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Students' Awareness on Waste Management: Their Effect on Waste Management Practices

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Abstract*: The main problem of this study is the assessment of the students' waste management awareness on their waste disposal practices. This study made use of descriptive correlational method of research that utilized standard questionnaires as primary data gathering tools. The respondents of the study were the students in a public school in Bulacan. The results were analyzed and interpreted using statistical tests such regression analysis in determining the effect of studentsâ€™ waste management awareness on their waste disposal practices. Using the aforementioned procedures, the findings of the study revealed that the studentsâ€™ very great extent of awareness on waste management is a good indication that the school is effective in informing their staffs regarding standards, regulations, and effects of health and environment. Waste disposal practices that are done to a very great extent may be maintained but those practices with lowest means may be addressed and further strengthened. The null hypothesis, which states that studentsâ€™ waste management awareness does not exert significant effect on their waste disposal practices, was rejected. Implications drawn from the findings of the study are good thoughts of further improving the institutions waste management system*

Keyword*: Waste Disposal Management, Recycling. Reusing. Reducing. Segregation, Solid Waste Management Act of 2000*

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Chapter 1

The Problem and Its Background

Introduction

Gautam et al (2010) argued that to shift from the existing wasteful conditions to a more sustainable management, there is a critical need to review the existing conditions and identify its associated problems and alternative solution. Hence, the students' level of awareness on solid waste management as well as its relationship to their practices is important in sustaining an ecological health.

There are1.8 billion cases of diarrhea with majority of cases caused by food contamination in 2005. Also, knowledge is one of the predisposing factors that facilitate a person's behavior. A good knowledge of waste management can help a person to be aware on health and the community's health.

Philippine Health Profile in 2010 recorded that diarrhea and gastroenteritis were ranked as the number one in-patient illness cause. Practicing good hygiene while processing and handling food can prevent the process of transmission. Canteen or cafeteria is an example of food retail business and service where most people consume food and drinks. It is also one of the working places of food handlers. Canteen workers handle and prepare food and drinks; therefore, they need to be aware about the possibilities of having food borne illness through unsafe waste management practices.The concern for environmental conservation is continuously growing in every part of the world including developed and developing countries. In line with this, members of United Nations include environmental sustainability as one the Millennium Development Goals. According to this, there should be a significant reduction in the loss of consumption of ozone-depleting substances

which comprises some of the wastes humankind is producing. Members of the United Nations create procedures in eliminating or reducing these products through systematic waste management practices.

Rao (2013) said that the problems connected with refuse storage in buildings were, insects, rats, fire, and odor. These problems are also associated with other problems of human health and aquatic systems. Waste management is an important facet of environmental hygiene and it needs to be integrated with total environmental planning (WHO Expert Committee, 2010). Its storage, collection, transport, treatment and disposal can lead to short term risks. In the long run there may be dangers arising particularly from the chemical pollution of water supplies.

With the foregoing findings in the literature, it is therefore the intention of this study to assess the waste management practices of students and their effect on their waste management practices.

Significance of the Study

This study is deemed significant to the following:

School Heads. The result of the study can educate the school administrators on the importance of improving the students' and teachers' knowledge and attitude on waste management as they relate with waste management practices.

Students and Teachers. The students and teachers will be informed of their current practices, hence can become a basis of either correcting or further improving their waste management. If found non-knowledgeable, they may be given proper information dissemination and/or education regarding waste management.

Theoretical/Conceptual Framework

This study postulates that the students' knowledge and attitudes on waste management are related with their waste management practices.

Figure 1 depicts the conceptual model that was utilized in determining the effect of students' awareness and attitudes towards waste management on their waste management practices.

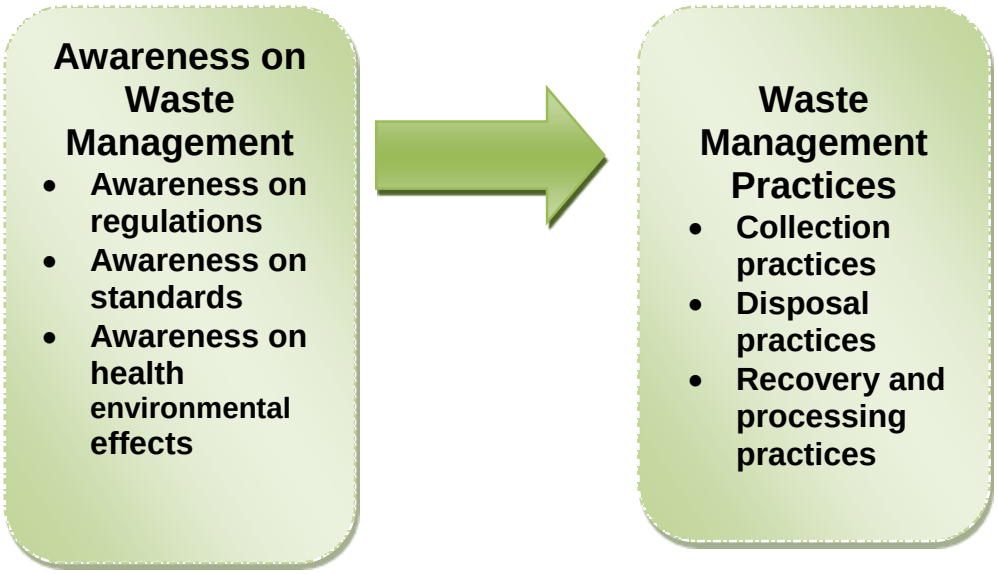

Figure 1. Conceptual Model of the Study

Level of awareness was assessed in terms of the respondents' awareness on standards, regulations, and environmental and health effects.

Meanwhile, the waste management practices were also be evaluated and will serve as the dependent variable of the study.

Statement of the Problem

The major problem of the study is to assess the waste management practices of students and their effect on waste management practices. Specifically, this study sought to answer the following questions:

1. What is level of awareness of students on waste management practices in terms of:
    - 1.1 Awareness on regulations;
    - 1.2 Awareness on standards; and
    - 1.3 Awareness on health environmental effects?
2. To what extent do the students practice waste management in terms of:
    - 2.1 collection practices;
    - 2.2 disposal practices; and
    - 2.3 recovery processing practices?
3. Does the level of respondents' awareness on waste management significantly affect their waste management practices?
4. Based on the findings of the study, what implications may be drawn?

Hypotheses of the Study

The following hypothesis was tested at .05 level of significance.

"The respondents' level of awareness does not significantly relate with their waste management practices.

Definition of Terms

To further understand the study, some terminologies were given conceptual and/or operational definitions.

Waste Disposal Management. It is a systematic approach in managing waste from production, disposal, recovery, and waste reduction.

Recycling. Also known as resource recovery, this is one of the most popular waste disposal practices wherein products that can still be used is recreated or be used to produce another product.

Reducing. This is an approach to lessen the wastes being produced. It includes the use of paper bags instead of plastic bags and the use of stainless steel cutleries instead of disposable the disposable one.

Segregation. It is waste disposal practice which uses different trash bins for a specific waste produced. It separates biodegradable from non-biodegradable products such as cans, papers, bottles, and plastics.

Reusing. This is a waste management practice wherein products that can still be used are saved for later use.

Solid Waste Management Act of 2000. An act providing for an ecological solid waste management program, creating the necessary institutional mechanisms and incentives, declaring certain acts prohibited and providing penalties, appropriating funds therefore, and for other purposes.

Scope and Delimitation of the Study

The focus of the study was the assessment of the students' respondents' level of awareness towards waste management and its effect on their waste management practices.

Level of awareness was assessed in terms of the respondents' awareness on standards, regulations, and environmental and health effects.

Meanwhile, the waste management practices were also be evaluated and will serve as the dependent variable of the study.

The respondents of the study shall be the students in one of the public schools in Bulacan during the school year 2018-2019.

Methodology of the Study

This chapter presents the methods and techniques in the study, the respondents of the study, the instruments, and the data processing and statistical treatment to answer the sub-problems given in Chapter 1.

Methods and Techniques Used

This study utilized the descriptive evaluation to be able to provide facts, essential knowledge about the nature of program, closer observation into the practices and behavior, as well as in formulating policies and programs. This design is to appraise carefully the worthiness of the current awareness and practices towards waste management. This study involved descriptive correlation where it attempted to determine the effect of the respondents' waste management awareness on their waste management practices.

Standardized structured questionnaire on waste school waste management practices was used as a primary data-gathering tool.

Respondents of the Study

The respondents of the study will be the students for school year 2018-2019 who were selected using systematic random sampling. Table 1 shows the distribution of the respondents.

Table 1

Respondents of the Study

Grade Level	Name of School		Total Number of Students per Grade Level
	School A	School B	
7	8	8	16
8	8	8	16
9	8	8	16
10	8	8	16
11	8	8	16
12	**10**	**10**	**20**
Total	**50**	**50**	**100**

Instrument of the Study

This study utilized standardized instrument on students' level of awareness and practices towards waste management. The 1st part delved on the assessment of the students' awareness on waste management. Meanwhile, the waste management practices was also be evaluated and will serve as the dependent variable of the study. The instrument was pilot tested from among the respondents who will not be included in the study, to determine whether they would understand them the way the researcher means them. The respondents were asked to identify words or items in the questionnaire that are ambiguous or hard to understand.

Data Gathering Procedure

The mode of data gathering was the questionnaire method. Each of the respondents was given a structured set of questions. In gathering the data, the researcher carried out the following procedures:

- A letter was sent to the Superintendent to ask permission in the conduct of proposed study.
- Upon approval, the researcher distributed the questionnaire to the respondents personally.
- The researcher collected the questionnaires from the respondents and checked whether all the questions are answered.

Data Processing and Statistical Treatment

The data collected were tabulated and processed using Statistical Packages for Social Sciences (SPSS). In order to analyze and interpret the data gathered, the following statistical measures were used:

- The respondents' level of awareness and practices towards waste management were quantified using the following scale:

Rating Scale	Range	Description
5	4.50-5.00	Very Great Extent
4	3.50-4.49	Great Extent
3	2.50-3.49	Moderate Extent
2	1.50-2.49	Least Extent
1	1.00-1.49	None at all

- Correlation and regression analysis was used in determining the effect of the respondents' waste management awareness on their waste disposal practices.

Presentation, Analysis, and Interpretation of Data

This chapter presents, analyses, and interprets the data collected in the study. For clarity of presentation and consistency in the discussion, the data are presented following the order and sequence of the questions raised in Chapter 1, to wit: (1) level of awareness of the students on waste management, (2) extent of students' waste management practices, (3) effects of waste management awareness on their practices, and (4) implications drawn from the findings of the study.

Awareness of Students on Waste Management

Waste management is an important facet of environmental hygiene and it needs to be integrated with total environmental planning (WHO Expert Committee, 2010). Its storage, collection, transport, treatment and disposal can lead to short term risks. In the long run there may be dangers arising particularly from the chemical pollution of water supplies. Rao (2013) said that the problems connected with refuse storage in buildings were, insects, rats, fire, and odor. These problems are also associated with other problems of human health and aquatic systems. The level of awareness of the students was assessed in terms of their awareness on regulations, awareness on standards, and awareness on health and environmental effects.

The data in Table 2 show that the students' level of awareness on regulations, awareness on standards, and awareness on health and environmental effects was to a very great extent as

shown by the average value of 4.58. Their level of awareness on regulations was seen in the awareness about the existence of solid waste management rules (4.45); awareness about the existence of solid waste management plans of the school (4.45), and awareness on the 5S, which means short, set in order, shine, standardization, and sustain (4.37).

Table 2

Awareness of Students on Waste Management

Awareness on Waste Management	WM	Interpretation
Awareness on Regulations		
1. I am aware about the existence of solid waste management rules	4.45	To a Great Extent
2. I am aware about the existence of solid waste management plan in the institution	4.45	To a Great Extent
3. I know 5S. (Short, Set in Order, Shine, Standardized, Sustain)	4.37	To a Great Extent
Awareness on Standards		
4. I know solid waste disposal symbols	4.37	To a Great Extent
5. I am aware that waste must be segregated into different categories at the source	4.74	To a Very Great Extent
6. I know the 3R. (Reuse, Reduce, Recycle)	4.42	To a Great Extent
7. I am aware that receptacles/waste containers shall be protected against vermin and other animals	4.61	To a Very Great Extent
8. I know that disposal area should be placed strategically	4.74	To a Very Great Extent
9. I know that solid waste should not be left in food preparation areas overnight	4.71	To a Very Great Extent
Awareness on Health and Environment Effects		
10. I know that food-borne illness may occur if there is an improper handling of solid wastes	4.74	To a Very Great Extent
11. I know that inappropriate of solid wastes results in environment degradation	4.76	To a Very Great Extent
Average	**4.58**	**To a Very Great Extent**

Meanwhile, the respondents' awareness on standards was manifested in their knowledge about solid waste management symbols (4.37); awareness that waste must be segregated into different categories at the source (4.74); knowledge of the 3R (reuse, reduce, and recycle) (4.42); awareness that receptacles/waste containers shall be protected against vermin and other animals (4.61) ; knowledge that disposal area should be placed strategically (4.74); and knowledge that solid waste should not be left in food preparation areas overnight (4.71).

Also, the respondents' awareness on health and environmental effects was to a very great extent when students show knowledge that food-borne illness may occur if there is improper handling of solid wastes (4.74) and manifest knowledge that inappropriate solid wastes results in environmental degradation (4.76).

This is a good indication because students are always well informed on the important rules and standards of waste management.

The influence of perception which describes how a person views himself and the world around him and how it tends to govern behavior is explained by Anomie theory (Merton, 2008) which explains that deviance can arise by accepting culturally determined goals without the acceptability of cultural means. In this case it translates to either paying for SWM services or the total rejection of its cost recovery methods. This situation may be due to the difficulties posed by the institutionalized means, or deviance may arise through accepting the means but rejecting the goals, while sometimes it may involve rejection of both.

A situation that may result is greater incidence of deviant behaviors towards SWM services as perceived or a total breakdown of waste control system. In this wise, individual's perception of (touching issues of taxes revenues, government sincerity etc) will influence the cultural values,

responses, and success of the solid waste management system. Hence, people's perception on fees and on waste collection services is primordial for its willingness to pay.

More importantly, when the people that waste services perceive it is paid for through taxes or even considered as a social service to be paid for by the government. Unwillingness to pay could lead to illicit burning and dumping, hence, in their model, Fullerton and Kinnaman (2015) were of the opinion that household collection should be subsidized in order to prevent such external environmental costs resulting from illegal dumping.

Waste Management Practices of Students

Today the most important subject that affects and worries mankind is the issues concerned with waste management. Waste management practices especially the municipal solid waste can differ for developed and developing nations, for urban and rural areas, and for residential, commercial and industrial producers. Waste collection methods vary widely among different countries and regions. Domestic waste collection services are often provided by local government authorities, or by private companies in the urban cities. Countries and experts alike spend lot of time and resources to come out with a solution to the problem of environmental degradation and climate change.

It may be gleaned in Table 3 that in general, the respondents' properly waste disposal was being practiced to a very great extent. With this, the top five waste disposal activities that are practiced to a very great extent are as follows: solid waste materials are not disposed to rivers, canal, sea, or vacant lots; solid waste materials are disposed properly in the designated trash bins; left-overs are disposed in separate trash bins; solid waste is disposed in the designated collection area; and disposal area is strategically located.

Table 3

Collection Practices

Indicators	**Mean**	**Interpretation**
Waste materials are collected according to the schedule	3.76	Great Extent
Waste materials are collected during weekends and even during holidays	3.55	Great Extent
Departments are informed on the days when garbage are to be collected	3.73	Great Extent
No garbage are left uncollected on the scheduled time	3.54	Great Extent
Waste materials are collected in designated area	3.78	Great Extent
Medical waste are place in appropriate container located throughout medical department facility at time of generation. (If applicable)	3.56	Great Extent
Wastes are collected by the maintenance staff.	3.67	Great Extent
Infectious waste, chemical waste, toxic substances are collected together, regardless of whether or not they are contaminated. (If applicable)	3.42	Moderate
Grease trap, kitchen waste, are collected by authorized staff in strong, leak proof containers that are clearly label. (If applicable)	3.51	Great Extent
Average	**3.61**	**Great Extent**

Moreover, the following waste disposal activities although practiced to a great extent, recorded the lowest practices and can still improved as namely: disposal of solid waste in marked high-density garbage bags; full implementation of material recovery facility; 5S and 3R are not strictly implemented; no designated area for disposal of chemical wastes such as cleaning materials; and no safe disposal of chemical wastes.

Table 4

Disposal Practices

Indicators	**Mean**	**Interpretation**
Waste materials are not disposed to rivers, canals, sea, or vacant,	3.82	Great Extent

Disposal of waste materials are being done through bidding process	3.58	Great Extent
Waste materials are disposed according to the methods prescribed by the government	3.62	Great Extent
Waste materials are disposed properly in the designated trash bins	3.88	Great Extent
Waste is disposed according to schedule	3.68	Great Extent
Leftovers are disposed in separated trash bins. (if applicable)	3.66	Great Extent
Waste are disposed in the designated collection area	3.72	Great Extent
Infectious waste, chemical waste, sharps waste, toxic substances are disposed properly	3.71	Great Extent
Kitchen waste, infectious waste, chemical waste, sharp waste, toxic substances, medical waste is disposed in marked high-density garbage bags. (if applicable)	3.66	Great Extent
Average	**3.70**	**Great Extent**

Table 5

Recovery and Processing Practices

Indicators	**Mean**	**Interpretation**
Practice 3R. (Reuse, Reduce, Recycle)	4.15	Great Extent
Using 5S. (Sort, Set in Order, Shine, Standardized, Sustain)	3.67	Great Extent
Full implementation of MRF. (Material Recovery Facility)	3.47	Moderate
Average	**3.76**	**Great Extent**

Effect of Students' Waste Management Awareness on their Waste Disposal Practices

In conducting the study, it was hypothesized that students' level of awareness on waste management does not significantly influence their waste disposal practices. To determine the extent of influence of awareness on waste management on waste disposal practices, the data were subjected to regression analysis and presented in Table 6.

Results of the regression revealed that canteen workers' awareness on standards and awareness on health and environmental effects produced B coefficients of .667 and .606 with associated probability less than the significance level set at .05. The findings indicate that for every unit increase in their awareness in regulations and awareness on health and environmental

effects could generate a .661 and .449 increase in their waste disposal practices. The factor "awareness on regulations" likewise influence the respondents' waste disposal practices but nor to a significant extent.

Table 6

Regression Analysis of the Students' Waste Management Awareness on their Waste Disposal Practices

Variables	Unstandardized Coefficients		Standardized Coefficient	T	P-value
	B	S.E	Beta		
(Constant)	0.912	0.965		0.946	0.354
Awareness on Regulations	0.321	0.163	0.3	1.969	0.061
Awareness on Standards	0.667	0.205	0.661	3.255	0.003
Awareness on Health and environmental effects	0.606	0.201	0.449	3.008	0.006
R-squared – .642					
F – 8.603					
p-value - .000					
alpha - 0.05					

The obtained F-value of 8.603 with a p-value of .000 which was found significant at .05 alpha indicates that level of awareness of the students on regulations, standards, and health and environmental effects when combined together formed a very significant set of predictors for waste disposal practices.

Implications Drawn from the Findings of the Study

A number of implications were drawn from the findings of the study as follows:

- Solid waste management (SWM) is an issue that generates continuously increasing interest due to the extra amounts of solid waste generated; the lack of existing disposal facilities with adequate infrastructure and integrated management plans, also often accompanied by legislative and institutional gaps.
- In conjunction with the creation of economic growth, vast population increase, urbanization and industrialization, and excessive consumption of modern daily life, a large quantity of waste is generated. With such a high quantity of generated waste, proper SWM is becoming increasingly difficult.
- The management of solid waste is today one of the important obligatory functions of the Local Government Areas (LGAs) in the entire country. However, this very important and essential service had in the past gulped a lot of money out of the local authorities, that the sate governments' intervention became necessary. The reason is not farfetched, the LGAs were not properly, technically and financially equipped to perform this statutory function well. The banes of the problem include but not limited to lack of financial resources, weak institutional and legal frame work. Others are inappropriate choice of technology, inadequate collection and transportation systems as well as unsafe final disposal options. The public confidence on the ability and the capability of the LGAs to play this statutory role diminished in the face of mounting heaps of refuse on major roads and highways.

Summary of Findings, Conclusions and Recommendations

This chapter presents the summary of findings, conclusions and recommendations with regards to the assessment of students' waste management awareness on their waste disposal practices.

This study made use of descriptive correlational method of research that utilized standard questionnaires as primary data gathering tools. The respondents of the study were the students in a public school in Bulacan.

The following null hypothesis was subjected for testing at 0.05 level of significance.

"The students' waste management awareness does not exert significant effect on their waste disposal practices."

The results were processed using the Statistical Packages for Social Sciences (SPSS) and the data were presented using appropriate tables and texts. The results were analyzed and interpreted using statistical tests such regression analysis in determining the effect of students' waste management awareness on their waste disposal practices.

Using the aforementioned procedures, the findings of the study may be summarized as follows;

Summary of Findings

Problem 1: Students' awareness on waste management

The respondents' awareness on regulations, awareness on standards, and awareness on health and environmental effects was to a very great extent. Their level of awareness on regulations

was seen in the awareness about the existence of solid waste management rules; awareness about the existence of solid waste management plans of canteens, and awareness on the 5S, which means short, set in order, shine, standardization, and sustain.

Problem 2: Waste Disposal Practices of the Respondents

The respondents' properly waste disposal was being practiced to a very great extent. With this, the top five waste disposal activities that are practiced to a very great extent are as follows: solid waste materials are not disposed to rivers, canal, sea, or vacant lots; solid waste materials are disposed properly in the designated trash bins; left-overs are disposed in separate trash bins; solid waste is disposed in the designated collection area; and disposal area is strategically located.

Moreover, the following waste disposal activities although practiced to a great extent, recorded the lowest practices and can still improved as namely: disposal of solid waste in marked high-density garbage bags; full implementation of material recovery facility; 5S and 3R are not strictly implemented; no designated area for disposal of chemical wastes such as cleaning materials; and no safe disposal of chemical wastes.

Problem 3: Effect of students' waste management awareness on their waste disposal practices

Results of the regression revealed that canteen workers' awareness on standards and awareness on health and environmental effects produced B coefficients of .667 and .606 with associated probability less than the significance level set at .05. The findings indicate that for every unit increase in their awareness in regulations and awareness on health and environmental effects could generate a .661 and .449 increase in their waste disposal practices. The factor "awareness on regulations" likewise influence the respondents' waste disposal practices but nor to a significant extent.

Problem 4: Implications drawn from the findings of the study

A number of implications were drawn from the findings of the study as follows:

- Solid waste management (SWM) is an issue that generates continuously increasing interest due to the extra amounts of solid waste generated; the lack of existing disposal facilities with adequate infrastructure and integrated management plans, also often accompanied by legislative and institutional gaps.
- In conjunction with the creation of economic growth, vast population increase, urbanization and industrialization, and excessive consumption of modern daily life, a large quantity of waste is generated. With such a high quantity of generated waste, proper SWM is becoming increasingly difficult.
- The management of solid waste is today one of the important obligatory functions of the Local Government Areas (LGAs) in the entire country. However, this very important and essential service had in the past gulped a lot of money out of the local authorities, that the sate governments' intervention became necessary. The reason is not farfetched, the LGAs were not properly, technically and financially equipped to perform this statutory function well. The banes of the problem include but not limited to lack of financial resources, weak institutional and legal frame work. Others are inappropriate choice of technology, inadequate collection and transportation systems as well as unsafe final disposal options. The public confidence on the ability and the capability of the LGAs to play this statutory role diminished in the face of mounting heaps of refuse on major roads and highways.

Conclusions

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

1. The students' very great extent of awareness on waste management is a good indication that the school is effective in informing their staffs regarding standards, regulations, and effects of health and environment.
2. Waste disposal practices that are done to a very great extent may be maintained but those practices with lowest means may be addressed and further strengthened.
3. The null hypothesis, which states that students' waste management awareness does not exert significant effect on their waste disposal practices was rejected.
4. Implications drawn from the findings of the study are good thoughts of further improving the institutions waste management system.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby submitted:

1. That the school continuously provide awareness training on the importance of solid waste management.
2. Further strengthening of the students' waste disposal practices must also be given attention by the institutions and that the inclusion of 5S and 3R's be included in the discussion.
3. Since, level of awareness and attitudes were found to significantly influence the respondents' waste disposal practices, a waste management program must be developed by the administration in collaboration with the municipal and local agency of Bulacan.
4. That the respondent institution considers the implications drawn from this study.

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Appendix A

Instruments of the Study

Directions: This questionnaire explores the level of self-perceived awareness and practices of students on waste management. Each item is different, so please answer each one truthfully. There is no time limit, but do not dwell too long on an item. For each statement below, decide which of the following answers best applies to you. Please check (✓) the number that best represents your answer using the scales below.

5	**VERY HIGH**
4	**HIGH**
3	**AVERAGE**
2	**LOW**
1	**VERY LOW**

I. AWARENESS ON PRACTICES

Awareness on Waste Management	**5**	**4**	**3**	**2**	**1**
Awareness on Regulations					
1. I am aware about the existence of solid waste management rules					
2. I am aware about the existence of solid waste management plan in the institution					
3. I know 5S. (Sort, Set in Order, Shine, Standardized, Sustain)					
Awareness on Standards					
4. I know solid waste disposal symbols					
5. I am aware that waste must be segregated into different categories at the source					
6. I know the 3R. (Reuse, Reduce, Recycle)					
7. I am aware that receptacles/waste containers shall be protected against vermin and other animals					
8. I know that disposal area should be placed strategically					
9. I know that solid waste should not be left in food preparation areas overnight					
Awareness on Health and Environmental Effects					
10. I know that food-borne illness may occur if there is an improper handling of solid wastes					
11. I know that inappropriate disposal of solid					

wastes results in environmental degradation					

II. ACTUAL WASTE DISPOSAL PRACTICES

These are your actual waste disposal practices. Check (✓) the number that best represents your answer using the prescribed scale. Please be honest as you can.

Waste Disposal Practices	5	4	3	2	1
1. Solid waste materials are not disposed to rivers, canals, sea, or vacant lots.					
2. Solid waste materials are disposed according to the methods prescribed by the government.					
3. Solid waste materials are disposed properly in the designated trash bins.					
4. Solid waste is disposed according to schedule.					
5. Leftovers are disposed in separate trash bins.					
6. Solid waste is disposed in the designated collection area.					
7. Chemical waste, sharps waste, toxic substances are disposed properly.					
8. Solid waste is disposed in marked high-density garbage bags					
9. Practice 3R. (Reuse, Reduce, Recycle)					
10. Using 5S. (Sort, Set in Order, Shine, Standardized, Sustain)					
11. Full implementation of MRF. (Material Recovery Facility) (if applicable)					
12. Disposal area is strategically located					
13. 5S/3R is not strictly implemented					
14. Solid waste materials are not properly disposed					
15. No designated area for disposal of chemical wastes such as cleaning materials					
16. No safe disposal of chemical wastes such as cleaning materials					
17. Solid wastes are not left in food preparation overnight					

III. EXTENT OF WASTE MANAGEMENT PRACTICES

5	**VERY GREAT EXTENT**
4	**GREAT EXTENT**
3	**MODERATE**
2	**LEAST EXTENT**
1	**NOT AT ALL**

Collection Practices	**5**	**4**	**3**	**2**	**1**
Waste Materials are collected according to the schedule.					
Waste Materials are collected during weekends and even during holidays.					
Departments are informed on the days when garbage are to be collected.					
No garbage is left uncollected on the scheduled time.					
Waste Materials are collected in designated area.					
Medical Waste are place in appropriate container located throughout medical department facility at time of generation. (if applicable)					
Wastes are collected by the maintenance staff.					
Infectious Waste, chemical waste, toxic substances are collected together, regardless of whether or not they are contaminated. (if applicable)					
Grease trap, kitchen waste, are collected by authorized staff in strong, leak proof containers that are clearly label. (if applicable)					
Disposal Practices					
Waste Materials are not disposed to rivers, canals, sea, or vacant lots.					
Disposal of waste materials are being done through bidding process.					
Waste Materials are disposed according to the methods prescribed by the government.					
Waste Materials are disposed properly in the designated trash bins.					
Waste is disposed according to schedule.					
Leftovers are disposed in separate trash bins. (if applicable)					
Waste are disposed in the designated collection area.					

Infectious Waste, chemical waste, sharps waste, toxic substances are disposed properly.					
Kitchen waste, infectious waste, chemical waste, sharp waste, toxic substances, medical waste is disposed in marked high-density garbage bags. (if applicable).					
Recovery and Processing Practices					
Practice 3R. (Reuse, Reduce, Recycle)					
Using 5S. (Sort, Set in Order, Shine, Standardized, Sustain)					
Full implementation of MRF. (Material Recovery Facility)					
Problems Encountered					
Disposal area is not strategically located.					
None compliance of the department/offices.					
5S/3r is not strictly implemented					
Waste Materials are not properly disposed					
Delayed schedules of collection					
No designated area for disposal infectious waste/chemical wastes.					
No safe disposal of infectious waste, toxic waste, sharps waste, chemical waste, pressurized container and radioactive waste (if applicable).					

-Thank You!-