

ABSTRACT

With the agenda to uncover the practices on how environmental education is being taught and integrated in the curriculum, this study was set to explore and determine the approaches used by informants in integrating environmental education in their various classes. Many of them believe that environmental education when practiced or experienced can facilitate learning the most. The teacher informants used varied ways such as: direct interaction, indirect, and transmissive instruction in integrating all learning areas in education to promote environmental ethic highlights, the importance of valuing relatedness of the web of life and promote the principal value of concern for all life forms in the interest of equality, equity and sustainability. Furthermore, the findings demonstrated that most of the teachers and student informants seek to encourage, develop concerns and uphold the sense of responsibility in resolution to various environmental problems. This study revealed the respondents understanding and their direct participation to become more globally empowered and aware of various environmental issues and prepare the student informants for contemporary reality in preserving and sustaining our world. Finally, environmental education should be integrated in teacher education curriculum in higher institutions in order to equip the learner with knowledge about environment and its developmental concerns.

Keywords: Environmental, education, private teacher