

CHALLENGES IN THE IMPLEMENTATION OF THE YOUTH FOR ENVIRONMENT SCHOOL ORGANIZATION (YES-O): BASIS FOR AN ENHANCED STAKEHOLDERS' AWARENESS***Meldy Rio R. Olitan**

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Abstract

This study determined the challenges in the implementation of Youth for Environment School Organization (YES-O) and used it as a basis in crafting an intervention program to enhance stakeholder's awareness, Bombon District, Division of Camarines Sur, school year 2022-2023. It answered the following questions: (1) the demographic profile of the Science teachers; (2) the status of implementation of YES-O activities; (3) the challenges encountered in implementing the YES-O activities; (4) the significant associations between the teachers' profile and status of implementation of YES-O activities, and (5). intervention program may be proposed to enhance the stakeholder's awareness. The study employed descriptive-associational research method. There were thirty-four teachers who were the respondents of the study in Bombon District, Division of Camarines Sur. A survey questionnaire was used in gathering data. Statistical tools used were frequency count, percentage technique, weighted mean, and Chi-square. The following findings were derived from the study: (1) In terms of age, 16 teachers belonged to 41-50 years bracket, for gender, there were 31 female teachers, for involvement in YES-O, there were 27 teachers, and for highest educational attainment, 31 teachers had Bachelor's degree; (2). For the status of implementation, the over-all average weighted mean was 2.86; (3). For the challenges encountered by Science teachers in implementing the YES-O activities, the over-all average weighted mean was 1.69; (4). in terms of age paired with the aspects of implementation: clean-up drive had an x^2 -value of 4.096 and p-value of .664; for waste management, the x^2 -value of 2.729 and p-value of .604; awareness campaigns, x^2 -value of 3.087 and p-value of .543; trainings, x^2 -value of 4.590 and p-value of .597; nursery establishment and tree planting activities, x^2 -value of 1.431 and p-value of .964; youth for environment summer camp x^2 -value of 2.391 and p-value of .303. The over-all result had an x^2 -value of 3.845 and p-value of .427. In terms of gender paired with the same aspects of implementation: clean-up drive had an x^2 -value of 0.770 and p-value of .857; for waste management, the x^2 -value of 0.393 and p-value of 0.821; awareness campaigns, x^2 -value of 1.086 and p-value of .581; trainings, x^2 -value of 2.125 and p-value of .547; nursery establishment and tree planting activities, x^2 -value of 0.393 and p-value of .942; youth for environment summer camp x^2 -value of 8.196 and p-value of .042. The over-all result had an x^2 -value of 2.391 and p-value of .303. (5) Intervention program was created to enhance stakeholders' awareness. From the findings, the following conclusions were derived: (1). Most of the teachers belonged to the middle-aged group; most of them were female; teachers were more involved; and most teachers did not pursue post-graduate education. (2). The status of implementation of YES-O activities was Moderately Implemented. (3). The challenges encountered by Science teachers in implementing YES-O activities was Least Experienced. (4) Most aspects of the demographic profile of the Science teachers were not significantly associated with the implementation of YES-O activities. (5). An intervention program when implemented properly could enhance the awareness among the stakeholders.

Keywords: Youth for Environment School Organization Enhances Stakeholders' Awareness.

INTRODUCTION

Environmental problems is one of the most serious problems that the world is facing over the years. As population continuous to increase every year, environment is slowly losing its strength causing destruction worldwide. Developed and underdeveloped countries are experiencing the same environmental problem. For instance, factories from developed countries have problems when it comes to proper waste disposal. The same problem is experienced by those living in underdeveloped countries. Because people live in the same world, the effects of environmental problems are experienced by young and old, rich and poor. With the advancement of technology, the lifestyle of the people continues to change, as well as their values. Care for the environment is the least of their concern because they have the means or the resources to manipulate everything. Whenever the ground is dirty, they pay someone to clean it for themselves. They also build concrete houses that protect them in times of calamities, as well as the comfort that they get when the temperature is too high or too low.

More agricultural lands have been converted into commercial and residential areas. Aside from that, continuous road widening to give way to increasing number of vehicles caused for trees to be cut. As a result, flood is experienced in places though drainage system has been improved already. If these environmental problems continue to worsen, the next generation would live in despair. The Earth, the only planet which is capable of accommodating human and other living things, is slowly dying. At the turn of the century, the global environmental situation, as well as that of many regions and countries, continue to deteriorate. People's technogenic activity, which causes adverse manifestations of natural elements, is the primary cause of the worsening of environmental problems (Zuxriddinovich, 2019). In the South-Western United States, indoor environmental quality of the school was evaluated, and the evaluation highlighted the influence of different chemical or microbiological contaminants in IAQ and their associated health effects. These effects are determined by the type of pollutants, as well as the intensity and duration of exposure. Based on these results, the administrators decided to conduct indoor cleaning and sanitation to improve the school's environment. In Australia, a research conducted by Gulliver, Fieldling, and Louis (2019),

found that campaign success was influenced by groups' ability to maintain strong personal support networks, use skills, and communicate effectively. The resources available throughout the larger environmental advocacy network are crucial, and reach agreement on shared strategic values between stakeholders. In line with this, Bognar and Glasnovic (2021) in their study, found that previous abrupt climate changes in the Earth's history have shown unequivocally that the most recent change, characterized by an increase in average surface temperature and atmospheric carbon dioxide emissions compared to the pre-industrial period, was caused primarily by human activities, and to a lesser extent, by natural factors. Clean-up drive, in particular, green cleaning programs use processes, products, and equipment that are safe for people and the environment. A truly healthy school inculcates in students the importance of their own health as well as the health of the environment. To be able to implement this, stakeholders should consider coming up to an agreement, creating a working team, performing baseline audits for possible costs, creating an implementation strategy, ensuring that everyone is on board and has a clear vision on the purpose of its implementation, purchasing environmentally friendly products and equipment, understanding the program's procedure, and creating a training program for future successes (Brown, 2021). Aside from clean up drives waste management, segregation and recycling programs are implemented in the schools, to maintain neatness and cleanliness. To further understand these concepts, waste management refers to the activities, actions, and practices that are designed or implemented to manage waste from its inception to its final disposal; whereas segregation and recycling are both under this general term (Thaddaeus, 2022). He also mentioned the seven main types of waste management such as, recycling, composting, landfills, incineration, plasma gasification, pyrolysis, and avoiding or minimizing waste. This was supported by Chibuike (2021) as she cited nine practices on proper waste management such as recycling, reducing of waste products, repurposing of the products, refusing environmental pollutants, burning, incineration, waste prevention, waste segregation and public or community-based sanitation.

In the light of waste segregation, Sharma and Anamika (2022) conducted research evaluating the waste management practices in educational institutions in India and other countries. The study concluded that for solid waste disposal methods, there are many waste management methods practiced in other countries similar to India such as handling paper, plastic, organic waste, inorganic waste, and using a smart bin system for waste collection, sorting, and 3R techniques in achieving a zero-waste campus. The study recommended that educational institutions should also take steps to come forward and resolve global environmental issues and take measures to ensure that best practices concerning waste management in an educational institution are done. To elaborate, Vermoortel (2021) highlighted the situation of environmental student advocates, emphasizing three major challenges that affect the formation of environmental defenders such as students. First, environmental defenders of all ages face a variety of threats to their freedom and survival as a result of the nature of their work, including intimidation, harassment, evictions, arrests, and detention. Second, young environmental activists face a lack of resources to carry out their work safely and effectively. Finally, they face a lack of solidarity between older and younger generations on a daily basis. The Philippines as one of the developing countries experience environmental problems. In fact, the Philippines

rank 57 out of 98 in IQ Air's world most polluted countries of 2019. Despite the efforts of the Philippine Government to take steps in resolving this problem through mandates in Department orders such as but not limited to, Republic Act No. 9512 or the Environmental Awareness Education Act of 2008, DepEd Order No. 72, Section 2003 mandating the establishment of YES-O, and DepEd Order No. 52, s. 2011 or the Mandated Programs, Projects and Activities, Various Forms, and Targets Pertinent to the Youth for Environment in Schools (YES) Program, there are still posing environmental issues that need to be resolved. Furthermore, this program was organized in accordance with Republic Act (R.A.) 9512, a law promoting environmental education and serving other purposes. Through environmental education, this Act promotes environmental awareness, local environmental best practices, the threats of environmental degradation and its impact on human well-being, the citizenry's environmental responsibility, and the importance of natural resource conservation, protection, and rehabilitation.

This is in accordance with Sustainable Development Goal (SDG) No. 6 which is about ensuring access to water and sanitation for all, and SDG No. 13 which is about taking urgent action to combat climate change and its impact. Specifically, these two goals had the following targets:

By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.

Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

In response to the above-mentioned situation, the primary responsibility of DepEd, in collaboration with the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), the Department of Social Welfare and Development (DSWD), and other relevant agencies, is to carry out public education and awareness programs on environmental protection and conservation. In this regard, environmental campaigns should be strengthened to promote sanitation and health and prevent, control and avoid environmental pollution and health hazardous waste. Environmental campaigns aim to raise public awareness and encourage more environmentally responsible behavior. Similarly, environmental awareness is an educational process that allows people to learn about environmental issues, solve problems, and take action to help the environment. As a result, people gain a better understanding of environmental issues and the ability to make informed and responsible decisions (Juillion, 2023).

In the research conducted by Sarjone *et al.* (2021), it was found that the marine plastic litter pollution has emerged as a growing threat to the Philippines, particularly in Palawan. It was found that 76% of the sites sampled were classified as dirty or extremely dirty. Aside from this, the transportation sector of the Philippines accounts for 23% of global energy-related CO₂ emissions and is constantly growing as passenger and freight activity increases. This situation is due to the rampant use of passenger cars and other public utility vehicles such as Jeepsneys (Agaton *et al.*, 2019).

Moreover, in the study conducted by Macatangay and Hernandez (2020), harmful air pollution threatens the life of many people due to massive industrialization. Life expectancy is affected due to unmindfully inhaling polluted air in the surrounding environment. This study predicted the AQI health-level-of-concern using the recorded Total Suspended Particulate (TSP), Sulfur dioxide (SO₂), and Nitrogen dioxide (NO₂) that used to calculate Air Quality Index (AQI) by employing Deep Neural Network. The model used in the study showed a remarkable result in accuracy when predicting the AQI health category. The air pollutant simulator can be used as a baseline for decision making and policy-driven objectives in monitoring and preventing air pollution in the different areas in Region IV-A, especially in the Province of Batangas. There are a lot of programs that the Philippine government formulated and one of which is the implementation of activities like, but not limited to, conservation, planting more trees, coastal clean ups, etc. to save the environment from falling apart. In this connection, the Philippine Government formulated an act to provide for an ecological solid waste management program, create the required institutional mechanisms and incentives, prohibit certain acts and provide penalties, appropriate funds thereof, and for other purposes, under R.A. 9003 of 2001. Those activities gave way for the establishment of Youth for Environment School Organization (YES-O) in the public elementary and secondary schools in the Philippines. It is one of the DepEd's accredited organizations with a mission to preserve and conserve the natural resources through environmental awareness of the community resulting in their active involvement on environmentally-related issues to achieve sustainable development and to protect mother nature. In the study conducted by Panotez (2018), she looked into the demographic profile of the respondents involved in the implementation of YES-O. Aside from being YES-O coordinators, they also handled multigrade level. Of the respondents from the multigrade teachers in the Lopez East District, it can be discerned from the table that most of the teachers teaching in multigrade schools were of age 26 to 30 which is 22.22% of the total population and from ages 20 to 25 equivalent to 25.00% of the total population. These results indicated that most of the teachers assigned in multigrade schools were the newly hired teachers while the remaining teachers who were in age range of 31 to 35 got the third highest percentage with 22.73 or 10 teachers out of 44 multigrade teachers in Lopez East District.

Likewise, the study conducted by Elarco and Jalos, Jr. (2023) revealed that the majority of the teachers and school heads have age bracket 46 and above, most were female, designated as Teacher II, and educational attainment with masteral units. These findings were associated with the observation that most teachers with experience in teaching were designated as YES-O Advisers/ Teacher-in-Charge of YES-O were mostly female with higher and more advanced teaching experience and education. The academic and extracurricular excellence of a school is attributed to the leadership of the headmaster and teacher. Thus, the success of the administrative system in a school depends on the quality of the facilities in the school, the quality of curriculum and extra-curricular activities, quality teaching, leadership qualities, and the professional skills of teachers. Though some researches had proven that some of the activities in the given listed environmental activities had been implemented by some of the schools in the Philippines, there were still questions on the status of implementation of YES-O along student formation as advocates for the conservation and

protection of the environment, clean and green school environment conduciveness towards learning, YES-O mandated activities, school and community environmental awareness and protection plan and environmental interagency networking. The Youth for Environment School Organization (YES-O) aimed to instill environmental awareness among students. One of the major problems not just in the Philippines but all over the world points out to environmental issues, like pollution, global warming, disasters. No one can argue that it is becoming more and more alarming most especially that this phenomenon affects human life.

Moreover, Youth for Environment School Organization (YES-O) was constituted by the Department of Education under DepEd Order no. 72, series 2003 in relation to 2003 Youth for Environment Summer (YES) Camp where the entire delegation adopted resolutions and actions from all over the country. The main goal of this program is to establish a school-based co-curricular organization that will serve as a key gathering place for student actions and movements aimed at safeguarding, protecting, and conserving the environment for future generations; and to establish YES-O as the sole acknowledged extracurricular environmental group or club in the schools, consolidating any and all environmental clubs or organizations at the school that have major or primary environmental projects or programs. This program aims to instill environmental awareness among the students. This order stated that:

The Youth for Environment in Schools (YES) Organization shall have the following objectives: (1) Be aware and create awareness in others of the state of the Philippine environment and ecology, including prevailing issues and concerns relative thereto; (2) Establish specific and doable programs, projects and activities to address issues and concerns on the environment and ecology; (3) Network with other government and non-government organizations, including Youth for Environment in Schools (YES) Organizations in other schools within the division and region, with regard to support and assistance to programs, projects and activities of the organization; (4) Encourage community participation and initiative in environmental and ecological movements and actions; and (5) Develop among members and the community proper environmental values, skills and attitudes."

To explain further, the implementation of Youth for Environment School Organization was divided into different programs. These programs were clean-up drive, waste management, segregation and recycling program, awareness campaigns, trainings, nursery establishment, tree-planting activities, Youth for Environment Summer Camp. Moreover, the research conducted by Barreda (2022) concluded that the implementation of environmental laws and programs like YES-O was a major challenge in every sovereign state in terms of how to sustain the environmental climate for the development of the country. As a result, the level of implementation and effectiveness of environmental laws in Camarines Sur, Philippines were moderate, despite the fact that the majority of the laws implemented were enacted in the Philippines House of Representatives and Senate before being implemented in the local government unit. Moreover, Yulianti *et al.* (2019) noted that parents with a low level of education tended to see themselves as incapable and not self-efficacious as they did not have flexible working hours and they faced financial issues, preventing them from being actively involved

in their children's learning. The researchers also pointed out that working-class parents may have many troubles in their life, especially an economic struggle, as they tended to think that their primary life task was to fulfill their children's basic needs such as providing food and accommodation. As a result, children of working-class parents tended to spend their leisure time doing fun activities that they arranged themselves or by their friends because their parents did not have much time and resources for them. Relevant to the abovementioned, DepEd Order 66, s. of 2017 as cited by Elarco and Jalos, Jr. (2023), stipulated that parents and/or guardians of the learners have to participate in planning and preparatory activities such as parent/ guardian conference, pre-departure briefings, and other similar preparatory activities; accomplish and submit Parent/Guardian's Consent Form to concerned teachers to indicate that they are allowing their children to join the campus activity; inform the concerned teachers of the learner's specific medical needs; provide the required information stipulated in this policy prior to the conduct of the off-campus activity; and ensure that necessary arrangements for travel insurance are secured. Furthermore, it was indicated that to ensure the smooth conduct of off-campus activity, everyone from YES-O advisers/ teacher-in-charge, parents, learners, and school heads in charge of the activity are properly implementing the school rules, vehicle inspection, signing in the manifest, tracking and monitoring, briefing upon arrival, and the close supervision of learners.

Moreover, students were encouraged to participate in international conservation by performing simple tasks such as reduce, reuse, and recycle (Lawlor, 2021). Additionally, Perez (2019) in his research found that, despite the fact that schools were required to implement YES-O, monitoring and evaluation had been lacking in recent years. With a greater emphasis on revitalizing and strengthening the program, various stakeholders must be aware of it and participate in its improvement. Before it can be considered truly responsive to the needs of the learners, issues such as poor monitoring and evaluation, time constraints in the conduct of activities, and uncoordinated and overlapping projects by different youth organizations must be addressed. Additionally, in another research conducted by Lualhati (2019), it concluded that the respondents were unaware of environmental issues and policies, despite being moderately involved in waste management and environmental initiatives. In addition, increasing students' awareness of environmental issues and policies was encouraged through a variety of activities such as seminars, slogans, class reporting, term paper writing, poster-making, editorial writing, team-building, exhibitions, and campaigns. Second, student organizations such as Go Green Club and YES-O Club were suggested to promote environmental stewardship and engage students in authentic experiences. This also stated that, the following programs, projects and activities may form part of the regular undertaking of the Youth for Environment in Schools (YES) Organization: Clean-Up Drive inside and surrounding the school premises, including public and common areas in the community; Waste Management, Segregation and Recycling Program; Awareness Campaigns to Address Specific Issues such as Pollution, Sanitation and Health; Symposia/Trainings; Nursery Establishment and Tree-Planting Activities; Fun Run for the Environment; and Youth for Environment Summer Camp. In the research conducted by Perez (2019), it was found that because of the growing number of environmental issues, the YES-O Program had proven to be more relevant today. Since

its inception in 2003, it had been a pioneer in empowering youth to protect and care for the natural environment through relevant and meaningful activities as aforementioned. Apart from this, awareness campaigns were conducted to address specific issues such as pollution, sanitation and health are part of the YES-O programs towards achieving its objectives. To elaborate, pollution was the process of making land, water, air, or other parts of the environment unfit for human use. This can be accomplished by introducing a contaminant into a natural environment; however, the contaminant did not have to be tangible. When artificially introduced into an environment, even simple things like light, sound, and temperature can be considered pollutants (Bradford, 2023). Sanitation and health, otherwise, was the provision of facilities and services for the safe management of human excreta, from the toilet to containment, storage, and treatment on-site, or conveyance, treatment, and eventual safe end-use or disposal to avoid infectious diseases (World Health Organization, 2022).

In the local setting, some public schools such as San Antonio National High School and Leganes National High School, followed by establishing YES-O aligned activities such as Improvised invention and trash bin painting, respectively. Improvised invention was an activity wherein the students gathered the materials for paper bins, label the paper bins according to category such as biodegradable, non-biodegradable, and recyclable, and repainting it for an attractive look. In the same manner, trash bin painting, as the name implies was an activity wherein the students painted the trash bin based on different mentioned categories (Leganes National High School, 2019-2020; San Antonio National High School, 2020-2021). Likewise, Baay National High School, in dealing with environmental issues in the school, established the YES-O Club Activity "Project CHANGE", where CHANGE stands for Clean, Habitable, Adaptable, Nurturing, and Greener Environment. Moreover, to achieve sustainable development and protect Nature, the aims of the project were (a) the formation of students who will act as advocates for environmental conservation and protection, (b) become a catalyst for community environmental awareness, and (c) maintain a clean and green environment free of plastic that provides a conducive learning environment for all. The programs included cleaning inside and surroundings of the school premises and other nearby public areas in the community, like waiting sheds and nearby roads.

Relevant to the abovementioned, Perez (2019) conducted a study on Promoting a Greener Curriculum through Environmental Youth Organizational Program: A Policy Evaluation. It was confirmed that secondary schools in the Schools Division of Bulacan are required to establish YES-O. Likewise, school administrators were expected to support the YES Program since each school was required to submit a calendar of activities at the start of the academic year and an accomplishment report at its end. Furthermore, due to the increasing interest in environmental concerns even at the local community level, active involvement of learners, teachers and other stakeholders was viewed as another strength of the implementation of the program. Moreover, the study of Cadiz *et al.* (2020) who explored one of the best practices of YES-O was to align the proposed activities with the school activities. During the crafting of the Calendar of Annual Proposed Activities (CAPA), the student officers and YES-O facilitators/ teacher-advisers highly considered the school calendar. The organizations' activities took into consideration the existing

school activities including academics and other activities indicated in the prescribed school calendar of DepEd. Furthermore, the study was conducted to assess the performance of the secondary schools with the best practices of the YES-O program implementation. The emerging themes relevant to the effective implementation of the YES-O program were documented by analyzing the best practices of successful schools. In addition, the best practices of the YES-O program implementation were described and supported by the emerging themes focusing on the following areas: (a) personal advocacy which was observed in the area of advocacy; (b) resource availability which was observed in the areas of budget allocation, fund sources, and partnership with stakeholders; (c) flexibility which was observed in the area of maximizing the online platform; (d) integrated school efforts which was observed in the areas of curriculum integration, alignment with the DepEd Vision, Mission, Goals, and Objectives, alignment with school activities, collaboration with existing school programs, collaboration with other school organizations, integrated school programs, guided planning, school policy support, school support, supportive school leadership, and communicates programs with stakeholders; (e) participatory approach which was observed in the areas of collaborative work, participatory, and encourage membership; and (f) monitoring and evaluation strategies which was observed in the areas of regular monitoring and evaluation of the YES-O PPAs, recognition of stakeholders contribution, and transparency in the crafting of plans

Despite several successes in YES-O implementation, there were still concerns about the status of YES-O implementation along student formation as advocates for environmental conservation and protection, clean and green school environments conducive to learning, YES-O mandated activities, plan for environmental protection and awareness in schools and the community, and environmental interagency networking.

The study conducted by Akol (2020) revealed that there was no significant difference on the assessment of school heads and YES-O advisers on various mandated programs and activities of YES-O. The School Heads and the YES-O advisers highly acknowledged the dynamism of the organization in performing its role to develop environmental awareness among students and other school and community stakeholders. The implementation of the YES-O programs made the students manifest their knowledge, skills, attitude and concern for the environment and community. Moreover, it increased the environmental awareness of the students and the community stakeholders. According to the Daily Campus (2021), a clean school environment was advantageous for learning because it protects everyone's health and safety, including teachers. Children's experiences can be impacted if teachers missed class because the facility was unclean, demonstrating that the significance of cleanliness in the classroom extended far beyond the appearance of things. It can be much more profound and had a real impact on student education quality. A clean school environment contributed to a favorable school environment that was beneficial to student learning. Furthermore, DepEd mandated YES-O activities such as greening programs, environmental information advocacy, conservation of resources, clean up drives and ecological solid waste management can be used to achieve this goal. Though some of the mentioned mandated activities were implemented by some public schools, still some of the activities were not yet

implemented; if not, needed enhancement on the proper implementation, this was supported by the materialization of action plan with regards to YES-O program's implementation of several public schools in different regions, and divisions including the Division of Compostela Valley (Bodiogan, 2021); Division of Batangas Province (Fenol, 2021); and Cordillera administrative Region (Allag, 2022).

Furthermore, this study was anchored on Hines, Hungerford and Tomera's Theory of Environmentally Responsible Behavior (ERB) as cited by Akintunde (2017), Ajzen and Fishbein's Reasoned/ Responsible Action Theory as cited by Akintunde (2017) and Bandura's Social Learning Theory as cited by de la Torre (2023). Hines, Hungerford and Tomera's Theory of environmentally responsible behavior (ERB) as cited by Akintunde (2017) argued that possessing an intention of acting is a major factor influencing ERB. The Model of Responsible Environmental Behavior indicated that the following variables: intention to act, locus of control (an internalized sense of personal control over the events in one's own life), attitudes, sense of personal responsibility, and knowledge suggested whether a person would adopt a behavior or not. This model considered the major variables that played a part in the individual process of ERB adoption. According to the model, the internal control center had a very considerable impact on the intention of acting, which determines an individual's ERB substantially. This model also highlighted the existence of a relationship between the control center, attitudes of individuals and their intention to act. The authors asserted that the control center directly affects an individual's attitudes which can lead to an improved intention of acting and improved behavior. Thus, the theory concentrated more on existing interactions between parameters that influenced a person's behavior than on the singular impact of a single variable.

In addition, knowledge alone was grossly insufficient to act responsibly towards the environment, while some individuals' knowledge on the environment and its regulations could prompt them to have a good attitude which could translate to good intentions to act, other individuals may go through the internal and external control, such as being influenced by the actions of others or holding strongly to a belief to act rightly despite the actions of others towards the environment. Although, separate constructs of attitudes, control center and intention of acting may not be enough for creating an intention to act, united under one overarching concept they become a base on which predispositions for pro-environmental behavior were formed. This theory was deemed important in this study because pupils acted positively if they had the knowledge on how to respond with regards to issues concerning the environment. Moreover, having an intention to do something good served as a major influence that pushed them to take part in environmental concerns. Another theory that supported this study was Ajzen and Fishbein's Reasoned/ Responsible Action Theory as cited by Akintunde (2017). The Reasoned Action Theory assumed that human behavior was grounded in rational thought, and the model used the Principle of Compatibility, which predicted that attitudes reflected behavior only to the extent that the two referred to the same valued outcome state of being (evaluative disposition). The theory stipulated that the intention of acting had a direct effect on behavior, and that it can be predicted by attitudes. These attitudes were shaped by subjective norms and beliefs, and situational factors influenced these variables' relative importance. Reasoned Action Theory

accounted for times when people had good intentions, but translating intentions into behavior was thwarted due to lack in confidence or the feeling of lack of control over the behavior. The theory of Reasoned Action was important to the extent that it provided a foundation for the understanding why people may not act in favor of the environment, despite having good intentions either due to their lack of confidence or for the reason that they felt they lacked control over the behavior. Furthermore, on the basis of different experiences and different normative beliefs, people may form different beliefs on the consequences of performing a behavior. These beliefs, in turn, determined attitudes, and subjective norms which then determined intention and the corresponding behavior. Better understanding of a behavior can be gained by tracing its determinants back to underlying beliefs, and thus influenced the behavior by changing an adequate number of these beliefs. The model gives further explanations as to how good intentions for the environment were not enough in themselves to propel an action. Attitudes and subjective norms contributed to behavioral intentions which can be used to predict behavior. Subjective norms in this context denoted an individual's beliefs about whether their society's members, family, friends, and co-workers believed that the individual should or should not participate in a specific behavior. The social environment had been proven to mediate the consequence of environmental attitude on environmental behaviors. Similarly, Hanna's proposition gave a foundation for the incorporation of demographic characteristics as they influenced individuals' attitudes towards the environment, positively or negatively.

Finally, Bandura's Social Learning Theory was based on the premise that people learned not only through direct experience, but also by observing others. Bandura enriched it with these key concepts: firstly, that in social settings, people learned best through observation and imitation; secondly, that a person's mental state can affect this learning process; and lastly, that even when something was learned in this environment, it did not mean that there will necessarily be a permanent change in behavior in the learner. In his social learning theory, Bandura stated that, contrary to what was previously believed, it would in fact be very dangerous if a person learned only from their own experience. Instead, most humans learned to behave observationally through a process called modeling, and in his book Social Learning Theory, Bandura outlined his theory through four key principles: (1) attention is essential for social learning. In order to learn from others, attention on the details must be placed; (2) retention is the ability to remember what is observed. In order for social learning to be effective, one must be able to store the information acquired through observation in one's memory; (3) in reproduction, once information is observed and retained, behavior or skill need to be reproduced. This involved putting observations into practice in the real world; (4) motivation plays a crucial role in social learning. People are more willing to learn and put their observations into practice when they perceived that there is a benefit or reward associated with that learning. This theory was found to be relevant to the variables of the study particularly on the part of the pupils as well as parents who were participants of the YES-O activities. One thing that motivated them to take part in activities related to environmental concerns was the realities that they observed in their surroundings particularly the effects of human behavior, and attitudes towards the environment. Parents and other stakeholders need to be models of correct practices because pupils look up to them. The latter tend to imitate the behavior they see from their parents.

The continued degradation of the environment had been a pressing issue and it was the responsibility of everyone to help in restoring it. Science teachers and learners were eager to do their part through the implementation of YES-O. Its challenges in line with pupil's participation, parental support, teachers' skills in managing YES-O activities and school support were some of the major problems that this study also determined. No matter how eager the YES-O coordinators in Bombon District in successfully implementing all the programs, there were still challenges that affected its implementation. They knew that their manpower and resources were not enough, so stakeholders had been tapped. However, the effort made by the school and the stakeholders were insufficient since problems relevant to implementation of YES-O programs still existed. It was for this reason that the researcher was motivated to conduct the study.

METHODOLOGY

The study employed descriptive-associational and Research and Development (R & D) methods of research. The Descriptive method was utilized in presenting the data from the demographic profile of the respondents such as age, gender, involvement in YES-O, trainings attended and educational attainment; the status of YES-O's implementation along clean-up drive, waste management segregation, and recycling programs, awareness campaigns, trainings, nursery establishment and tree planting activities and Youth for Environment Summer Camp; and the challenges encountered in implementing the YES-O activities along pupils' participation, parental support, teachers' skills in managing YES-O activities and school support. Furthermore, associational method was utilized to determine the significant association between the teachers' profile and status of implementation of YES-O activities. Finally, Research and Development (R & D) method was utilized in creating an intervention program to enhance stakeholders' awareness.

RESULTS AND DISCUSSION

This section shows the results generated from the data gathered. It is sequenced based on the statement of the problems presented in the Introduction. It presents the results of the descriptive and inferential analysis.

Demographic profile of science teachers

The demographic profile of the Science teachers involved in the study deemed important in the implementation of the YES-O activities was determined. Table 2 shows the data on the demographic profile.

Age: As shown in the table, in terms of age, there were 16 out of 34 or 47.06% aged 41-50, while 14 out of 34 or 41.18% was within 31-40, and only 4 out of 34 or 11.76 was within 51-60 age bracket. Based on the data presented above, it could be inferred that most of the Science teachers were not so young anymore. They already possessed enough maturity to handle the responsibilities expected from them as YES-O coordinators.

Gender: In terms of gender, most of the Science teachers were female with 31 out of 34 or 91.18%, while male teachers were only 3 out of 34 or 8.82%. Based on the data presented, it

could be inferred that most of the YES-O coordinators were female. They were more detail-oriented and they were more hands-on in terms of organizing and facilitating activities. Because of their cheerful personalities, they could easily reach-out to stakeholders who were considered as partners in the implementation of YES-O activities. Furthermore, it could be inferred that male teachers were given tasks that involved more physical strengths and those that were related to technology since they were good in fixing or repairing gadgets, furniture and among others.

Table 2. Demographic profile of the Science teachers

Profile	Categories	f	%
Age	31 - 40 years old	14	41.18
	41 - 50 years old	16	47.06
	51 - 60 years old	4	11.76
	Total	34	100.00
Gender	Male	3	8.82
	Female	31	91.18
	Total	34	100.00
Involvement in YES-O	Coordinators	7	20.59
	Teacher	27	79.41
	Total	34	100.00
Educational Attainment	Bachelor's Degree	31	91.18
	Master's Degree	3	8.82
	Total	34	100.00

This was supported by the study of Elarco and Jalos, Jr. (2023) which revealed that the majority of the teacher and school head respondents were of age bracket 46 and above; most were female; had Teacher II as their designation; and educational attainment with masteral units. These findings were associated with the observation that most teachers with experience in teaching were designated as YES-O Advisers/ Teacher-in-Charge of YES-O mostly female with higher and more advanced teaching experience and education.

YES-O Involvement: On the other hand, as per involvement in YES - O, 27 teachers out of 34 or 79.41%, while coordinators 7 out of 34 or 20.59% were involved. Based on the data presented, it could be inferred that since teachers were in school every day, they were more involved in the different activities compared with the coordinators who had to monitor the over-all activities. Coordinators prepared the proposal, and communications to the stakeholders. They also informed and oriented the teachers about their roles and assignments in the implementation to be successful. Furthermore, it could be inferred that though there were other tasks they needed to accomplish, they made sure that they were ready to extend help whenever necessary. Moreover, activities related to YES-O were also connected with other programs like Brigada Eskwela Brigada EskwelaPlus, 4P's, and among others.

Highest Educational Attainment: For the educational attainment, 31 out 34 or 91.18% was Bachelor degree holder, while only 3 out of 34 or 8.82% was Master's degree holder. Based on the data presented, it could be inferred that most of the Science teachers did not pursue post-graduate studies. Since majority of the teachers were on their 40's, they just focused on attending seminars sponsored by the department for professional growth and development. The study of Panotes (2018) on the Level of Implementation of Yes-O Related Programs of the First District of Camarines: Basis For Enhancement Program, did not support the findings of the study, which revealed that most of the teachers involved in YES-O implementation were also teaching in multigrade schools ages ranging from 26 to 30; and from ages ranging 20

to 25. These results indicate that most of the teachers assigned in multigrade schools were the newly hired teachers. While the remaining teachers who were in age range of 31 to 35 got the third highest percentage with 22.73 or 10 teachers out of 44 multigrade teachers in Lopez East District. It was further supported by the theory of Reasoned Action which gave further explanations as to how good intentions for the environment were not enough in themselves to propel an action. Attitudes and subjective norms contributed to behavioral intentions, which can be used to predict behavior. Subjective norms in this context denote an individual's beliefs about whether their society's members, family, friends, and co-workers believe that the individual should or should not participate in a specific behavior. The social environment had been proven to mediate the consequence of environmental attitude on environmental behaviors.

Status of Implementation of YES-O Activities

In order to determine whether the implementation of the YES-O activities was successful or needed to be improved, its status was identified. Tables 3A to 3G show the data on the status of implementation of YES-O activities along clean-up drive; waste management, segregation and recycling program; awareness campaigns, training; nursery establishment and tree planting activities and Youth for Environment Summer Camp.

Clean-Up Drive: To maintain the cleanliness of the school premises, clean-up drive was conducted. Table 3A shows the data on the status of implementation of YES-O along Clean-Up Drive inside and surrounding the school premises. It can be gleaned from the table that the school conducting clean-up drive inside the school premises was first in rank with the highest weighted mean of 3.91, interpreted as Highly Implemented. The next indicator was YES-O leading the clean-up drive in school with a weighted mean of 2.82; clean-up drive in the community was on the 3rd rank, with a weighted mean of 2.59. These indicators were interpreted as moderately implemented. On the other hand; clean - up drive near the school premises was on the 4th rank had a weighted mean of 2.32, while the cleaning of drainage was on the 5th rank with a weighted mean of 2.29. These last two were interpreted as Less Implemented. The average weighted mean was 2.79 interpreted as Moderately Implemented. The data revealed that conducting clean-up drive inside the school premises was easy to accomplish and monitor. Even those teachers who were not involved in the YES-O implementation could allow the learners to clean every morning and afternoon before going home.

Table 3A. Status of Implementation of YES-O along clean-UP drive

Indicators	WM	Int	Rank
Conducts clean-up drives inside the school premises	3.91	HI	1
Leads the clean-up drive	2.82	MI	2
Holds clean-up drive in the community	2.59	MI	3
Conducts coastal clean-up near the school premises	2.32	LeI	4
Conducts drainage cleaning	2.29	Lei	5
Average Weighted Mean	2.79	MI	

Legend

- 4 (3.26-4.00) Highly Implemented (HI)
- 3 (2.51-3.25) Moderately Implemented (MI)
- 2 (1.76-2.50) Less Implemented (LeI)
- 1 (1.00-1.75) Least Implemented (LstI)

Moreover, regular cleaning of the school premises did not require the use of hand tools which could be harmful to the learners. This clean-up drive activity was also connected with

WASH (Water, Sanitation and Hygiene) in School Program since it promoted proper sanitation in the school. This program encouraged all the students to observe orderliness inside and outside the school premises. This was a good practice for the learners to maintain the cleanliness of the school premises since a clean surrounding promoted better learning. Furthermore, the data revealed that cleaning of drainage was less implemented. In doing this task would require the use of equipment which the school might not have. Moreover, this posed health risk to the learners and teachers since drainage contained various dirt from different households. In addition, cleaning of drainage was a task regularly performed/initiated by the barangay officials with the assistance of some volunteers from the community.

The study of Bogner and Glasnovic (2021) supported this study. They found that previous abrupt climate changes in the Earth's history have shown unequivocally that the most recent change, characterized by an increase in average surface temperature and atmospheric carbon dioxide emissions compared to the pre-industrial period, was caused primarily by human activities and, to a lesser extent, by natural factors. Frequent throwing of garbage in the drainage was one of the human activities which could contribute to the climate change. Sometimes, if they did not throw garbage in the drainage, they just burn them which was another factor that contributes to climate change. It was further supported by Bandura's Social Learning Theory which was based on the premise that people learned not only through direct experience, but also by observing others. The theory stated that in social settings, people learned best through observation and imitation; secondly, that a person's mental state could affect this learning process; and lastly, that even when something was learned in this environment, it did not mean that there would necessarily be a permanent change in behavior in the learner. If students saw what adults were doing to the environment, they would also do the same.

Waste Management, Segregation and Recycling Program:

These activities aimed to minimize the disposal of waste since some of them could be used. Table 3B shows the data on the status of implementation of the YES-O along waste management, segregation and recycling program.

Table 3B. Status of Implementation along Waste Management, Segregation and Recycling Program

Indicators	WM	Int	Rank
Has different types of trash can	4.00	HI	1
Practices proper waste segregation	3.79	HI	2
Recycles plastic bottles as flower pots and decorations	3.44	HI	3
Holds recycling contest	2.59	MI	4
Conducts trashcan painting contest	2.06	LeI	5
Average Weighted Mean	3.18	MI	

The data revealed that the first indicator having different types of trash cans for biodegradable, non-biodegradable and recyclable waste ranked first with a weighted mean of 4.00; students practice waste segregation in school ranked second with a weighted mean of 3.79. The 3rd in rank was plastic bottles were recycled to make flower pots and decorations with a weighted mean of 3.44. All indicators were interpreted as Highly Implemented. On the other hand, the conduct of recycling contest was on the 4th rank with a weighted mean of 2.59 and it was interpreted as Moderately Implemented. Finally, the 5th in rank was the conduct of trash can painting with a weighted mean of 2.06 and it was interpreted as Less

Implemented. The average weighted mean was 3.18 interpreted as Moderately Implemented. Based on the data presented, it could be inferred that YES-O had interesting activities that encouraged the students to participate. For those students who were not able to take part in activities that required physical strengths, they could still join other events that showcased their artistic talent through painting, labelling of trash cans and recycling. In addition, it could be inferred that the conduct of a contest on trash can painting was less implemented because most of the trash cans were bought from the store and they were made of plastic. Using ordinary paints which learners could use in painting was not suitable for materials made of plastic. However, trash cans were labeled so there was insufficient space for them to paint. Instead of painting the trash cans, there were pictures of items which could be thrown so that learners were properly guided. The study of Sharma and Anamika (2022) was also linked to the findings of the present study. They evaluated the waste management practices in educational institutions in India and other countries. It was found that there were many waste management methods practiced handling paper, plastic, organic waste, inorganic waste, and using a smart bin system for waste collection, sorting, and 3R techniques in achieving a zero-waste campus. It was further supported by Bandura's Social Learning Theory that people learn not only through direct experience, but also by observing others. Bandura stated that in social settings, people learn best through observation and imitation; secondly, that a person's mental state can affect this learning process; and lastly, that even when something is learned in this environment, it does not mean that there will necessarily be a permanent change in behavior in the learner.

Awareness Campaigns: It was deemed important to conduct awareness campaigns for everyone to be informed about any program. Table 3C presents the status of implementation along awareness campaigns to address specific issues on pollution, sanitation and health. Based on the data presented, it was shown that awareness campaign through the use of post-it to remind students about water conservation was first in rank with a weighted mean of 3.68, interpreted as Highly Implemented. Next was the conduct of environmental awareness, disaster management and risk reduction seminars with a weighted mean of 3.21. It was followed by campaigns on some environmental issues and its prevention, 3rd in rank, with a weighted mean of 3.15; slogan making contest was done in line with the celebration of Science month conducted which was on the 4th rank, with a weighted mean of 2.74; and poster making contest which was on the 5th rank, had a weighted mean of 2.62. They were all interpreted as Moderately Implemented. The average weighted mean was 3.08 also interpreted as Moderately Implemented.

Table 3C. Status of implementation along Awareness Campaigns

Indicators	WM	Int	Rank
Reminds students to conserve water	3.68	HI	1
Conducts environmental awareness, disaster management and risk reduction seminars	3.21	MI	2
Conducts environmental campaigns	3.15	MI	3
Holds Slogan making contest	2.74	MI	4
Initiates poster making contest	2.62	MI	5
Average Weighted Mean	3.08	MI	

It was noted that post-it on water conservation were scattered on the different wash areas strategically located in school. They were posted so that learners would be reminded to conserve water particularly to turn off faucets when not in use

especially that the community was having problems on water supply. Moreover, post-it also informed them about the importance of water in the survival of life, both animals and plants. Furthermore, the data revealed that poster making got the lowest rating since it was rarely done in school. Poster making which was done in school had a different theme or topic, not on environmental awareness. It was only done in connection with Science and Math celebration. The study conducted by Gulliver, Fieldling, and Louis (2019) also supported the findings of the present study. Campaign success was influenced by the groups' ability to maintain strong personal support networks, use skills, and communicate effectively. The resources available throughout the larger environmental advocacy network are crucial, and reach agreement on shared strategic values between stakeholders. It was also supported by Hines, Hungerford and Tomera's Theory of environmentally responsible behavior (ERB) as cited by Akintunde (2017) that possessing an intention of acting is a major factor influencing ERB. The Model of Responsible Environmental Behavior indicates that the following variables: intention to act, locus of control (an internalized sense of personal control over the events in one's own life), attitudes, sense of personal responsibility, and knowledge were reasons for a person to adopt a behavior or not.

Finally, it was also supported by Bandura's Social Learning Theory which is based on the premise that people learn not only through direct experience, but also by observing others. Bandura stated these key concepts: firstly, that in social settings, people learn best through observation and imitation; secondly, that a person's mental state can affect this learning process; and lastly that even when something is learned in this environment, it does not mean that there will necessarily be a permanent change in behavior in the learner. If learners were able to observe those activities from adults in school and the community, they would be able to do them on their own, even without supervision. They would have the initiative since those activities were observed from them.

Trainings: For the activities to be successful, trainings among the learners should be done. Based on the data presented, fire drills, earthquake drills, were conducted in school to prepare the students, teachers and other stakeholders for disaster was 1st in rank with a weighted mean of 3.85. This was followed by the conduct of risk reduction seminar to properly handle risks caused by environmental disturbances with a weighted mean of 3.29. Both of the indicators were interpreted as Highly Implemented. The 3rd in rank was the training of teachers on tree planting to be able to teach the students with a weighted mean of 3.18.

Table 3D. Status of implementation of the YES-O along Trainings

Indicators	WM	Int	Rank
Conducts fire drills, earthquake drills, etc.	3.85	HI	1
Conducts risk reduction seminar to properly handle risks caused by environmental disturbances	3.29	HI	2
Trains teachers in tree planting	3.18	MI	3
Conducts disaster management seminar	2.74	MI	4.5
Holds environmental awareness seminars and campaign	2.74	MI	4.5
Average Weighted Mean	3.16	MI	

It was followed by disaster management seminar to teach and train students, teachers and stakeholder on how to properly behave during disaster; and seminars and campaign intended to raise awareness on the environmental occurrences fell on the

same rank and both had a weighted mean of 2.74 interpreted as Moderately Implemented. Finally, the average weighted mean was 3.16 interpreted as Moderately Implemented. From the data presented, it could be inferred that fire and earthquake drills were periodically conducted in school to prepare learners, teachers and stakeholders in case it occurred anytime, whether in school or at home. These drills also equipped them with knowledge on what needed to be done to minimize the number of casualties or injuries since nobody could predict the occurrence of natural disasters like earthquake. However, for man-made disasters like fire, learners were also taught its prevention. These activities were also mandated by the Department of Education through the School Disaster Risk Reduction Management. Other trainings conducted in school were in collaboration with other government agencies particularly by the Bureau of Fire Protection, Philippine National Police, Red Cross, and among others. Furthermore, it could be inferred that seminars and campaigns intended to raise awareness for the students, teachers and other stakeholders on the environmental occurrences were rarely done. With these seminars and campaigns, the school thru the YES-O coordinators needed to coordinate with other government agencies for them to be realized. Because of too many activities in the school, seminars and campaigns regarding environmental occurrences rarely happened, for there were co-curricular activities that needed to be accomplished first to enhance the skills of the learners. The research of Barrera (2022) supported the findings of the present study. The implementation of environmental laws and programs like YES-O is a major challenge in every sovereign state in terms of how to sustain the environmental climate for the development of the country. As a result, the level of implementation and effectiveness of environmental laws in Camarines Sur, Philippines were moderate, despite the fact that the majority of the laws implemented were enacted in the House of Representatives and Senate before being implemented in the local government unit. It was further supported by Bandura's social learning theory which states that most humans learn to behave observationally through a process called modelling. This involves putting observations into practice in the real world.

Nursery Establishment and Tree-Planting Activities: To improve the school landscape, and to provide shade and enough supply of oxygen, trees are very essential. Table 3E shows the status of implementation along the establishment of nursery and tree planting activities. It was shown on the table that having seed beds and pots for planting crops was 1st in rank with a weighted mean of 3.62. It was followed by the consistency of monitoring of planted trees and crops which ranked 2nd with a weighted mean of 3.44. Both were interpreted as Highly Implemented. Tree planting being conducted in school was 3rd in rank with a weighted mean of 3.18; YES-O implementers ensured that plants were properly taken care of was on the 4th rank with a weighted mean of 3.03; and they knew and instructed other stakeholders on how to take care of plants and crops was on the 5th rank with a weighted mean of 3.00. The abovementioned indicators were interpreted as Moderately Implemented. The average weighted mean was 3.25 interpreted as Moderately Implemented. The data revealed that the school thru the initiative of the YES-O coordinators and with the help of other teachers, had seed beds and pots to be used in planting crops. These seed beds were very important because from them, learners could get seedlings to be transplanted and be ready for harvest.

Table 3E. Status of implementation along Nursery Establishment and Tree-Planting Activities

Indicators	WM	Int	Rank
Has seed beds and pots for planting crops	3.62	HI	1
Monitors consistently the planted trees and crops in my school	3.44	HI	2
Conducts tree planting activities in school	3.18	MI	3
Ensures that plants are properly cared of	3.03	MI	4
Knows and instructs other stakeholders on proper caring of the plants and crops	3.00	MI	5
Average Weighted Mean	3.25	MI	

The success of this activity could also be associated with the 4P's program which required all the parent-beneficiaries to take part in the program mandated by the government. Finally, the crops grown from the seed beds and pots could also be used as ingredients in the feeding program. Moreover, it could be inferred that YES-O implementers had little chance of educating other stakeholders to properly take care of plants and crops. Additionally, they did not have sufficient knowledge and expertise to inform or instruct them on what to do to grow healthy plants or crops. With this, they could just invite resource speakers from other government agencies like Department of Environment and Natural Resources (DENR) and Department of Agriculture to educate properly the stakeholders. Finally, they could also learn to use organic fertilizer by utilizing biodegradable materials which could be found at home like fruit and vegetable peels, animal manure among others. The study of Perez (2019) was linked to the present study. It was found that despite the fact that schools are required to implement YES-O activities, monitoring and evaluation had been lacking in recent years. With a greater emphasis on revitalizing and strengthening the program, various stakeholders must be aware of it and participate in its improvement. Before it can be considered truly responsive to the needs of the learners, issues such as poor monitoring and evaluation, time constraints in the conduct of activities, and uncoordinated and overlapping projects by different youth organizations must be addressed. Thus, activities relevant to nursery, seed beds, tree planting must be consistently monitored. Finally, it was also supported by Hines, Hungerford and Tomera's Theory of environmentally responsible behavior (ERB). The internal control center had a very considerable impact on the intention of acting, which determined an individual's ERB substantially. This model also highlights the existence of a relationship between the control center, attitudes of individuals and their intention to act. The authors asserted that the control center directly affects an individual's attitude which can lead to an improved intention of acting and improved behavior. Thus, the theory concentrates more on existing interactions between parameters that influence a person's behavior than on the singular impact of a single variable.

Youth for Environment Summer Camp: One of the activities that every member of YES -O was excited to participate was the summer camp. Table 3F presents the status of implementation along Youth for Environment Summer Camp. The data revealed that schools conducted Youth for Environment Summer Camp once a year. It did not follow a specific schedule unlike the Science and Math Celebration. However, not all activities related to summer camp were included. It was also noted that participants in the summer camp were mostly members of the Science Club. Members of other clubs were not interested to join although the learning that they could get from the camp could be applied not only in

school, but also at home. In addition, it could be inferred that participants in the summer camp did not find the activities fun and environment friendly since most of the activities were outdoors and the use of gadgets was not allowed. Integrating technology could make the activities fun and engaging. This could also be the reason why non-members were not encouraged to participate.

Table 3F. Status of Implementation along Youth for Environment Summer Camp

Indicators	WM	Int	Rank
Conducts Youth for Environment Summer Camp annually.	1.79	LeI	1.5
Conducts Environmental leadership training in the YES Summer Camp.	1.79	LeI	1.5
Conducts environmental campaign in the YES Summer Camp.	1.71	LaI	3
Opens YES Summer Camp for all students	1.68	LaI	4
Conducts fun and environmental friendly activities	1.65	LaI	5
Average Weighted Mean	1.72	LaI	

The study of Cadiz *et al.* (2020) supported the present findings. They found that one of the best practices of YES-O was to align the proposed activities with the school activities. The organizations' activities take into consideration the existing school activities including academics and other activities indicated in the prescribed school calendar of DepEd. It was also further supported by Ajzen and Fishbein's Reasoned/Responsible Action Theory as cited by Akintunde (2017). The theory stipulated that the intention of acting has a direct effect on behavior, and that it can be predicted by attitudes. These attitudes are shaped by subjective norms and beliefs, and situational factors influence these variables' relative importance. Reasoned Action Theory accounts for times when people have good intentions, but translating intentions into behavior is thwarted due to lack in confidence or the feeling of lack of control over the behavior.

Table 3G presents the summary of the status of implementation of YES-O activities. It was revealed from the table that nursery establishment and tree planting activities was on the 1st rank and had a weighted mean of 3.25. It was followed by waste management, segregation and recycling program which fell on the 2nd rank and got a weighted mean of 3.18. Next was the trainings which was on the 3rd rank and had a weighted mean of 3.16, while awareness campaigns to address specific issues such as pollution, sanitation and health was on the 4th rank and had a weighted mean of 3.08. Moreover, clean-up drive inside and surrounding the school premises, including public and common areas in the community was on the 5th rank and had a weighted mean of 2.79. All these activities were interpreted as Moderately Implemented. Finally, Youth for Environment Summer camp was on the 6th rank with a weighted mean of 1.72, interpreted as Least Implemented. The over-all weighted mean was 2.86 interpreted as Moderately Implemented. From the data presented, it could be inferred that the schools, through the initiative of the YES-O Coordinators and members and with the participation of other teachers and learners, were eager to make the surrounding more conducive to learning by having more plants of various kinds and sizes. Plants contributed to the beauty of the surrounding. Furthermore, it could be used as alternative classrooms especially when the temperature was too hot. Having crops in school also helped in the feeding program as the vegetables harvested could be used as ingredients to make the food more nutritious.

Table 3G. Summary of the Status of Implementation of YES-O Activities

Aspects	AWM	Int	Rank
Nursery Establishment and Tree-Planting Activities	3.25	MI	1
Waste Management, Segregation and Recycling Program	3.18	MI	2
Trainings	3.16	MI	3
Awareness Campaigns	3.08	MI	4
Clean – Drive	2.79	MI	5
Youth for Environment Summer Camp	1.72	LaI	6
Over-all Average Weighted Mean	2.86	MI	

Furthermore, it could also be inferred that other activities relevant to YES-O were linked to other programs mandated by the Department of Education like the WASH in school which promoted sanitation and waste management. For this reason, YES-O coordinators and members would not have difficulties in its implementation. Along the different activities, summer camp needed a lot of improvement in its implementation particularly in the various activities which were anchored on the objectives of the organizations. This study was supported by Chibuike (2021) as she cited nine practices on proper waste management such as recycling, reducing of waste products, repurposing of the products, refusing environmental pollutants, burning, incineration, waste prevention, waste segregation and public or community-based sanitation. Additionally, it was further supported by the research conducted by Perez (2019) who found out that because of the growing number of environmental issues, the YES-O Program had proven to be more relevant today. Since its inception in 2003, it had been a pioneer in empowering youth to protect and care for the natural environment through relevant and meaningful activities as aforementioned. Finally, it was also supported by the theory of Reasoned Action that provided a foundation for the understanding of why people may not act in favor of the environment, despite having good intentions either due to their lack of confidence or for the reason that they feel they lack control above the behavior. Furthermore, on the basis of different experiences and different normative beliefs, people may form different beliefs on the consequences of performing a behavior. These beliefs, in turn, determined the attitudes and subjective norms which then determine intention and the corresponding behavior. Better understanding of a behavior can be gained by tracing its determinants back to underlying beliefs, and thus influence the behavior by changing an adequate number of these beliefs.

Challenges Encountered in implementing the YES-O activities

Every activity conducted in school had challenges that coordinators and members encountered. By identifying the challenges, they could devise doable and possible strategies to improve its implementation. Table 4A to 4E illustrate the data on the challenges encountered in implementing the YES-O activities.

Pupils' Participation: Participation of the pupils in every school activity posed a challenge for the coordinators and members of any club. Table 4A shows the challenges encountered along pupils' participation. As shown on the table, students were not motivated to take part in the YES-O activities was on the 1st rank and it had a weighted mean of 1.82, while students were not aware of the benefits of environmental awareness so they refused to join was on the 2nd

rank and had a weighted mean of 1.76. Both of these indicators were interpreted as Mildly Experienced. Learners were not interested in understanding the environment in deeper level was on the 3rd rank and got a weighted mean of 1.74; learners did not want to participate in contests and activities was on the 4th rank and had a weighted mean of 1.65; while learners did not want to get engaged because they did not know the value of joining was on the 5th rank with a weighted mean of 1.62. These three indicators were interpreted as Least Experienced. The data presented above means that coordinators and other teachers did not have much difficulty in encouraging the learners to participate in YES-O activities. Some of them were also motivated to participate because of the various activities relevant to the organization. They were also aware of the different activities because the organization kept them informed. Whenever there were contests, everyone was invited and encouraged to participate.

Table 4A. Challenges Encountered along Pupils' Participation

Indicators	WM	Int	Rank
Not motivated to take part in YES-O activities	1.82	MiE	1
Not aware of the benefits of having environmental awareness	1.76	MiE	2
Not interested in understanding the environment in deeper level	1.74	LE	3
Do not want to participate in the YES-O contests and activities	1.65	LE	4
Do not want to get engage in the YES-O activities because of not knowing the value of joining	1.62	LE	5
Average Weighted Mean	1.72	LE	

Legend

- 4 (3.26-4.00) Highly Experienced (HE)
- 3 (2.51-3.25) Moderately Experienced (MoE)
- 2 (1.76-2.50) Mildly Experienced (MiE)
- 1 (1.00-1.75) Least Experienced (LE)

Furthermore, it could be inferred that there was no problem in terms of getting the learners engaged for they knew the value of joining various activities. Objectives of the organization were clearly explained to them through the campaigns that the organization conducted. Outputs or results like having proper waste disposal, signages or post-its, clean and green surroundings were seen by the learners. These were some of the reasons why they were motivated to participate. The study of Lualhati (2019) was also linked to the present study. The respondents were unaware of environmental issues and policies, despite being moderately involved in waste management and environmental initiatives. In addition, increasing students' awareness of environmental issues and policies is encouraged through a variety of activities such as seminars, slogans, class reporting, term paper writing, poster-making, editorial writing, team-building, exhibitions, and campaigns. Second, student organizations such as Go Green Club and YES-O Club are suggested to promote environmental stewardship and engage students in authentic experiences. Furthermore, Cadiz *et al.*, (2024) cited that the students were highly committed to advocating and sharing the activities of YES-O with their schoolmates and the other youth in the community. This kind of practices is making it easier to construct environmental communication and social learning metrics that go hand in hand (Waititu, 2021). Likewise, not all students are able to apply their knowledge about environmental awareness, even though they are aware of their importance (Arman *et al.*, 2019). It was further supported by Bandura's Social Learning Theory which is based on the premise that people learn not only through direct experience, but also by observing others. Bandura, enriching it with these key

concepts: firstly, that in social settings, people learn best through observation and imitation; secondly, that a person's mental state can affect this learning process; and lastly that even when something is learned in this environment, it does not mean that there will necessarily be a permanent change in behavior in the learner.

Parental Support: The success of any school activity was also attributed to the support of the parents as one of the stakeholders. Table 4B presents the challenges encountered along parental support. From the table presented, it was shown that parents did not have enough capacity to give time and resources in achieving the goals of YES-O which was on the 1st rank with a weighted mean of 1.71; parents were too busy doing other things which was on the 2nd rank with a weighted mean of 1.62; and parents as not supportive was on the 3rd rank and had a weighted mean of 1.59. In addition, parents were not interested in understanding the environment was on the 4th rank and with a weighted mean of 1.56, while parents not wanting to spend on camps and seminars was on the 5th rank and had a weighted mean of 1.50. All those indicators were interpreted as Less Experienced. The over-all weighted mean was 1.60 and it was interpreted as Less Experienced. The data revealed that the YES-O coordinators and members had very minimal issue about parents not having the needed time and resources in the implementation of activities. Though they had work, they made sure that whenever there were activities initiated by the YES-O, they made themselves available. They contributed not only their time and resources but also their talents. Coordinators, and members felt the presence of the parents in events they were needed.

Table 4B. Challenges Encountered along Parental Support

Indicators	WM	Int	Rank
Does not have time and resources in achieving the goals of YES-O	1.71	LE	1
Prefers other things instead of choosing to take part in the YES-O activities	1.62	LE	2
Does not support the goals of YES-O	1.59	LE	3
Does not show interest in understanding the environment better	1.56	LE	4
Does not want to spend money on YES Summer Camp and seminars	1.50	LE	5
Average Weighted Mean	1.60	LE	

Legend

4 (3.26-4.00)	Highly Experienced (HE)
3 (2.51-3.25)	Moderately Experienced (MoE)
2 (1.76-2.50)	Mildly Experienced (MiE)
1 (1.00-1.75)	Least Experienced (LE)

Furthermore, it could be inferred that parents were more than willing to share whatever they could. It was for this reason that meetings with parents were held so that they would know how they can help the school in the implementation of the activities. Though parents had small earnings, they contributed to the best they could. They maximized resources at home for they believed that small acts were needed for a goal to be accomplished. The result of the study could be linked to Yulianti *et al.* (2019) that parents with a low level of education tended to see themselves as incapable and not self-efficacious as they did not have flexible working hours and they faced financial issues, preventing them from being actively involved in their children's learning. The researchers also pointed out that working-class parents might have many troubles in their life, especially an economic struggle, as they tended to think that their primary life task was to fulfill their children's basic needs such as providing food and accommodation. As a result, children of working-class parents tended to spend their leisure

time doing fun activities that were arranged by themselves or by their friends because their parents did not have much time and resources for them. This was also supported by the Theory of Environmentally Responsible Behavior (ERB) as cited by Akintunde (2017) which highlights the relationship between the control center, attitudes of individuals and their intention to act. The authors asserted that the control center directly affects an individual's attitudes which can lead to an improved intention of acting and improved behavior. Thus, the theory concentrates more on existing interactions between parameters that influence a person's behavior than on the singular impact of a single variable.

Teachers' Skills in Managing YES-O Activities: Teachers played a major role in the successful implementation of the YES-O activities. Table 4C shows the data on the challenges encountered along teachers' skills in managing YES-O activities. The data showed that teachers were not planning ahead of time was on the 1st rank with a weighted mean of 1.74. It was followed by failing to delegate tasks accordingly that resulted in some conflicts on the 2nd rank with a weighted mean of 1.68. Teachers having limited knowledge on proper organizational management which resulted to poor YES-O activity performance and due to improper delegation, issues and conflicts kept on arising and lack of problem-solving skills kept the problem unresolved fell on the rank 3.5 and had a weighted mean of 1.53. Moreover, due to limited preparation time and lack of strategic planning, YES-O activities faced unwanted and unexpected circumstances in the implementation period that caused delay on the activity and the implementation in general was on the 5th rank with a weighted mean of 1.47. All indicators were interpreted as Less Experienced. The over-all weighted mean was 1.59 interpreted as Less Experienced. Based on the data presented, it could be inferred that teachers made an extensive preparation prior to the implementation of the activities. Part of their planning sessions included meeting with the school head, other teachers, parents and learners. They made sure that everyone involved was informed about the activities. Aside from that, they also coordinated with other local government agencies for their support either in kind or in cash. Furthermore, it could be inferred that YES-O faced unwanted and unexpected circumstances, but they were manageable since all the people involved took part in the successful implementation of all the activities. Problems were minimized since they were able to plan properly. The study of Perez as cited by Cadiz (2024) also supported the present study. Other issues and concerns were identified like weak monitoring and evaluation, time constraints in the conduct of activities, lack of funds for training, and uncoordinated and overlapping projects by different youth organizations.

Table 4C. Challenges encountered along teachers' skills in managing YES-O activities

Indicators	WM	Int	Rank
Does not plan ahead of time	1.74	LE	1
Fails to delegate tasks accordingly	1.68	LE	2
Has limited knowledge on proper organizational management	1.53	LE	3.5
Lacks lack problem solving skills and proper delegation of tasks	1.53	LE	3.5
Faces unwanted and unexpected circumstances resulting to delay	1.47	LE	5
Average Weighted Mean	1.59	LE	

This was further supported by Ajzen and Fishbein's Reasoned/Responsible Action Theory as cited by Akintunde (2017). The

Reasoned Action Theory assumes that human behavior is grounded in rational thought, and the model uses the Principle of Compatibility, which predicts that attitudes reflect behavior only to the extent that the two refer to the same valued outcome state of being (evaluative disposition). The theory stipulated that the intention of acting has a direct effect on behavior, and that it can be predicted by attitudes. These attitudes are shaped by subjective norms and beliefs, and situational factors influence these variables' relative importance. Reasoned Action Theory accounts for times when people have good intentions, but translating intentions into behavior is thwarted due to lack of confidence or the feeling of lack of control over the behavior.

School Support: Parents' active participation in any school activity depended on the support exerted by the school itself. Table 4D shows the data on the challenges encountered along school support. From the data, it was shown that the resources were insufficient to implement some of the activities was on the 1st rank with a weighted mean of 2.21. Next was, only few stakeholders aimed to pursue conducting the activities was on the 2nd rank with a weighted mean of 2.00. It was followed by not having enough space on the 3rd rank with a weighted mean of 1.69. These three indicators were interpreted as Mildly Experienced. On the other hand, the number of staff was not enough was on the 4th rank, with a weighted mean of 1.65, and school prioritizing other things rather than YES-O activities was on the 5th rank with a weighted mean of 1.53. These were interpreted as Less Experienced. The over-all weighted mean was 1.84 interpreted as Mildly Experienced.

Table 4D. Challenges encountered along school support

Indicators	WM	Int	Rank
Has insufficient resources to implement some of the YES-O activities	2.21	MiE	1
Involves only few stakeholders	2.00	MiE	2
Does not have enough space	1.79	MiE	3
Does not have enough staff	1.65	LE	4
Prioritizes other things rather than YES-O programs	1.53	LE	5
Average Weighted Mean	1.84	MiE	

Based on the data presented above, it could be inferred that the YES-O coordinators and members encountered problem with regards to finances. All activities in school to be successfully implemented required enough budget regardless of its source whether from SPTA (School Parents-Teachers Association) or from the school MOOE. SPTA dues were voluntary, so not all parents gave their contribution that can be used in implementing the YES-O activities. With this, coordinators often resorted to solicitation from other stakeholders in order to realize all the activities. In addition, it could also be inferred that some activities were not implemented because the school prioritized more important activities rather than those initiated by the YES-O. Due to extreme weather condition such as heavy rain or high heat index, classes were suspended. With this, learners' time in school were allotted to academic rather than extra-curricular activities. The study of Cadiz *et al.* (2020) supported the present study. They found one of the best practices of YES-O was to align the proposed activities with the school activities. During the crafting of the Calendar of Annual Proposed Activities (CAPA), the student officers and YES-O facilitators/ teacher-advisers highly considered the school calendar. The organizations' activities take into consideration the existing school activities including academics and other activities indicated in the prescribed

school calendar of DepEd. This was also supported by Hines, Hungerford and Tomera' s Theory of environmentally responsible behavior (ERB) as cited by Akintunde (2017). The theory argues that possessing an intention of acting is a major factor influencing ERB. The Model of Responsible Environmental Behavior indicates that the following variables; intention to act, locus of control (an internalized sense of personal control over the events in one's own life), attitudes, sense of personal responsibility, and knowledge suggested whether a person would adopt a behavior or not.

Table 4E shows the summary of challenges encountered in implementing the YES-O activities. From the table, it was shown that school support which was on the 1st rank with a weighted mean of 1.84 was interpreted as Mildly Experienced. It was followed by pupils' participation which was on the 2nd rank with a weighted mean of 1.72; parental support on the 3rd rank with a weighted mean of 1.60, and teachers' skills in managing YES-O activities was on the 4th rank with a weighted mean of 1.59. They were all interpreted as Least Experienced. The over-all weighted mean was 1.69, and it was also interpreted as Least Experienced.

Table 4E. Summary of challenges encountered in implementing the YES-O activities

Aspects	AWM	Int	Rank
School support	1.84	MiE	1
Pupils' participation	1.72	LE	2
Parental Support	1.60	LE	3
Teachers' skills in managing YES-O activities	1.59	LE	4
Over-all Average Weighted Mean	1.69	LE	

Based on the data presented in the table, it could be inferred that the organization felt the support of the school not only in terms of implementation, but also financial concerns. The school allotted budget for the activities to become successful. In addition, pupils' participation was not a major problem since they actively participated in the activities. Furthermore, it could also be inferred that parents were also reliable. Whenever their help was needed, they made sure that they were available. They also participated in the activities through financial contribution or manpower. As stakeholders, their involvement was a contributory factor in the success of the implementation. The study of Perez (2019) also supported the present study. He conducted a study on Promoting A Greener Curriculum Through Environmental Youth Organizational Program: A Policy Evaluation. Due to the increasing interest in environmental concerns even at the local community level, active involvement of learners, teachers and other stakeholders is viewed as another strength of the implementation of the program. This was further supported by the Ajzen and Fishbein's Theory of Reasoned Action. The model gives further explanations as to how good intentions for the environment are not enough in themselves to propel an action. Attitudes and subjective norms, as seen in figure 5, contribute to behavioral intentions, which can be used to predict behavior. Subjective norms in this context denote an individual's beliefs about whether their society's members, family, friends, and co-workers believe that the individual should or should not participate in a specific behavior. The social environment has been proven to mediate the consequence of environmental attitude on environmental behaviors. Similarly, Hanna's proposition gives a foundation for the incorporation of demographic characteristics as they influence individuals' attitudes towards the environment, positively or negatively.

Significant associations between the teachers' profile and status of implementation of YES-O activities

The significant association between the teachers' profile and the status of implementation of YES-O activities was also looked into. The results are shown in Table 5. In terms of age paired with the aspects of implementation: clean-up drive had an x^2 -value of 4.096 and p-value of .664; for waste management, the x^2 -value of 2.729 and p-value of .604; awareness campaigns, x^2 -value of 3.087 and p-value of .543; trainings, x^2 -value of 4.590 and p-value of .597; nursery establishment and tree planting activities, x^2 -value of 1.431 and p-value of .964; youth for environment summer camp x^2 -value of 2.391 and p-value of .303. All of these were interpreted as Not Significant. The over-all result had an x^2 -value of 3.845 and p-value of .427 also interpreted as Not Significant. On the other hand, in terms of gender paired with the same aspects of implementation: clean-up drive had an x^2 -value of 0.770 and p-value of .857; for waste management, the x^2 -value of 0.393 and p-value of .821; awareness campaigns, x^2 -value of 1.086 and p-value of 0.581; trainings, x^2 -value of 2.125 and p-value of .547; nursery establishment and tree planting activities, x^2 -value of 0.393 and p-value of .942; youth for environment summer camp x^2 -value of 8.196 and p-value of .042 and it was interpreted as Significant while the rest were interpreted as Not Significant. The over-all result had an x^2 -value of 2.391 and p-value of .303 interpreted as Not Significant.

Table 5. Significant association between the teachers' profile and the status of implementation

Profile	Aspects of Implementation	X^2	P-value	Interpretation
Age	Clean – Up Drive	4.096	.664	NS
	Waste Management	2.729	.604	NS
	Awareness Campaigns	3.087	.543	NS
	Trainings	4.590	.597	NS
	Nursery Establishment and Tree-Planting Activities	1.431	.964	NS
	Youth for Environment Summer Camp	2.391	.303	NS
	Overall Implementation	3.845	.427	NS
Gender	Clean – Drive	0.770	.857	NS
	Waste Management	.393	.821	NS
	Awareness Campaigns	1.086	.581	NS
	Trainings	2.125	.547	NS
	Nursery Establishment and Tree-Planting Activities	.393	.942	NS
	YES-O Summer Camp	8.196	.042	S
	Overall Implementation	2.391	.303	NS
Involvement in YES-O	Clean – Up Drive	8.211	.223	NS
	Waste Management	1.827	.768	NS
	Awareness Campaigns	2.947	.567	NS
	Trainings	3.077	.799	NS
	Nursery Establishment and Tree-Planting Activities	2.026	.917	NS
	YES-O Summer Camp	2.026	.917	NS
	Overall Implementation	5.106	.277	NS

Moreover, in terms of involvement in YES-O paired with the same aspects of implementation: clean-up drive had an x^2 -value of 8.211 and p-value of .223; waste management, the x^2 -value of 1.827 and p-value of .768; awareness campaigns, x^2 -value of 2.947 and p-value of .567; trainings, x^2 -value of 3.077 and p-value of .799; nursery establishment and tree planting activities, x^2 -value of 2.026 and p-value of .917; youth for environment summer camp x^2 -value of 2.026 and p-value of

.917. These were all interpreted as Not Significant. The overall result had an x^2 -value of 5.106 and p-value of .277 and also interpreted as Not. Significant

The data revealed that age was not associated with the implementation of the YES-O activities. Both young and old teachers did their best to make sure that all activities implemented by the organization were successful. In fact, they worked collaboratively. They complemented each other since young teachers possessed skills which the old ones were not good at just like in using technology. On the other hand, old ones possessed wisdom and wide experience which made them experts in the field. Furthermore, in terms of gender, other aspects of implementation were not associated except for youth for environment summer camp. With this, it could be inferred that gender was significantly associated in the implementation of YES-O activities particularly in holding summer camp. Female teachers were found to be detailed-oriented. They were able to see even small details which could affect the implementation of activities. Furthermore, parents felt more secure if female teachers were present supervising the activities since pupils felt like they were their mothers.

The study conducted by Elarco and Jalos, Jr. (2023) supported the findings of the present study. In their study, it was revealed that most teachers with experience in teaching were designated as YES-O Advisers/Teacher-in-Charge of YES-O and mostly female with higher and more advanced teaching experience and education. The academic and extracurricular excellence of a school is attributed to the leadership of the headmaster and teacher. Thus, the success of the administrative system in a school depends on the quality of the facilities in the school, the quality of curriculum and extra-curricular activities, quality teaching, leadership qualities, and the professional skills of teachers. It was also supported by Ajzen and Fishbein's Reasoned/ Responsible Action Theory. The model gives further explanations as to how good intentions for the environment are not enough in themselves to propel an action. Attitudes and subjective norms, contribute to behavioral intentions, which can be used to predict behavior. Subjective norms in this context denote an individual's beliefs about whether their society's members, family, friends, and co-workers believe that the individual should or should not participate in a specific behavior. The social environment has been proven to mediate the consequence of environmental attitude on environmental behaviors. Similarly, Hanna's proposition gives a foundation for the incorporation of demographic characteristics as they influence individuals' attitudes towards the environment, positively or negatively.

Intervention program to enhance stakeholders' awareness

Intervention program is one of the strategies employed for a type of targeted teaching program typically conducted in small groups or one-to-one settings. They are designed to address gaps in the implementation of activities by focusing on specific areas of need. When executed well, programs can have tremendous positive impact on activity's implementation and quickly close the attainment gap. However, when poorly implemented without strategy, they can prove to be costly and have a limited impact. The creation of an intervention program in the school setting ensures that issues identified will be given utmost attention and will be addressed promptly. It focuses on the actions and movement toward safeguarding, promoting, and conserving the environment for future generations. The

learners, teachers, parents and other concern stakeholders are holding different obligations to easily track if the program of YES-O activities are carefully implemented. Orientation activities are given from the beginning of the school year for them to initially gain background on how it being implemented in the school. Awareness of its members' role are one of the main concern of this program to effectively and properly initiate the activities of the YES-O. Thus overcomes the challenges and improves the implementation of program in the school community. Learners improves well their self-confidence in that they are able to learn independently. It is the tasks of all the people involved to take part so that its successful implementation will be achieved.

Intervention program to enhance stakeholders' awareness

I. Rationale

The occurrence of natural disasters in the country worsen over the years. This is associated with the location of the country within the Pacific Ring of Fire where earthquakes often happen with the presence of volcanoes in the ocean floor. This situation is aggravated by various human activities that have greatly affected natural resources. The government has been serious in implementing programs to lessen the effect and improve human condition. These programs are not only on the national level, but also on the school level to educate the learners about the danger of natural resources that are continuously being abused. In school, YES-O is in-charge of holding activities that promote a healthier environment. Science teachers, as YES-O coordinators, have tremendous roles in educating the learners about the environment and what they can do to take good care of it. However, with the numerous activities lined up for a school year, not all activities were religiously implemented. The contents of the intervention program to be adopted by the school put into consideration not only the students who are the target beneficiaries, but also the parents as key stakeholders. Additionally, the school setting, students' situations and experiences and the suggestions of the teachers are deemed important in the development of the intervention program.

VI. Strategies of Implementation

Who	What	How	Success Indicators
Learners, Teachers, School Heads	Orient learners at the start of the school year about the activities lined up initiated by the YES-O.	Science teachers through the help of club officers can conduct a room-to room campaign for the learners to be informed about, orient them about the activities lined up which are initiated by the YES-O. Moreover, they will be informed on how they can take part in the implementation of the activities.	75% of the learners will volunteer to join the organization.
Learners, Teachers, School Heads	Provide technical assistance to learners who act as leaders in a particular grade level for they will be the contact persons.	Once the list of learners who will join the YES-O is finalized, Science teachers will hold a training to be participated in by the leaders/ officers so they can help the teachers in the implementation of the activities	100% of the Leaders/ Officers are knowledgeable about their roles and should be in-charge of a particular grade level.
Teachers, School Heads	Inform the teachers during the first Faculty meeting about the intervention program which consist of activities initiated by YES-O	Science teachers and teachers involved in YES-O will inform the teachers about the activities. They can also give them tasks like communicating with other government agencies or in supervising/ coaching learners.	100% of the teachers are involved in the implementation of the YES-O activities.
Teachers, School Heads	Equip teachers by providing technical assistance on how they can help in the implementation of the YES-O activities to become successful	Providing assistance to teachers can be included as one of the activities during the LAC session. Science teachers and those who are involved in YES-O can also be sent to attend trainings or conduct benchmarking activity to other schools who are known in the implementation of the YES-O activities	100% of the Science teachers are given the chance to attend trainings relevant to YES-O activities
Parents/ Stakeholders, Teachers, School Heads	Inform the parents and other stakeholders during the first Parents – Teachers Conference about the YES-O activities	To enhance the stakeholders' awareness on YES-O activities, there should be close partnership. The success of any school activity is also attributed to parents/ stakeholders that is why they should be informed so that they will also know how they can help either human and non-human resources	75% of the parents/ stakeholders who participate in the activities
Parents/ Stakeholders, Teachers, School Heads	Orient them about their roles for the YES-O activities to become successful and sustainable.	Stakeholders should be oriented on how they can help such as providing trash bins, participating in clean-up drive, tree planting, cleaning of school territory, etc. Aside from manpower, financial assistance from stakeholders is also needed to finance other activities not covered by school MOOE.	80% of the resources are gathered to be used in the implementation of activities. 75% of the parents/ stakeholders are visible during the conduct of activities

II. Objectives

The following objectives are to be attained at the end of the school year:

- Devise strategies to better improve the implementation of activities initiated by the YES-O;
- Encourage parents and other stakeholders to be more involved in the activities initiated by the YES-O;
- Equip teachers with the necessary skills to implement successfully the activities; and
- Inculcate among learners love and concern for the environment.

III. Period of Implementation

Entire school year

IV. Mode of Implementation

Among Learners

Orient students at the start of the school year about the activities lined up initiated by the YES-O.

Provide technical assistance to learners who act as leaders in a particular grade level for they will be the contact persons.

Among Teachers

Inform the teachers during the first Faculty meeting about the intervention program which consist of activities initiated by YES-O

Equip teachers by providing technical assistance on how they can help in the implementation of the YES-O activities to become successful

Among Parents and Stakeholders

Inform the parents and other stakeholders during the first Parents – Teachers Conference about the YES-O activities

Orient them on their roles in the implementation of the YES-O activities to become successful and sustainable.

V. Source of Fund

A. MOOE for Activities aligned with COA guidelines

B. School Fund subject to availability and approval of the SPTA Officers and those which are not aligned with the COA guidelines.

Conclusion

Based on the findings of the study, the following conclusions were derived. (1) For the demographic profile of the Science teachers: most of them belonged to the middle-aged group; female; teachers were more involved compared to parents; no trainings attended; most teachers did not pursue post-graduate education; (2) The status of implementation of YES-O activities was Moderately Implemented; (3) The challenges encountered by Science teachers in implementing YES-O activities was Least Experienced; (4) Only gender was significantly associated with YES -O activities like Youth for Environment Summer Camp; (5) An intervention program was crafted based on the findings of the study to enhance the stakeholders' awareness.

Recommendations

Based on the findings and conclusions, the following were the recommendations offered: (1) Science coordinatorship can be changed periodically so that all Science teachers regardless of their age, gender, trainings attended and highest educational attainment will be given the chance to become coordinators. Moreover, those teachers handling other subjects can also be assigned to become assistant or grade level in-charge since all are called to become stewards of God's creation. This will make sure that all teachers are involved in YES-O; (2) Summer camp must also be given a priority and it must be included as one of the major activities for the entire school year. In case fund is insufficient in conducting summer camp, solicitation letters can be given to stakeholders; (3) Trainings for Science teachers/ coordinators should be included in a school-based or district-wide in-service training. Additionally, they can also conduct bench marking activities to schools which have successfully implemented YES-O activities; (4) For other researchers to consider other aspects of demographic profile such as marital status, teaching position, years in service, and among others which can be significantly associated with the implementation of YES-O activities; (5) For other researchers to consider looking into the demographic profile of the learners who are actively involved in the implementation of the YES-O activities and include it in crafting an intervention program.

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