices (ECECP) and socially conscious ethical consumer practices (SCECP).

The researcher sought the permission of the owner of the adopted standardized instrument. After receiving a letter allowing the researcher to translate and use the standardized instrument to conduct this study, the researcher sought assistance from the Master Teachers of Filipino to translate the content of the research instrument in Filipino. The suggestions from the experts were considered in the improvement of the research instrument.

To ensure the reliability of the questionnaire, the researcher used Cronbach's alpha, which is a widely used measurement of the internal consistency of a multi-item scale in which the average of all possible split-half coefficient is taken (Sjiu et al., 2009). The researcher utilized 50 respondents for Cronbach's alpha. Based on the result, the instrument achieved .929, which is good in terms of internal consistency.

3.4 Data Gathering Procedures

The researcher used descriptive method in this study. Purposive sampling and convenience sampling were used in selecting the schools 71 and the respondents, respectively. The researcher prepared the instrument to get the data and conducted an informal interview to support the possible result of the study. A request letter was sent to the owner of the standardized instrument, asking for approval to translate and use the instrument in this study. The researcher adopted a standardized instrument and sought the help of the Master Teachers of Filipino from different schools to translate the content of the survey instrument in Filipino. A letter of request was also sent to the Schools Division Office - Manila for the administration of the survey in the selected schools. With the endorsement from the Schools Division Office – Manila, the researcher personally administered the questionnaire to avoid problems that might occur.

3.5 Data Analysis

To analyze and interpret the data gathered, the researcher employed the following statistical formula in this study. The researcher utilized weighted mean and standard deviation to determine the ethical consumer practices of senior high school students both in public and private. The T-Test of Independent Means method was also conducted on the scores to determine whether a significant difference in ethical consumer practices of the respondents exists or not. It is the appropriate statistical tool because it tells the difference between two groups with unequal variance.

4 RESULTS AND DISCUSSION

This chapter is primarily concerned with the data gathered from the respondents through the survey-questionnaire. It also highlights the presentation, analysis, and interpretation of data based on the Ethical Consumer Practices of selected public and private senior high school of District 1 Tondo, Manila in terms of ecological consciousness and social consciousness. After assessing this, a proposed strategic learning plan for applied economics subject was formulated.

The following tables, figures, and interpretations show the data regarding the demographic profile of the participants in terms of gender, family income, and type of school.

In addition, the following data attempted to present whether there was a significant difference of the mean scores between the ecological consciousness and social consciousness of public and private senior high school.

4.1 Demographic Profile

The following tables show the socio-demographic profile of the respondents in public and private senior high schools. The profile comprising age, gender, family income, and type of school of the respondents helps in identifying their demographic status.

Table 1 shows the gender of the distribution of the respondents. The data revealed that 172 total respondents investigated for this study, 102 (59.3%) were female students, while 70 (40.7%) were male students. The results reveal that the number of female students enrolled in Accountancy and Business Management (ABM) Strand in both public and private schools is greater than of the male students. Most of the students present in the school during that time were mostly females.

Demographic Profile of the Respondents in terms of Gender

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
Male	70	40
Female	102	59.3
Total	172	100

Table 2 manifests the family income of the respondents based on the annual income classes of the Philippine Statistics Authority. The data reveal that out of 172 respondents, 145 (84.3%) of the respondents have an annual family income under Php 149,999, while 23 (13.4%) generate between Php 150,000 and Php 499,999. Four (2.3%) respondents reveal Php 500,000 and above as annual income. The results indicate that most of the respondents' annual family income belongs to the minimum wage earners or low family income earners.

Demographic Profile of the Respondents in terms of Family Income

<i>Family Income</i>	<i>Frequency</i>	<i>Percent</i>
Under Php 149,999	145	84.3
Between Php 150,000 & Php 499,999	23	13.4
Php 500,000 and over	4	2.3
Total	172	100

Table 3 indicates the type of school of the respondents. The data reveals that of the 172 student-respondents, 98 (57%) come from 78 public schools while 74 (43%) come from a private school. The results indicate that more students are enrolled in public school rather than in private schools despite the free tuition fee offered in private senior high school. Based on the informal interview conducted by the researcher, most students in public school did not enroll in private school for financial reasons. Since most of them came from low family income earners, they could not afford to pay for uniforms, miscellaneous fees, books, and other school materials.

Demographic Profile of the Respondents in terms of Types of Schools

<i>Type of School</i>	<i>Frequency</i>	<i>Percent</i>
Public School	98	57
Private School	74	43
Total	172	100

Assessment of Public and Private Senior High School Student Respondents on the Extent of their Ethical Consumer Practices in terms of Ecological Consciousness

<i>Type of School</i>	<i>Public School</i>			<i>Private School</i>		
	<i>Mea n</i>	<i>Std. Deviatio n</i>	<i>Interpretatio n</i>	<i>Mea n</i>	<i>Std. Deviatio n</i>	<i>Interpretatio n</i>
1. I buy products that do not cause any	3.25	0.85	Sometimes Practiced	3.59	0.89	Often Practiced

pollution in the environment.						
2. I buy organic products like fruits and vegetables.	3.98	0.79	Often Practiced	4.04	0.88	Often Practiced
3. Buying products packaged in reusable containers.	3.53	0.96	Often Practiced	3.76	0.96	Often Practiced
4. I use electric appliances and other electric household materials that are highly energy-consuming.	3.19	1.23	Sometimes Practiced	3.39	1.04	Sometimes Practiced
5. I buy bottled water.	4.14	1.05	Often Practiced	4.29	0.96	Always Practiced
6. I eat in major fast food chains.	3.58	1.01	Often Practiced	3.95	0.97	Often Practiced
7. I boycott companies which use animals to test their products.	2.18	1.32	Seldom Practiced	2.73	1.54	Sometimes Practiced
8. I refuse to buy factory-produced poultry meat and egg.	2.40	1.27	Seldom Practiced	2.49	1.24	Seldom Practiced
9. I refuse to buy and use product contaminate the air.	2.60	1.26	Sometimes Practiced	2.93	1.30	Sometimes Practiced
10. I eat domesticated animals like dogs and cats, and other endangered animals like sea turtles.	1.16	0.57	Never Practiced	1.20	0.65	Never Practiced
11. I chose popular and overcrowded tourist destination.	3.45	1.19	Often Practiced	3.11	1.24	Sometimes Practiced
12. I buy clothes, shoes, and bags made from wild-animal leather, skin or fur.	1.75	0.99	Never Practiced	1.82	0.98	Seldom Practiced
13. I ensure that the products I buy do not come from companies involved in illegal mining, pollution, deforestation and animal exploitation.	3.29	1.63	Sometimes Practiced	3.61	1.55	Often Practiced
14. I search and choose products with "eco-labels".	3.44	1.17	Often Practiced	3.60	1.04	Often Practiced
15. I conserve water at home to lessen water bills.	4.09	1.09	Often Practiced	3.96	1.14	Often Practiced

16. I buy products without knowing the ingredients.	2.42	1.20	Seldom Practiced	2.64	1.27	Sometimes Practiced
17. I buy product without knowing environmental issues faced by the manufacturer.	2.27	1.18	Seldom Practiced	2.50	1.18	Seldom Practiced
18. I buy products without considering their more environmentally-conscious alternatives.	2.30	1.19	Seldom Practiced	2.53	1.15	Seldom Practiced
19. I bring my own eating utensils (spoon, fork, glass, etc.) at the fast food.	1.93	1.18	Seldom Practiced	2.23	1.21	Seldom Practiced
20. I fully consume products to lessen waste.	3.93	1.27	Often Practiced	3.93	1.18	Often Practiced
21. I bring old, reusable bags when going to market.	2.48	1.45	Seldom Practiced	2.76	1.37	Sometimes Practiced
22. I throw garbage anywhere I want to.	1.99	1.08	Never Practiced	1.74	0.89	Never Practiced
23. I use any type of gas or electricity-consuming vehicles in transportation even when unnecessary.	1.35	0.78	Never Practiced	1.77	1.09	Never Practiced
24. I leave electric appliances plugged in even not in use, or leaving the water running even when unnecessary.	1.48	1.01	Never Practiced	1.52	0.81	Never Practiced
25. I donate my spare money to pro-environment groups.	2.39	1.05	Seldom Practiced	2.45	1.17	Never Practiced
26. I buy products from environment-friendly group like bamboo toothbrush, shirt-for-a-cause, metal drinking straw, etc.	2.78	1.30	Sometimes Practiced	2.72	1.17	Sometimes Practiced
27. I participate in fun-run or walk-for-a-cause of environmental groups.	2.40	1.31	Seldom Practiced	2.63	1.32	Sometimes Practiced
28. I refuse to participate in environmental	2.18	1.02	Seldom Practiced	2.23	0.98	Seldom Practiced

movements like clean and green campaigns.						
29. I ignore relatives or friends when they use or buy products which are harmful to the environment	1.76	1.05	Never Practiced	1.84	0.91	Seldom Practiced
30. I do not turn the lights off during the annual Earth hour.	1.97	1.05	Seldom Practiced	2.09	1.05	Seldom Practiced
Over - all Weighted Mean	2.66	1.17	Sometimes Practiced	2.80	1.10	Sometimes Practiced

Table 4 shows the assessment of Public and Private Senior High School Student-Respondents on the Extent of their Ethical Consumer Practices in terms of Ecological Consciousness. It reveals the average weighted mean of Public Senior High School is 2.66 with the standard deviation of 1.17 and with interpretation “sometimes practiced”. It also indicates the average weighted mean of Private Senior High School is 2.80, with the standard deviation of 1.10 and interpretation “sometimes practiced”. Analyzing the data it shows that majority of the students from Public and Private Senior High School sometimes practice ethical consumer practices in terms of ecological consciousness, despite the differences in culture, family background and income of the respondents, they are all situated in Tondo area where the family, school and community significantly influence environmental awareness.

Assessment of Public and Private Senior High School Student Respondents on the Extent of their Ethical Consumer Practices in terms of Social Consciousness

<i>Type of School</i>	<i>Public School</i>			<i>Private School</i>		
	Mean	Std. Deviation	Interpretation	Mean	Std. Deviation	Interpretation
1. I purchase products from companies with foundations and charities.	2.94	1.02	Sometimes Practiced	3.38	1.00	Sometimes Practiced
2. I buy products from indigenous people.	2.44	1.14	Sometimes Practiced	2.88	1.00	Sometimes Practiced
3. I buy products from local stores.	3.82	1.18	Often Practiced	4.00	0.87	Often Practiced
4. I buy products from companies involved in a labor dispute.	1.88	1.21	Seldom Practiced	1.78	0.92	Never Practiced
5. I buy products from companies that promote gender equality.	2.71	1.29	Sometimes Practiced	3.32	1.26	Sometimes Practiced
6. I do not buy products that are advertised depicting women in negative way.	2.36	1.46	Seldom Practiced	2.98	1.61	Sometimes Practiced
7. I boycott products of companies that are advertised depicting minority groups in	3.29	1.64	Sometimes Practiced	3.44	1.60	Often Practiced

negative way.						
8. I boycott products of companies that practice child labor.	3.57	1.55	Often Practiced	3.11	1.58	Sometimes Practiced
9. I prefer to buy highly stylized conventional over simple but for-a-cause product.	1.85	0.90	Seldom Practiced	2.43	1.15	Seldom Practiced
10. I practice garbage segregation at home to avoid diseases.	3.14	1.23	Sometimes Practiced	3.42	1.13	Often Practiced
11. I buy stolen products.	1.00	0.00	Never Practiced	1.12	0.43	Never Practiced
12. I search for and choosing products with "fair trade" label.	1.92	1.08	Seldom Practiced	2.43	1.16	Seldom Practiced
13. I ensure that the products I buy have no negative effect to my personal health and to other people.	3.94	1.11	Often Practiced	4.14	1.06	Often Practiced
14. I read or watch news about labor-related issues of companies.	3.67	1.16	Often Practiced	3.53	1.16	Often Practiced
15. I buy products without knowing the manufacturer's labor practices.	2.27	1.12	Seldom Practiced	2.37	1.06	Seldom Practiced
16. I buy without checking labels and certifications.	2.28	1.21	Seldom Practiced	2.33	1.19	Seldom Practiced
17. I shop second-hand items at thrift shop.	3.83	1.19	Often Practiced	3.43	1.25	Often Practiced
18. I reduce my time for shower.	3.17	1.28	Sometimes Practiced	2.99	1.19	Sometimes Practiced
19. I refuse to buy a new gadgets until it worn-out.	3.82	1.22	Often Practiced	3.90	1.17	Often Practiced
20. I refuse to re-use old clothes.	2.22	1.19	Seldom Practiced	2.09	1.00	Seldom Practiced
21. I throw left-over food.	2.20	1.24	Seldom Practiced	2.28	1.08	Seldom Practiced
22. I donate slightly-used items to charity.	2.95	1.32	Sometimes Practiced	3.25	1.14	Sometimes Practiced
23. I donate relief goods to victims of typhoons and other calamities.	3.03	1.16	Sometimes Practiced	3.39	1.17	Sometimes Practiced
24. I refuse to donate cash to any charity groups.	2.03	1.15	Seldom Practiced	2.35	1.29	Sometimes Practiced

25. I give cash to street beggars.	3.15	1.16	Sometimes Practiced	3.03	1.10	Sometimes Practiced
26. I throw away slightly-used clothes so long as I like it.	2.14	1.22	Seldom Practiced	2.21	1.11	Seldom Practiced
27. I volunteer to pro-human advocacy groups.	2.37	1.30	Seldom Practiced	2.40	1.18	Seldom Practiced
28. I participate in fund-raising activities of pro-human advocacy groups.	2.32	1.32	Seldom Practiced	2.41	1.24	Sometimes Practiced
29. I refuse to support labor and consumer movements.	2.07	1.12	Seldom Practiced	2.21	1.07	Seldom Practiced
30. I refuse to campaign on social issues.	2.12	1.17	Seldom Practiced	2.29	1.22	Seldom Practiced
Over - all Weighted Mean	2.68	1.18	Seldom Practiced	2.83	1.15	Sometimes Practiced

Table 5 reveals the assessment of Public and Private Senior High School Student-Respondents on the Extent of their Ethical Consumer Practices in terms of Social Consciousness. It reveals the average weighted mean of Public Senior High School as 2.68 with the standard deviation of 1.18 and the interpretation “sometimes practiced”. It also indicates the average weighted mean of Private Senior High School as 2.83 with the standard deviation of 1.15 and interpretation “sometimes practiced”. This implies a general agreement on the need for improvement on the ethical consumer practices, regardless of the type of school increasing awareness and concern on proper consumption through education are required to create positive change and improvement to the environment.

Significant Difference between the Assessments of the Two Groups of Respondents in the Extent of Ethical Consumer Practices in terms of Ecological Consciousness and Social Consciousness

Variables	<i>Ecological Consciousness</i>				<i>Social Consciousness</i>			
	F	p-value	Interpretation	Decision	F	p-value	Interpretation	Decision
Gender	0.14	0.71	not significant	Accept Ho	0.66	0.42	not significant	Accept Ho
Family Income	5.39	0.01	Significant	Reject Ho	2.96	0.06	not significant	Accept Ho
Type of School	19.20	0.00	Significant	Reject Ho	9.03	0.00	Significant	Reject Ho

Table 6 shows the distribution of the demographic profile of the respondents in terms of age, gender, family income, and type of school. In terms of gender, it shows that the p-value of ecological consciousness is 0.71, and social consciousness is 0.42, which is greater than 0.05 level of significance. Therefore, the null hypotheses were accepted. This implies that there were no significant differences between the assessment of public and private in ecological and social

consciousness in terms of gender. In terms of family income, it implies that the p-value of ecological consciousness is 0.01, which is lower than to 0.05 level of significance. Therefore, the null hypotheses were rejected. This implies that there was a significant difference between the assessment of public and private in ecological consciousness in terms of family income. This result was supported by an experiment 87 conducted by Friedrichsen (2016), which shows that rich consumers behave significantly less often than the poor ones.

In terms of the type of school, it shows that the p-value of ecological consciousness is 0.00, and social consciousness is 0.00, 88 which is lower than 0.05 level of significance. Therefore, the null hypotheses were rejected. This implies that there were significant differences between the assessment of public and private in ecological and social consciousness in terms of the type of school.

Significant Difference between the Demographic Profile of the Respondents in the Extent of Ethical Consumer Practices in Terms Of Ecological Consciousness and Social Consciousness

Types of School	Mean	Std. Deviation	F	p-value	t	df	p-value (2-tailed)	Interpretation	Decision
Public school	2.66	0.33	0.08	0.78	-4.20	156	0.00	significant	Reject Ho
Private School	2.88	0.34							

Table 7 shows the result of public and private senior high school students’ assessment in terms of ecological consciousness and social consciousness. Based on the result of ethical consumer practices in terms of ecological consciousness and social consciousness, the selected public school gained the weighted mean of 2.66 with a standard deviation of 0.33 and interpreted as “sometimes practice”. In contrast, the private school gained a higher weighted mean of 2.88 with a standard deviation of 0.34 and interpreted as “sometimes practice”.

The results also reveal that the analysis of variance was 0.08, and the p-value of ecological consciousness and social consciousness is 0.78, which were greater than 0.05 level of significance. Therefore, 90 the null hypotheses were rejected. This implies that there were significant differences between the assessment of public and private in terms of ecological and social consciousness.

5 CONCLUSIONS

In light of the foregoing findings, the following conclusions were drawn:

1. Both public and private senior high school students sometimes practiced ethical consumer practices in terms of ecological consciousness and social consciousness.
2. Public and private senior high school students have different perspectives in terms of actual ethical consumer practices in different areas. Though they both agreed that they sometimes practiced ethical consumer practices based on the result when they combined, there are some specific sub-indicators that public and private senior high school students have different assessments in ecological consciousness and social consciousness.
3. In ecological consciousness, the private school senior high school students agreed that they sometimes practiced. In contrast, the public senior high school students seldom practiced the sub-indicators about boycotting companies which use animals to test their products, choosing popular and overcrowded tourist destination, buy products without knowing the ingredients, bringing old, reusable bags when going to market, and participating in fun-run or walk-for-a-cause of environmental groups.
4. The public senior high school students agreed that they sometimes practiced ethical consumer practices in terms of social consciousness. In contrast, the students seldom practiced the sub-indicators about not buying products that are advertised depicting women negatively, boycotting

products of companies that practice child labor, refusing to donate cash to any charity groups, and participating in fund-raising activities of pro-human advocacy groups.

5. The assessment of both public and private senior high school students in terms of ecological consciousness and social consciousness are considered as a basis for strategic learning competencies to strengthen and uphold the actual practices on ethical consumption in relation to economics subject of ABM students.

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