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**TEACHERS' OPPORTUNITIES AND CHALLENGES IN SUPERVISING YOUTH  
FOR ENVIRONMENT IN SCHOOLS - ORGANIZATION (YES-O):  
BASES FOR PROGRAM ENHANCEMENT**

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**ABSTRACT**

This study explored the opportunities and challenges experienced by teachers in supervising the Youth for Environment in Schools Organization (YES-O) and proposed a program enhancement to strengthen its implementation. Using a qualitative research design with purposive sampling, semi-structured interviews were conducted to teachers who serve as YES-O advisers. Thematic analysis was used to identify recurring patterns and insights from their experiences. Findings show that teachers gained valuable opportunities such as promoting environmental stewardship, development of leadership and advocacy skills and parental support. However, they also encountered challenges such as time constraints, workload overload, limited financial resources, inconsistent student participation, and lack of collaboration. To cope with these challenges, teachers employed delegation and shared leadership, collaboration and partnerships and enhanced student motivation through engaging activities. The study proposes Strengthening the Youth for Environment in Schools Organization (YES-O): Enhancing Teacher Supervision, Student Engagement, and Environmental Stewardship as an enhancement program.

**Keywords:** *YES-O, opportunities, challenges*

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## INTRODUCTION

Environmental education has become an essential component of the global education agenda, emphasizing the need to instill sustainable practices and Eco-conscious behavior among students. The Youth for Environment in Schools (YES-O) is the only recognized co-curricular environmental club or organization established in partnership with the Department of Environment and Natural Resources (DENR) to consolidate all other environmental and/or ecology clubs or organizations in school with main and primary programs or projects for the environment or ecology in the said Organization. It promotes environmental awareness and action among learners. As an organization endorsed by the Department of Education, YES-O plays a significant role in promoting youth participation in ecological conservation (Department of Education, 2011).

Schools play a fundamental role in developing environmentally responsible individuals, with organizations such as YES-O serving as key facilitators of ecological engagement. While YES-O provides a structured approach to environmental advocacy, its implementation often faces challenges that stem from limited teacher capacity, administrative constraints, and resource availability. Understanding the dynamics of teacher supervision within this organization is critical to ensuring that students gain meaningful and impactful environmental experiences.

The success of this program heavily depends on the effective supervision of teachers who guide student initiatives. Teachers who oversee YES-O activities are often tasked with balancing academic responsibilities with extracurricular duties and their ability to effectively

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guide students in environmental initiatives depends on various factors, including institutional support, access to resources, and personal motivation.

Despite its potential, various challenges hinder the seamless implementation of YES-O activities. Identifying both the opportunities that empower teachers and the barriers that hinder their efficiency is essential in designing interventions that enhance YES-O supervision.

By examining these aspects, this study sought to contribute to the improvement of environmental education policies and practices in schools, ultimately strengthening the overall impact of YES-O programs.

This study is important because it gives voice to teachers, examines their experiences, and identifies the factors that support or hinder YES-O supervision. Its findings can offer evidence-based guidance for school leaders and program planners in creating an enhancement plan for better YES-O implementation. More importantly, understanding teachers' experiences can help build a more supportive environment where environmental education is meaningful, sustainable, and responsive to the needs of learners and communities.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, validity of the research instrument and data analysis.

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## Research Method

This study utilized a qualitative research method to explore and understand the opportunities and challenges experienced by teachers in supervising the Youth for Environment in Schools Organization (YES-O). A qualitative approach was appropriate because the study sought to describe teachers' lived experiences, perceptions, and insights, which cannot be fully captured through numerical or statistical data. Instead, qualitative research allows for in-depth exploration of personal narratives and contextual factors that shaped teachers' supervisory roles.

Through open-ended questioning and flexible interaction, this method enabled the researcher to gather rich, detailed accounts that reflected the real-life situations of YES-O advisers. It also provided the means to identify emerging themes, patterns, and meanings embedded in participants' stories. By focusing on the subjective experiences of teachers, the qualitative method supported a deeper understanding of both the positive opportunities and the constraints they encounter in carrying out their responsibilities. Ultimately, this research method offered a comprehensive and holistic lens through which the complexities of YES-O supervision could be examined.

## Research Design

This study employed a qualitative research design, specifically using phenomenology, to explore and describe the lived experiences of teachers in supervising the Youth for Environment in Schools Organization (YES-O). Phenomenology is appropriate because it

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allows the researcher to uncover the meanings, perceptions, opportunities, and challenges encountered by teachers based on their direct involvement in the organization. Through this design, the study generated rich and descriptive narratives that capture the essence of teachers' real-world experiences as YES-O advisers.

### Participants of the Study

The participants of the study consisted of four(4) YES-O teacher-advisers who are currently serving or have previously served as YES-O advisers in the Secondary Schools in the District of San Enrique for the School Year 2025-2026. These teachers have at least one year of experience in supervising YES-O activities, ensuring that they possess sufficient knowledge of the organization's processes, programs, and administrative requirements. The participants varied in age, length of service, and grade level handled, providing diverse perspectives that enhanced the depth of the findings.

### Sampling Design

This study employed purposive sampling, a non-probability sampling technique widely used in qualitative research. Purposive sampling allows the researcher to intentionally select participants who possess specific characteristics or experiences directly relevant to the research topic. According to Creswell (2021), purposive sampling is appropriate when the researcher seeks to gather rich and meaningful data from individuals who are knowledgeable about the phenomenon being studied. Similarly, Patton (2020) emphasized that purposive sampling enables researchers to identify information-rich cases from which one can learn a great deal about issues of central importance to the purpose of the study.

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In this research, participants were selected based on their direct experience in supervising the Youth for Environment in Schools Organization (YES-O). The inclusion criteria required that participants:

- (1) are current or former YES-O advisers,
- (2) have at least one year of involvement in YES-O activities, and
- (3) are willing to participate in an interview.

### Research Instrument

The primary data-gathering tool used in this study was a semi-structured interview guide. The guide consisted of open-ended questions designed to elicit detailed narratives about teachers' opportunities, challenges, strategies, and perceptions in supervising YES-O. Semi-structured interviews allowed flexibility—the researcher could probe further based on participants' responses, ensuring in-depth exploration of emerging themes. The interview guide was reviewed by experts for content validity to ensure clarity, appropriateness, and alignment with the study's objectives.

Additionally, field notes and recorded observations were used to capture non-verbal cues, emotional expressions, and contextual details that supported the analysis.

### Validity of the Research Instrument

Before the researcher-made interview schedule was finalized for validity, the adviser, the Dean of the Graduate School, and a panel of jurors with expertise in research, testing and

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assessment, and English were asked to review and validate each question for possible revision and improvement.

Validity refers to the degree to which the findings, interpretations, and conclusions drawn from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument effectively measures what it is intended to measure and that the results provide a credible reflection of reality. In establishing content validity, the questions and format of the instrument must be aligned with the study's defined variables and objectives to ensure that each item properly represents the construct under investigation. This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objective (Creswell & Creswell, 2022).

The comments, corrections, and suggestions provided by the panel of validators regarding the interview schedule were taken into account using the appropriate form of Good and Scates (1972), as cited by Soqueña (2021).

### Data Gathering Procedures

Data were gathered after obtaining permission from the school head and informed consent from the participants. Interviews were conducted face-to-face at the convenience of the participants. Each interview was audio-recorded with permission for accuracy of transcription. All data were treated with strict confidentiality.

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## Data Analysis

The data gathered from the participants were analyzed using thematic analysis, following the structured process recommended by Braun and Clarke (2006). After collecting the interview responses, the researcher transcribed all narratives verbatim to ensure accuracy and authenticity of the participants' perspectives. The transcripts were then read repeatedly to achieve familiarity with the data and to identify preliminary ideas relevant to the research questions. Initial codes were generated by highlighting significant statements, recurring expressions, and meaningful patterns emerging from the responses. These codes were carefully organized and clustered to form broader categories. Through constant comparison and refinement, these categories were further developed into themes that represent the participants shared experiences, insights, and challenges. The final themes were interpreted in relation to the existing literature and the objectives of the study. This analytical process ensured that the findings were systematically derived and accurately reflected the voices of the participants.

## RESULTS AND DISCUSSIONS

This study explored the opportunities, challenges, and coping strategies experienced by teachers in supervising the Youth for Environment in Schools Organization (YES-O). The findings are organized according to the research questions and emergent themes.

Teachers emphasized that YES-O enables them to cultivate students' environmental responsibility through experiential activities such as clean-up drives, tree planting, eco-brick

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making, and solid waste management programs. Through these initiatives, learners develop environmental awareness, advocacy, and action-oriented values.

Teachers reported witnessing significant growth in students' leadership abilities, confidence, teamwork, and communication skills. YES-O provides students with meaningful opportunities to lead projects, engage in environmental campaigns, and develop civic responsibility.

Teachers struggled to balance YES-O responsibilities with academic and administrative duties. The lack of structured time and formal support contributed to role overload.

A major challenge was insufficient funding for environmental activities. Teachers noted difficulties in procuring materials, supporting logistics, and sustaining long-term programs.

Teachers experienced difficulty motivating students whose academic priorities limited participation. Limited parental involvement also hindered project implementation.

Teachers coped by delegating responsibilities to student leaders, YES-O officers, and co-teachers. This shared leadership approach reduced workload and enhanced collaboration.

Teachers addressed financial and logistical challenges through partnerships with parents, school administrators, LGUs, and stakeholders. External linkages helped secure resources and support.

Teachers increased learner participation by designing enjoyable, meaningful, and purpose-driven environmental activities. Recognition and clear communication of YES-O's mission improved student and parent involvement.

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## Conclusion

Based on the findings, several key insights emerged:

YES-O is an effective platform for environmental education. Teachers maximize the organization to extend learning beyond the classroom and encourage environmental responsibility through real-world action.

Youth leadership flourishes when students are entrusted with responsibility. Giving students opportunities to lead fosters confidence, accountability, and civic-mindedness.

Teacher commitment is essential but must be supported. YES-O supervision adds a significant workload; without institutional support, teacher motivation and program quality may suffer.

Stakeholder collaboration strengthens program sustainability. Resource mobilization and partnerships significantly reduce financial challenges and broaden community involvement.

Student engagement improves when activities are relevant and enjoyable. Environmental programs must be designed to be interactive and meaningful to ensure consistent participation.

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