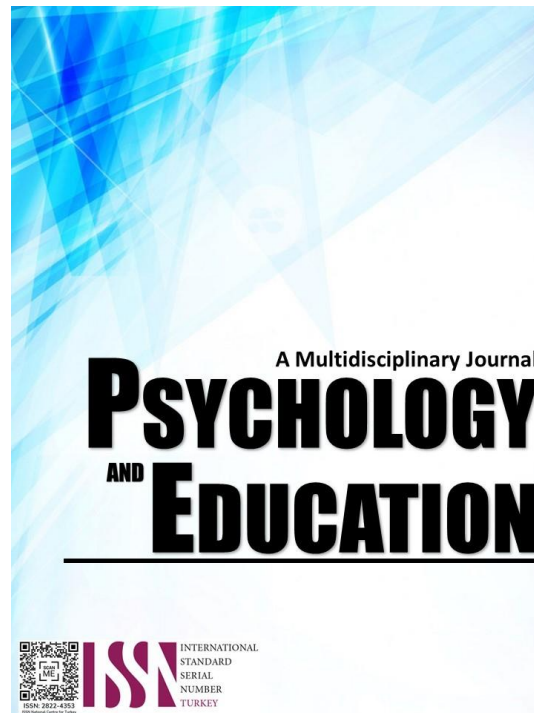


**COMPLIANCE OF SELECTED SECONDARY
SCHOOLS IN THE DIVISION OF QUEZON TO DEPED
ORDER NO. 66, S. 2017 ON THE CONDUCT OF
YOUTH FOR ENVIRONMENT IN SCHOOLS
ORGANIZATION YES-O) ACTIVITIES**



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Compliance of Selected Secondary Schools in the Division of Quezon to DepEd Order No. 66, S. 2017 on the Conduct Of Youth for Environment in Schools Organization (YES-O) Activities

Renato F. Elarco*, Leodegario M. Jalos, Jr.

For affiliations and correspondence, see the last page.

Abstract

This study was designed to determine the level of selected secondary schools in the Division of Quezon to DepEd Order No. 66, s. 2017 in conducting co-curricular and extracurricular, and off-campus activities. Specifically, this study seeks to answer the level of compliance of the selected secondary schools in the Division of Quezon to DepEd Order No. 66, s. 2017 in terms of departure as to planning, safety and security measures, site selection to Field Trips/ Educational Tours, service providers, learners, with Special Needs, Parents/ Guardian Conferences, and pre-departure briefings. Compliance with school rules, vehicle inspection, manifest, tracking, briefing upon arrival, close supervision, educational tourism, drop-off, and post-activity vehicle check. Compliance with the learner's culminating activity, activity, evaluation, and submission of the activity report. A significant difference in the level of compliance was assessed by the learners, parents, teachers, and school heads. Factors and reasons behind the level of compliance with DepEd Order No. 66, s. 2017. The researcher proposed an intervention based on the findings of the study to address compliance with DepEd Order No. 66, s. 2017. The quantitative design be used in the study. Quantitative design, and causal-comparative design be used. A causal-comparative design is a research design that seeks to find relationships between independent and dependent variables after an action or event has already occurred. The study be conducted in the selected secondary schools in the Division of Quezon. In this study, the researcher used purposive or deliberate sampling, defined as a criterion or purpose for selection that becomes the basis for identifying the respondents. The researcher used the frequency, percentage, mean, standard deviation, t-test, and the analysis of variance and statistical tools in this study.

Keywords: *organization, secondary school, youth for environment, field trips/educational tours*

Introduction

According to Reginio (2010), the main goals of teaching and learning are to support students' conceptual growth and extension, understanding of their environment, problem-solving abilities, and communication of newly acquired knowledge. A new concept is created when significant connections between areas of knowledge and other concepts are made. These connections result in a deeper comprehension of the word and a better ability for individuals to solve problems. (Traci Salter CWBS, 2011).

According to Wu (2009), educational tours and field trips have advantages for students since they can spark their curiosity, improve their academic performance, and give them hands-on experience. It was also said that field-based learning, where students may integrate their knowledge from the textbook and conversations in the classroom with the actual world, might be helpful in undergraduate and graduate education.

According to Salter (2011), the main goals of educational tours and field trips are to aid students in expanding the concepts they use, understanding the

environment in which they live, problem-solving, and communicating what they have learned. Field trip offers more than a chance to take a break from class discussions. Field trips should be connected to the curriculum, according to Kennedy (2014), so that students do not view it as merely a break from their studies. Classes and activities in the classroom that expose the material to the students before the trip should be used to prepare them for the experience. In line with these, the researcher sought to determine the level of compliance of selected secondary schools in the Division of Quezon to DepEd Order No. 66, s. 2017 in conducting educational field trips.

Research Questions

To determine the level of compliance of selected secondary schools in the Division of Quezon to DepEd Order No. 66, s. 2017 on the conduct of Youth for Environment in Schools Organization (YES-O) activities, this study was made.

Specifically, this study sought to answer the following questions:

1. What is the profile of the following respondents in terms of:

- 1.1 For Learners – age, sex, and grade level
- 1.2 For teachers and school heads – age, sex, designation, educational attainment and
- 1.3 For parents/ guardians of the learners – age, sex, educational attainment?
2. What is the level of compliance of selected secondary schools in the Division of Quezon to DepEd Order No. 66, s.2017 on the conduct of youth for environment in schools organization (YES-O) activities in terms of the following?
 - 2.1 planning as assessed by teachers, and school heads, and parents/guardians of the learners;
 - 2.2 activity proper as assessed by the learners, parents/ guardians, teachers and school heads;
 - 2.3 post-activity as assessed by the learners, parents/ guardians, teachers and school heads;
 - 2.4 activity evaluation the learners, parents/ guardians, teachers and school heads;
3. Is there a significant difference compliance of selected secondary schools in the Division of Quezon to DepEd Order No. 66, s.2017 on the conduct of youth for environment in schools organization (YES-O) activities in terms of the following?
 - 3.1 Planning as assessed by the teachers, and school heads?
 - 3.2 Activity proper, post-activity, and activity evaluation as assessed by parents/ guardians of the learners and teachers and school heads.
4. What factors affect the level of compliance of selected secondary schools in the Division of Quezon to DepEd Order No. 66, s.2017 on the conduct of youth for environment in schools organization (YES-O) activities in terms of the following?
5. What intervention program can be proposed by the researcher based on study's findings to improve compliance with the DepEd Order No. 66, s. 2017 on the conduct of Youth for Environment in Schools Organization (YES-O) Activities?

Methodology

Research Design

The quantitative design is used in the study. Under quantitative design, causal-comparative design is used. A causal-comparative design is a research design that seeks to find relationships between independent and dependent variables after an action or event has already occurred (Salkind, 2010). Researcher's goal is to determine whether the independent variable affected the outcome, the

dependent variable, by comparing two or more groups of individuals. It employs descriptive statistics that include the frequency distribution, measures of central tendency, and measures of dispersion or variation, (Broto, 2006). It accurately portrays the demographic profile of the respondents, and the perception of the individual respondent in a group.

Further, this study tested the hypothesis of the difference between the level of compliance of learners, parents, teachers, and school heads in DO No. 66, s. 2017.

Data Gathering Instrument

The data gathering instrument used was a survey questionnaire served as a data-gathering tool to elicit data collection regarding the respondents' evaluations consisted of five parts (5)- namely:

Part 1-Demographic profile of the

1. Learner-Respondents in terms of age, sex, and grade level.
2. Teacher-Respondents and School Head-Respondents in terms of age, sex, designation, and educational attainment.
3. Parent/Guardian-Respondents in terms of age, sex, and educational attainment for parents/ guardians of the learners.

Part II- Level of compliance of the public secondary schools in conducting Youth for Environment in Schools Organization (YES-O) Activity about DepEd Order No. 66, s. 2017 Implementing Guidelines of the Conduct of Off-Campus Activities, particularly on the following: planning, activity proper, post-activity, and activity evaluation.

Part III- was not included in the questionnaire, and was treated statistically using the analysis of variance to get the significant difference.

Part IV- Factors affecting the level of compliance of the secondary schools to DepEd Order No. 66, s. 2017.

Part V- Intervention Program selected public school from the four (4) congressional districts of the Division of Quezon implemented to improve compliance with the DepEd Order No. 66 s. 2017.

To indicate their responses, a five-point scale was used by the respondents. A close-ended type of questions was used in the survey questionnaire, from choices provided for the respondents to choose.

The researcher follows the procedures for validating the survey questionnaire. The researcher secured an approval letter from the research adviser, the dean of graduate studies, and the chairman of the extended graduate studies to conduct validation of the said questionnaire. After the letter was signed, it was brought to the five (5) validators who are experts in the field of study, including the validation sheet and the questionnaire. The validators signed the certificate of validation. The researcher after the validation of the research instrument from five (5) experts in the field conducted, pilot testing on ten (10) learners, ten (10) teachers, ten (10) parents, and one (1) school head in Doongan Ilaya National High School, Catanauan, Quezon. The result of the pilot testing was subjected to a reliability test.

Data Gathering Procedure

After the researcher drafted the questionnaire, it was submitted to the research adviser for comments and suggestions. The suggestions served as the guide for the revision of the questionnaire. After the approval of the research adviser, the final questionnaire was printed. Before data gathering procedure, the researcher secured a data-sharing agreement from the Division Office through the School Administrative Officer, including the permit to conduct survey from the Schools Division Superintendent. The letter asking the school heads of selected public secondary schools was signed by the research adviser, dean of graduate studies, and the chairman of the extended graduate studies. After the approval of the intention letter from the school's division superintendent of Quezon containing the request to conduct a survey of the learners, parents, teachers, and school heads, the questionnaires were distributed to the target respondents. It was retrieved by the researcher after it was fully accomplished. The gathered data were collected, tallied, analyzed, and interpreted.

Statistical Treatment

The statistical treatments used in this study were frequency, percentage, mean, standard deviation, t-test and the analysis of variance. The frequency of each item in a variable was tallied, and its percentage was computed against the total number of respondents. This was used to treat the demographic profile of the learners, parents/ guardians, teachers, and school heads respondents. For the level of compliance of the selected secondary schools in the four (4) congressional districts of the division of Quezon in relation to DepEd Order No. 66, s. 2017, "Implementing Guidelines on the Conduct of Off-

Campus Activities," particularly the conduct of Youth for Environment in Schools Organization (YES-O) activities in terms of planning, activity proper, post activity and activity evaluation; the factors affecting the level of compliance of the secondary schools to DepEd Order No. 66, s. 2017 on the conduct of Youth for Environment in Schools Organization (YES-O) activities; and intervention program selected public secondary schools in four (4) congressional district of the Division of Quezon to improve compliance with the DepEd Order No. 66, s. 2017, the formula mean was used. To determine the significant difference in the level of compliance in conducting off-campus activities, the researcher used t-test and analysis of variance (ANOVA).

Results and Discussion

The first part presented the demographic profile of the respondents in terms of age, sex, and grade level for learners; age, sex, designation, and educational attainment for teachers and school heads; and age, sex, and educational attainment for parents/ guardians.

The second part described the level of compliance of the selected secondary schools in the four (4) congressional districts of the division of Quezon concerning DepEd Order No. 66, s. 2017 particularly in planning, activity proper, post-activity, and activity evaluation as assessed by the learners, by parents/ guardians of the learners and teachers and school heads.

The third part showed a significant difference in the level of compliance with DepEd Order No. 66 s. 2017 as assessed by teachers, and school heads in terms of planning; activity proper, post-activity, and activity evaluation as assessed by parents/ guardians of the learners and teachers and school heads.

The fourth part showed the factors affecting the level of compliance of the secondary schools to DepEd Order No. 66, s. 2017 as assessed by learners, by parents/ guardians of the learners and teachers and school heads.

Profile of the Respondents

Table 1.1. *Profile distribution of the learners according to age, sex, and grade level*

Profile	Frequency	Percentage
Age		
12-14	0	0.0
15-17	60	100.0
18-20	0	0.0
21 and above	0	0.0
Total	60	100.0
Sex		
Male	18	30.0
Female	42	70.0
Total	60	100.0
Grade Level		
Grade 7	0	0
Grade 8	14	23.3
Grade 9	22	36.7
Grade 10	24	40.0
Grade 11	0	0.0
Grade 12	0	0.0
Total	60	100.0

As shown in Table 1.1, the majority of the learner's age bracket is 15-17 years old; while most of the respondents were male; and the grade level with the most significant number of respondent-learners was grade 10.

Most learner-respondents were included in the age bracket 15-17 because the grade level revealed that most of the respondents who answered the questionnaires were grade 10. As was indicated in these findings, the majority of the learner-respondents who participated in the survey were female.

Similarly, research in the US indicated that adolescent females are likely to participate in more extracurricular activities than males (Eccles et al., 2003; Feldman & Matjasko, 2005). This was confirmed by Martinez, et al. (2007) reported that adolescent females in Chile were more involved in prosocial and civic activities than Chilean adolescent males.

On the contrary, Dagkas & Ben (2006) expresses that Muslim lady face restrictions in participating in extracurricular activities for cultural and religious reasons. As such, they identify the need for cross-national studies on involvement in extracurricular activities.

Adolescent gender could moderate the association between extracurricular learning activities and cognitive ability, which may be due to gender

differences in academic effort. (Heyder, 2017)

Many researchers suggest that girls show more academic effort than boys. Lam et al. (2012) investigated the topic based on many adolescents and found that girls scored higher on persistence and effort. Male middle school students also showed higher effort avoidance than female students in South Korea. (Song, 2019)

Besides teachers, parents also considered girls as more self-disciplined than boys. (Duckworth, 2006) Thus, girls may get more cognitive improvement than boys when participating in the same learning activities.

Table 1.2. *Profile distribution of the teachers and school heads according to age, sex, designation and educational attainment*

Profile	Frequency	Percentage
Age		
20-25	6	10.0
26-30	12	20.0
31-35	0	0.0
36-40	12	20.0
41-45	6	10.0
46 and above	24	40.0
Total	60	100.0
Sex		
Male	14	23.3
Female	46	76.7
Total	60	100.0
Designation		
Teacher I	0	0.0
Teacher II	30	50.0
Teacher III	17	28.3
Master Teacher I	7	11.7
Master Teacher II	0	0.0
Master Teacher III	0	0.0
Head Teacher I	4	6.7
No answer	2	3.3
Total	60	100.0
Educational Attainment		
Graduate of Baccalaureate degree	8	13.3
With Masteral units	30	50.0
Graduate of Master's degree	18	30.0
With units in doctorate degree	2	3.3
Doctorate degree graduate	0	0.0
No answer	2	3.3
Total	60	100.0

Table 1.2 indicated the distribution of the teachers and school heads where the majority of the teachers and school heads have aged 41-45 years old, and there are more female respondents. Most of the teachers and school heads respondents were Teacher II, with most of them having masteral units as their educational attainment.

Table 1.2 revealed the majority of the teacher and school heads respondents have age bracket 46 and above, most are female, had Teacher II as their designation, and educational attainment having masteral units. These findings may be 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.

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. According to Chen (2007), the materialization of an effective school is highly dependent on leadership. He also noted that efficient and effective leadership enhance the progress and success of an organization. This was due to the behavior and the leadership style adopted by individual teachers that will affect the environment, commitment, involvement, and motivation of the students.

Similarly, the study of Alon (2017) stressed that the teacher plays a secondary role alongside a professional guide. The investigation deduced that teachers' and field trip guides' views of the teacher's role, the teacher's actual function on the field trip, and the relationship between them. It has been found that the different levels of teacher involvement, ranging from mainly supervising and giving technical help, to high involvement, especially in the cognitive domain and sometimes in the social domain. Analysis of students' self-reported outcomes showed that the more students believe their teachers are involved, the higher the self-reported learning outcomes.

Table 1.3 presented the age, gender, and educational attainment of the parents/ guardians of the learners. The majority of the parents/ guardians have ages 20-25 years old, most of them were female, and their educational attainment primarily high school graduate.

Table 1.3. *Profile of the parents/guardians of the learners according to age, sex, and educational attainment*

<i>Profile</i>	<i>Frequency</i>	<i>Percentage</i>
Age		
20-25	17	28.3
26-30	0	0.0
31-35	0	0.0
36-40	14	23.3
41-45	14	23.3
46 and above	15	25.0
Total	60	100.0
Gender		
Male	11	18.3
Female	49	81.7
Total	60	100.0
Educational Attainment		
Elementary Level	0	0.0
Elementary Graduate	0	0.0
Highschool Level	9	15.0
High school Graduate	37	61.7
College Level	0	0.0
College Graduate	4	6.7
Graduate of Vocational Course	10	16.7
Total	60	100.0

As shown in Table 1.3, most parents/ guardians' age bracket were 20-25 years old, meaning they were only beginning to be adults, mostly female since females matured first than male. The age of maturity of female is 18 years old, while male maturity is 21 years old. The highest educational attainment of the parents/guardians were high school graduates, which means that most of the learner's parents/guardians did not even go to college. While it is true that parents get involved in the in-campus activity, it is also their task to involve themselves in the off-campus activity.

As helpful as these customary forms of parent involvement are, they are far removed from what happens in the classroom. A growing body of research suggests that parents can play a more significant role in their children's education (Peterson, 2019). Most significant means not just inside the school but also outside the school campuses.

In addition, according to the memo, parents or guardians of students should also be consulted through a conference to discuss all approved and upcoming off-campus activities, and a pre-departure briefing should also be arranged by the school to be attended by the teachers, students, and parents/guardians. Moreover, those who fail to attend the briefing will not be allowed to join the off-campus activity (Cepeda, 2018).

Level of compliance of selected secondary schools in the Division of Quezon to DepEd Order No. 66, s.2017 on the conduct of youth for environment in schools organization (YES-O) activities.

Table 2.1. *Level of compliance to DepEd Order No. 66, s, 2017 in terms of planning as assessed by teachers and school heads*

Indicators	Teacher	Mean School Head	Total	SD	DI
The Focal Person In-Charge/ Teacher spearheads the planning and preparation of the YES-O activities	4.71	5.00	4.73	.446	HC
The Focal Person In-Charge/ Teacher facilitates the parents'/guardians' conference, pre-departure orientation, and other similar preparatory activities	4.66	5.00	4.68	.504	HC
The Focal Person In-Charge/ Teacher ensures that safety measures, protection of learners, and relevant procedures stipulated in DepEd Order 66 s. 2017 are strictly observed in the planning, activity proper, and post-activity stages	4.57	4.50	4.57	.500	HC
The Focal Person In-Charge/ Teacher conducts post-activity processing, and prepare the activity report to be submitted to the school head.	4.75	4.75	4.75	.437	HC
The Focal Person In-Charge/ Teacher monitors and evaluates if the plan made before, during and after the conduct of YES-O activities were fully implemented.	4.77	4.75	4.77	.427	HC
Composite Mean	4.69	4.80	4.70	0.463	HC

As shown in Table 2.1, all five (5) items were described as highly compliant in terms of planning as assessed by teachers and school heads stipulated in the DepEd Order No. 66, s. 2017. Several studies (Myers and Jones, 2015; Kennedy, 2014) have documented that the critical factor to a well-designed and eventually successful field trip is planning.

It is clear that field trips must be organized to complement the curriculum and, more significantly, accomplish the goals they were designed to. In reality, as a part of the teaching and learning technique in legal education, field visits have frequently been encouraged.

Higgins et al. (2012) stress that law reflects the norms of society, and it cannot be studied separately from interaction with the subjects, enforcers, and creators of the law. Law school's regularly employ a wide range of pedagogical techniques and strategies which facilitate experiential learning, such as clinical programs, moot courts, and field trips.

Table 2.2. *Level of compliance to DepEd Order No. 66, s, 2017 in terms of planning as assessed by parents/guardians of the learners.*

Indicators	SD	Mean	D
Parent/ Guardian of the learner participates in the planning and preparatory activities such as parent/guardian conference, pre-departure briefing, and other similar preparatory activities	.563	4.43	HC
Parent/ Guardian of the learners accomplishes and submits Parent's/Guardian's Consent Form (Annex C) to concern teachers to indicate that they are allowing their child/ren to join the YES-O activities	.591	4.42	HC
Parent/ Guardian of the learner informs the concerned teachers of the learners' specific medical needs;	.469	4.82	HC
Parent/ Guardian of the learner provides the required information stipulated in DepEd Order No. 66, s. 2017 prior to the conduct of the YES-O activities.	.469	4.82	HC
Parent/ Guardian of the learner ensures that necessary arrangements for travel insurance are secured.	.524	4.28	HC
Parent/ Guardian of the learner sees to it that the expected outcome of the learning experiences was realized by the learners as evaluated by parents/guardians.	.542	4.67	HC
Composite Mean	.526	4.57	HC

Table 2.2 presents the level of compliance to DepEd Order No. 66, s, 2017 in terms of planning as assessed by parents/guardians of the learners, with all the items getting a composite mean of 4.57, described as highly compliant.

According to DepEd Order 66, s. of 2017, 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 following 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.

Table 2.3. *Level of compliance to DepEd Order No. 66, s, 2017 in terms of activity proper as assessed by the learners, parents/ guardians of the learners, teachers and school heads*

Indicators	Mean				Total		
	L	P	T	SH	Mean	SD	DI
School rules and guidelines apply during YES-O activities.	4.87	4.52	4.83	4.75	4.74	.453	HC
On the day of the YES-O activities and before learners board the vehicle, the school inspect and ensure that the vehicle is in good condition and crosscheck both the vehicle and the driver with those pre-identified for the activity.	5.00	4.80	4.86	4.75	4.88	.355	HC
All participants learners, parents/guardians, teachers, and other personnel sign a manifest before leaving the school premises and upon return to the school.	4.93	4.82	4.71	4.50	4.82	.402	HC
Head count conducted before leaving the school and upon arrival at every YES-O activity venue.	5.00	4.73	4.68	4.25	4.79	.504	HC
For YES-O activities with transportation providers, the school keep track of the vehicles that leave and return to the school, as well as the learner-and teacher-passengers and this is made transparent to parents or guardians.	4.58	4.58	4.61	4.50	4.59	.587	HC
A specific waiting area in the school designated where all returning learners shall be picked up by their fetcher. Learners whose fetchers are yet to arrive shall diligently wait in this area and shall be supervised by the teacher-in-charge.	4.80	4.67	4.71	4.75	4.73	.471	HC
Upon arrival at the venue, the learners briefed on the safety and security measures, emergency, and evacuation procedures, as well as rules and regulations to be observed in the venue. ID cards and Learner Safety and Emergency Cards shall also be checked by the concerned teachers.	4.93	4.68	4.68	4.50	4.76	.465	HC
Close supervision of learners observed in the entire duration of the YES-O activity. All learners shall be instructed to report their whereabouts to these concerned adult participants. In case of big group YES-O activities, there should be at least two chaperones in a vehicle of not more than the seating capacity. Learners shall	4.58	4.68	4.75	4.75	4.67	.482	HC
not be permitted to wander off on their own.							
For YES-O activities initiated by the division, region, or external entity, participating learners required to be accompanied by concerned teacher/s or coach/es from the participating school.	4.87	4.30	4.73	4.75	4.63	.495	HC
For virtual activities conducted at home or other areas off-campus, ensure that the safety protocol is strictly followed.	4.93	4.33	4.59	4.50	4.61	.572	HC
The parent/guardian who wishes their child or children to be dropped off elsewhere, shall directly communicate with the activity head or authorized personnel for the drop-off details. The learner's fetcher must already be in the agreed drop-off area by the time the learner is to be dropped off. Otherwise, the learner shall be dropped off and picked up at the school.	4.58	4.68	4.59	4.25	4.61	.573	HC
Grand Mean	4.82	4.62	4.70	4.57	4.71	.487	HC

As it is seen in Table 2.3, the level of compliance to DepEd Order No. 66, s, 2017 in terms of activity proper as assessed by the respondents (learners, parents, teachers and school heads), the secondary schools, based on the statement presented, were highly compliant when it comes to the activity proper.

As it was indicated in DepEd Order No. 66, s. 2017, to ensure the smooth conduct of off-campus activity, everyone from YES-O advisers/ teacher-in-charge, parents, learners, and school heads are in charge of the activity properly implementing the school rules, vehicle inspection, signing in the manifest, tracking and monitoring, briefing upon arrival, and the close supervision of learners.

It was recommended among others that teachers should take students on a field trips to promote and encourage active engagement in learning, self-motivation, discovery learning, and learning by experience (Amosa et al., 2015). It allows an opportunity for learners to get firsthand information on people, places, and things for the permanency of learning experiences (Instructional Strategies Online, 2013).

Table 2.4. *Level of compliance to DepEd Order No. 66, s, 2017 in terms of post activity as assessed by the respondents*

Indicators	Mean				Total		
	L	P	T	SH	Mean	SD	DI
1. The class adviser conducts a culminating activity and process with the learners the activities conducted vis-a-vis the curriculum. The activity aims to process and synthesize the learning experiences and insights of learners from the conducted YES-O activities.	4.58	4.70	4.39	4.00	4.55	.703	HC
2. Teacher/s involve ask the learners who joined the YES-O activities for feedback on the activity; particularly, things such as what went well, what went wrong, and things that can be improved next time. Evaluation shall cover the activity itself, the vehicle/s used, the venue, and other services when applicable	5.00	4.20	4.70	4.50	4.63	.496	HC
Grand Mean	4.79	4.45	4.55	4.25	4.59	.600	HC

As shown in Table 2.4, the level of compliance to DepEd Order No. 66, s, 2017, in terms of post activity, as assessed by the respondents, is highly compliant. As indicated in DepEd Order No. 66, s 2017, post activity included the learner's culminating activity, activity evaluation, and submission of activity reports.

Table 2.5. *Level of compliance to DepEd Order No.66, s, 2017 in terms of activity evaluation as assessed by the respondents*

Indicators	Mean				Total		DI
	L	P	T	SH	Mean	SD	
All teachers involved in the YES-O activities convene for a post-activity evaluation to discuss issues and concerns encountered during the entire duration of the trip. If only one teacher was involved, the evaluation should be done with the school head.	4.80	4.30	4.70	4.50	4.59	.504	HC
Feedback from both learners and faculty members is consolidated by the teacher/s involved, to be included in the Activity Report.	4.90	4.67	4.42	4.75	4.67	.505	HC
All concerned teachers prepare and submit an activity report (Annex D) to the school head for subsequent reporting to the Schools Division Office and Regional Office, whichever is the approving authority.	4.87	4.97	4.55	4.75	4.80	.441	HC
The report contains the documentation of learners' culminating activity and the evaluation of the learners and teachers. Specifically, the report shall highlight the academic gains relevant to the curriculum, evaluation of tour or service provider, and challenges encountered during the activity.	4.73	4.67	4.54	4.75	4.65	.523	HC
The "Tour Service Provider," excellently provides services and securities to the teachers and learners in their travel.	4.90	4.47	4.54	4.50	4.63	.517	HC
Conduct of monitoring and evaluation before, during and after the YES-O activities.	4.93	4.82	4.57	4.75	4.78	.430	HC
Grand Mean	4.86	4.65	4.55	4.67	4.69	.487	HC

Table 2.5 shows the level of compliance to DepEd Order No. 66, s, 2017 in terms of activity evaluation as assessed by the respondents, which is interpreted as highly compliant.

Significant difference in the level of compliance of selected secondary schools in the Division of Quezon to DepEd Order No. 66, s.2017 on the conduct of youth for environment in schools organization (YES-O) activities.

Table 3.1. *Significant difference in the level of compliance to DepEd Order No. 66, s, 2017 as assessed by teachers and school heads in terms of planning*

	p-value	Interpretation	Decision
Teacher vs School Head	.579	Not Significant	Reject H ₀

Table 3.1 shows that the difference in the assessment of teachers and school heads in the level of compliance to DepEd Order No. 66, s, 2017 in terms of planning is not statistically significant ($p = .579 > 0.05$). The existence of no significant difference tells us that the responses between the two groups of respondents do not differ.

This is attributed to the reasons that when it comes to planning, it is both the tasks of the school heads and teachers to plan the YES-O activities before they happen. Teachers plan of action are always subject to the school head's approval. Regarding school-based management, not everything that needs to be implemented in schools shall be based on the DepEd order and memorandum. Some actions where immediate decision-making should be done depending on the discretion of the school head.

As stipulated in the DepEd Order No. 66 s. 2017, following the principles provided for in these guidelines, all schools and other concerned offices shall prepare a plan and seek the approval of the concerned authorities. The teacher in charge or the YES-O focal person prepares the YES-O plan of activities in compliance with the memorandum issued. In this light, planning an off-campus activity like YES-O provides a clear justification that covers significant aspect relevant to the Science curriculum, safety and measures, and accountability of the stakeholders.

Table 3.2. *Significant difference in the level of compliance to DepEd Order No. 66, s, 2017 as assessed by the parents/ guardians of the learners, teachers, and school heads in terms of activity proper, post activity, and activity evaluation.*

Multiple Comparisons		p-value	Interpretation	Decision
Parent	Teacher	.940	Not Significant	Do not Reject H ₀
	School Head	.991		

Table 3.2 showed the assessed level of compliance to DepEd Order No. 66, s. 2017, as assessed by parents/guardians of the learners, teachers, and school heads the in terms of activity proper, post-activity, and

activity evaluation, is not statistically significant between parents/guardians of the learners and teachers with $p = .940 > 0.05$, and parents/guardians of the learners and school heads with $p = .991 > 0.05$ interpreted as not significant

The level of compliance with DepEd Order No. 66, s. 2017, as assessed by the respondents in terms of activity proper, post-activity, and the activity evaluation,

On the other hand, if parents to teachers and school heads and teachers to school heads, the relationship is not significant. In case, the hypothesis will not be rejected. The hypothesis, there is a significant difference in the level of compliance to DepEd Order No. 66, s. 2017 as assessed by the parents, teachers, and school heads, will be accepted.

Given these, DepEd shall establish standards and procedures in the conduct of Off-Campus Activities involving learners, teachers, and relevant offices to maximize the gains from such activity and ensure its alignment with the overall learning outcomes. Additionally, this policy aims to provide general and specific guidance to the roles of relevant stakeholders, safety and security measures, and accountability mechanisms.

Factors affecting the level of compliance of the secondary schools in the Division of Quezon to DepEd Order No. 66, s. 2017 on the conduct of Youth for Environment in Schools Organization (YES-O) activities

As mentioned in Table 4 the factors presented affecting the level of compliance of the secondary schools to DepEd Order No. 66, s. 2017, was described as highly affected, meaning the factors presented highly affected the implementation of what is stated in the DepEd Order No. 66, s. 2017.

This is attributed to the fact that funding sources affect the learners in participating in the YES-O activities, especially because they have no source of fund to pay for the travel expenses, internet fee, and food, during the conduct of the said activity. Finding the means of transportation, especially during the pandemic, strict safety protocol, ensuring the safety of the learners, COVID-19 restrictions, and weak internet connections were hindrances to complying with the DepEd Order No. 66, s. 2017.

Table 4. Factors affecting the level of compliance of the secondary schools to DepEd Order No. 66, s. 2017 on the conduct of Youth for Environment in Schools Organization (YES-O) Activities

Indicators	Mean		Total	SD	DI
	Learners	Parents	Mean		
Absence of funding sources for the students to participate in the YES-O Activity.	4.58	4.15	4.37	.661	HA
Difficulty finding means of transportation that is budget friendly	4.45	4.40	4.43	.774	HA
Strict safety protocol and Inter-agency Task Force COVID19 prohibits the conduct of the activities stated in the YES-O programs	4.77	4.40	4.58	.805	HA
Ensuring the safety of YES-O participants while conducting the YES-O activities.	4.83	4.75	4.79	.755	HA
The activity stated in the YES-O cannot be fully implemented due to COVID19 restrictions.	4.53	4.48	4.51	.810	HA
Internet connection is weak during the conduct of virtual election of Division YES-O officers	4.58	4.62	4.60	.771	HA
Grand Mean	4.62	4.47	4.55	0.763	HA

Conclusion

This study came up with these conclusions: (1) Majority of the learner who participated in the survey ages were 15-17 years old, most of them were female, and currently enrolled in Grade 10. For teachers and school heads, majority of the teacher age were 46 and above, most of them are female, were designated as Teacher II, and their educational attainment were with masteral units. The parents/ guardians of the learners age, sex and educational attainment were 20-25 years old, female and high school graduate respectively. (2) The level of compliance of the selected secondary schools in the four (4) congressional districts of the division of Quezon concerning to DepEd Order No. 66, s. 2017, Implementing Guidelines of the Conduct of Youth for Environment in Schools Organization (YES-O) Activities in terms of planning, activity proper, post-activity, and activity evaluation as assessed by learners, parents/ guardians of the learners, teachers and school heads was highly compliant. (3) It is not statistically significant when it comes to the level of compliance with DepEd Order No. 66, series of 2017 in terms of planning as assessed by the teachers and school heads, so the hypothesis is rejected. The level of compliance as to activity proper, post-activity, and activity evaluation as assessed by parents/ guardians of the learners, and school heads is not significant, so the hypothesis is not rejected. (4) The factors affecting the level of compliance of the secondary schools to DepEd Order No. 66, s. 2017,

was described as highly affected.

This research came up with the following recommendations: (1) The learners, and teachers should attend the YES-O orientation facilitated by the YES-O Focal Person and the school head for them to be oriented on its implementation. (2) Since it was stated in the findings of this study that the level of compliance with the DepEd Order No. 66, series of 2017 is highly compliant, the school involved in this study must share their best practices to other schools who were not 100% compliant. (3) The learners, parent/ guardian of the learners, teachers and school head must have the proper coordination and they must be fully informed of the YES-O Off-Campus activity proceedings. (4) The orientation should thoroughly discuss the sources of funding, means of transportation/ vehicle to be used in bringing the YES-O participants to the activity venue, the safety protocol implemented by Inter-Agency Task Force (IATF), safety of YES-O participants, the extent of implementation of the YES-O activities, and the nearest internet connection available. The orientation should also be conduct ahead of time. (5) For future researchers, the parents' perceptions on the issue of YES-O implementation and the DepEd funding sources on the YES-O activities should be studies.

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Affiliations and Corresponding Information

Renato F. Elarco

Paaralang Elementarya

Department of Education - Philippines

Dr. Leodegario M. Jalos, Jr.

Marinduque State College - Philippines