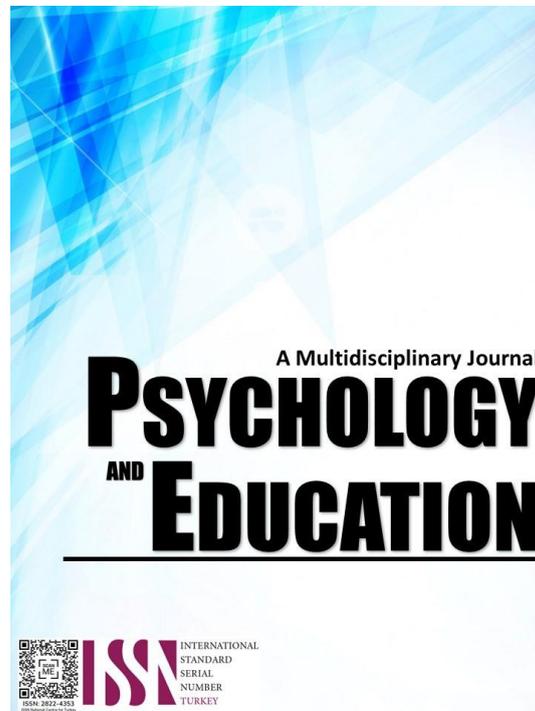


IMPLEMENTATION OF BRIGADA ESKWELA BY SCHOOL SIZES IN THE 4TH CONGRESSIONAL DISTRICT OF QUEZON PROVINCE



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Implementation of Brigada Eskwela by School Sizes in the 4th Congressional District of Quezon Province

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Abstract

The research sought to ascertain the level of implementation of Brigada Eskwela in Quezon Province's 4th Congressional District. The descriptive-comparative research design was appropriate for the questionnaire created as an instrument for data collection, with statistics such as weighted arithmetic mean and one-way ANOVA. Data were gathered through a researcher-created questionnaire based on the Brigada Eskwela (BE) Manual for School Heads and DepEd Memorandum No. 62 s. 2022. It was given to 267 respondents from 10 municipalities in Quezon's 4th Congressional District, as well as 89 school heads, 89 Brigada Eskwela coordinators, and 89 stakeholders. According to the findings, the Brigada Eskwela Program was highly executed via preparation efforts, partnership engagement activities, impact on school performance, resource generation, and bayanihan efforts. At the 0.05 level of significance, there is no significant difference in the implementation of Brigada Eskwela among small, medium, large, and mega schools in terms of preparation effort, effect on school performance, resource generation, and bayanihan effort. In the result the findings of the study, it was revealed that lack of materials, sources of funds, managing human resources, and collaborative effort of stakeholders to participate, and less participation of stakeholders. And also, it was revealed that coping strategies like the spirit of volunteerism, allocating the budget for the implementation of Brigada Eskwela, communication with the stakeholders, capacity development programs, and continuous improvement through a development mindset. An implementation plan was proposed to further reinforce and strengthen school and community relationships, boost the spirit of volunteerism among stakeholders, build partnerships with the community, and extend resources through Brigada Eskwela Program.

Keywords: *brigada eskwela, volunteerism, implementation plan*

Introduction

While the government is entrusted with providing free and high-quality education to all Filipino children and youth, the community in which they develop is a key stakeholder in their education. The business sector, which will employ these young Filipinos sooner or later, is also a key stakeholder in their education. Therefore, the effective partnership of all of these stakeholders is the foundation for ensuring that Filipino children attend school.

Education is a public government role in the Philippines. It has happened. Republic Act No. 9155, often known as the "Governance of Basic Rights Act," stipulates Section 2 of the Philippine Constitution, as amended by the Education Act of 2011, and announces the state's policy to safeguard and promote the rights of all citizens to provide high-quality primary education and make it available to all, offering free and obligatory education to all Filipino children. Elementary education is free, as is secondary education.

Similarly, before the 1987 Constitution, Section 2 of Batas Pambansa Bilang 232, also known as the Education Act of 1982, states that it is the policy wherein the State establishes and maintains an

absolute, adequate, and integrated system of education relevant to the goals of the national government; to this end, the government shall ensure the maximum contribution of the State within the context of a free and democratic system.

President Marcos' economic team presented his administration's Eight-Point Economic Agenda during his first SONA to create aims and objectives to increase the delivery of excellent education in the Philippines.

With this spirit of volunteerism and public-private partnership for education, Republic Act 8525, or the "Adopt-A-School Act," was made in 1998. Through Adopt-A-School Program (ASP), private sector companies and professionals have the opportunity to contribute to improving the country's public education system.

To bring the spirit of the Adopt-A-School Program to the community level, maximize civil participation, and use local resources to improve public schools, the Department of Education established National Schools Maintenance Week in May 2003, which was formalized in May 2008 by the Department of Education Order No. 24, s. 2008. The program, known as Brigada Eskwela, brought teachers, parents, and community members together every third week of

May to work on repairing and preparing public schools for school opening.

Brigada Eskwela is an exceptional presentation that exemplifies the Filipino's enduring bayanihan spirit. In the age of consumerism and individuality, this project has demonstrated that Filipinos can keep compassion for their neighbors and other people and willingness to collaborate without expecting anything in return.

Private institutions/individuals and local government bodies contributed to the endeavor in the spirit of Bayanihan. Throughout the week-long event, volunteers work on minor repairs, painting, and cleaning school campuses (Vargas 2016). After some time, it was grown in popularity that held annually. The optimal academic performance of the learner and the acquisition of desirable behavior is based upon a healthy learning environment, which involves the interaction of several sectors. With this, there is a strong expectation for institutionalizing school reform methods emphasizing volunteering and public-private collaboration in education. Based on volunteerism and multiple partnerships, Adopt-A-School (ASP), specifically Brigada Eskwela of the Department of Education (DepEd) in the Philippines, provides an opportunity for school-community stakeholders and the private sector to work collaboratively toward the noble goal of educating all Filipinos (Llego, 2020).

The school administrators' initiative and concerted efforts engage all concerned stakeholders and parties in developing a sense of ownership in seeking private partners and presenting them with priority improvement areas based on sound and quality data. These are all appreciated due to assistance and services extended to the schools supporting the implementation of the Basic Education Learning Continuity Plan, also known as BE-LCP school year 2020-2021. BE-LCP is a package of education interventions that will respond to fundamental education challenges brought about by the COVID-19 pandemic.

The Philippines was declared a state of calamity by Presidential Proclamation No. 929, s. 2020 last March 16, 2020, suspending and temporarily ceasing businesses, enterprises, and business operations, resulting in a near-complete halt to the execution of school programs. Based on the result, education is one of the sectors most harmfully affected by the COVID-19 pandemic (De Villa et al., 2020).

Schools have become the most vulnerable to safety and security threats, especially in CALABARZON Region, where COVID-19-positive cases have reached an all-high. As a result, based on a survey, the

Department implemented alternative modes of instruction, most notably modular distance learning. At the same time, face-to-face suspended per public health protocol and existing ordinances.

Brigada Eskwela is no longer traditional, which entails physical cleaning, painting, repainting, and other minor repairs. Unless another DepEd issuance specifies otherwise, the implementation of the said program continues for two weeks preceding the start of classes in public schools, subject to the current local risk classification and community quarantine guidelines.

Brigada Eskwelas' new model focuses on preparations and establishing partnerships to ensure that learning continues even during COVID-19. The events highlight collaborative efforts that support the Department's efforts to secure the continuation of high-quality primary education in the face of COVID-19's challenges and to execute the BE-LCP.

Stakeholders may help by giving thermal scanners, hand sanitizing equipment or supplies, and printing COVID-19 and sanitation/proper hand washing and hygiene education materials to help BE and Oplan Balik Eskwela provide safety and health practices to students and instructors.

As part of the partnership to deliver the primary education curriculum during COVID-19, Brigada Eskwela will also engage partners in promoting and providing learning options like local radio and TV stations and other available media as the printing of self-learning modules for distance learning.

The Department of Education (DepEd) launched Brigada Eskwela 2022 to promote collaboration and resiliency in primary education, whereas "the relationship between the stakeholders, parents, teachers, LGUs, and the entire community on BE program opens a deeper and meaningful relationship even until this school year closes," Vice Pres. and Education Sec. Sara Z. Duterte said as she addressed partners and personnel at Imus Pilot Elementary School.

Through this, with the national government supporting the Department's Development Plan 2030 serve as our guide to success of the Department's plans and programs completed by unending love for the profession of teaching, our learners, and the future of our nation," said by VP-Secretary Duterte added.

In connection with the theme of Tugon sa Hamon ng Ligtas na Balik-Aral, this program which it will run



until August 26, will highlight our country's unending efforts in various partnership engagements, creating a safe learning environment, teaching and non-teaching personnel, and community to attain safety while ensuring the delivery of quality education to our learners.

Brigada Eskwela 2022 will be a full-fledged initiative concentrating on educational access and quality. Brigada Eskwela sa Paghahanda, weeks of school maintenance, and minor to medium repair for re-opening in-person classrooms make up the physical part of 2022 BE.

In terms of education quality, BE, as supplemented by Brigada Eskwela Plus, aims to boost learner involvement, minimize dropouts, and improve education quality in participating schools to improve student achievement. Brigada Pagbasa is an after-school reading remediation program developed in response to the Bawat Bata Bumabasa (3 Bs) Initiatives.

Through the years, the DepEd program has been a constant activity and one of the programs of each school to open its doors to the community to solve problems like repairs or lack of facilities and even donations of items and materials that are essential to learning.

The researcher would like to know the degree of implementation of Brigada Eskwela in the 4th Congressional District of Quezon to solve the difficulties and obstacles encountered and noticed during the implementation of Brigada Eskwela. It serves as the core in developing an activity plan to guide the successful execution of the Brigada Eskwela Program in the following years.

Research Questions

The research sought to ascertain the implementation of Brigada Eskwela by school sizes in 4th Congressional District of Quezon. Specifically, sought to answer the following questions:

1. What is the level of implementation of Brigada Eskwela by school sizes in small, medium, large, and mega schools when it comes to the following criteria?
 - 1.1. Preparation Effort
 - 1.2. Partnership Engagement Activities
 - 1.3. Influence on School Performance
 - 1.4. Resource Generation
 - 1.5. Bayanihan Effort
2. Is there a significant difference in the implementation of Brigada Eskwela when grouped

into school sizes?

3. What are the challenges encountered by the schools in implementing Brigada Eskwela Program?
4. What are the coping strategies used by the schools in encountering challenges in implementing Brigada Eskwela Program?

Literature Review

Preparation Effort

According to Glickman & Gordon (2009), Pre-Implementation Stage was the period where successful school efforts extend beyond school walls. School Improvement needs to connect to the community members to be involved in planning, implementing, and assessing improvement efforts. This idea may associate with the school improvement efforts of the Brigada Eskwela (BE) which involvement of the community even before the implementation.

This stage serves as the preparation for a successful implementation which should start as early as January. The school heads have to initiate the organization of Brigada Eskwela committees and orientation on specific roles and tasks. While the role of a school head is the key to the Brigada Eskwela Program, the assistance and active participation of the stakeholders ensure its success (Brigada Eskwela Manual, 2009).

In this stage, organizing the efforts of the stakeholders is the first step to take by way of establishing the following various committees, which will be responsible for the different concerns in implementing Brigada Eskwela. After forming the committees, it is essential to orient the members about their roles and tasks (Brigada Eskwela Manual, 2009).

According to Cheminais (2008), establishing school-community partnerships is to share resources and reduce duplication of services. Schools may give simple access to children and families needing community resources by collaborating with other organizations. They can ensure that parents and other family members know all the support available and how to obtain such services through community agencies.

The Steering Committee, which spearheads program execution and oversees the numerous initiatives to act on, is the first to form. Members of the Committee can appoint chairs for the various Brigada Eskwela Working Committees, such as the Advocacy and Marketing Committee, which is in charge of raising



public awareness and encouraging stakeholders to participate, and the Resource Mobilization Committee, which will generate resources, both material and financial. The program execution committee directs and monitors the execution of various activities as defined in the school work plan and administrative and financial activities (Brigada Eskwela Manual, 2009).

Another important working committee, according to the same source, is the Documentation Committee, which will prepare the necessary documentation and report the prescribed forms, take photos and video footage of activities, especially the improvements done in the schools (before, during, and after photos). It is also responsible for keeping and maintaining records and pertinent papers and documents such as daily reports on donations received and daily attendance of volunteers. Proficient time in planning and implementation, as early as January, the school head must conduct an ocular inspection and assessment of school facilities needing repair. A designated School Physical Facilities Coordinator and any PTA members may help determine the school's repair and maintenance needs. A need assessment is a vehicle used to determine the needs and current level of satisfaction of school staff and families regarding the school's family-involvement opportunities.

According to Aguilar (2011), broadcasting the word many schools battle with a level of staff exhaustion or a lack of leadership means that good ideas always stay on the ground. In other instances, schools are willing to build new beneficial community relationships but must know how to do. In addition, there is a need to widely publicize programs and partnerships which have already experienced success to support existing practices and encourage far more schools and community agencies to explore new collaborative partnerships.

The Resource Mobilization Committee and the collaboration with the completed BE Form 01 (Physical Facilities Repair and Maintenance Needs Assessment Form) and the school's BE Work Plan can determine the resources required, partners, and volunteers to participate in the Brigada Eskwela, which will firm up the type of services and materials to source for the conduct of BE. With these elements in place, BE will likely be implemented productively and successfully at the school (Brigada Eskwela Manual, 2009).

Implementation Stage. Implementation occurs during Brigada Eskwela Week, or "National School

Maintenance Week" (NSMW). It starts in the third week of May, just before the start of courses. All of the marketing, lobbying, and resource mobilization activities made during the pre-implementation stage will bear fruit at this point. It was also when the school executed plans with the help of volunteer stakeholders and partners. The principal becomes the show's star because the school takes center stage during Brigada Eskwela Week. School administrators might help teachers get professional development in family and community participation (Mueller, 2004).

Start the week with a simple kick-off ceremony to set the mood and formally stimulate the volunteers' enthusiasm. While this program need not be extravagant. It would be helpful to make it inspiring and meaningful. It will provide the school head with an opportunity to acknowledge the volunteers and stakeholders who are supporting the program.

The presence of prominent stakeholders in the community, i.e., LGU and barangay officials, DepEd officials, PTCA, and School Governing members during the opening program, can help boost the morale of the volunteers. A presentation on the mechanics of BE program and an overview of planned activities would be interesting to highlight. It is not limited to a school work plan on BE, significant projects/activities, donations and commitments received during the pre-implementation phase, and support or assistance needed to accomplish (Brigada Eskwela Manual, 2009).

The presence of prominent stakeholders in the community, i.e., LGU and barangay officials, DepEd officials, PTCA, and School Governing members during the opening program, can help boost the morale of the volunteers. A presentation on the mechanics of BE program and an overview of planned activities would be interesting to highlight. It is not limited to a school work plan on BE, significant projects/activities, donations and commitments received during the pre-implementation phase, and support or assistance needed to accomplish (Brigada Eskwela Manual, 2009).

Post-Implementation Stage. The stage of the Brigada Eskwela speaks of the school's success in implementing the Brigada eskwela program. The week speaks of collaborative efforts, meaningful relationships, and notable accomplishments. It also sends a strong message of how much the community puts value in education. Hence, it is only proper that these be documented and reported. The period following the week-long festivities is known as Post



Brigada Eskwela. During this time, the data is compiled and reflected in the many forms produced and presented by the various working groups, notably the Documentation Committee. It is in the school's achievement report (Brigada Eskwela Manual, 2009).

In addition, the same source stressed that preparation of the final accomplishment report is when the school head convenes the members of the BE Steering Committee and all Working Committees immediately after the BE week. The Documentation Committee members, with the help of the other committee members, summarize and consolidate all the completed reports or forms for submission.

The final forms of the Brigada Eskwela (BE) will go through the District Supervisor, who consolidates or summarizes the accomplishment reports submitted by the different schools, then submits them to the Division Office. The Assistant Schools Division Superintendent designated, or the Brigada Eskwela Coordinator of the division consolidates or summarizes the accomplishment reports submitted by the District Supervisors, then submits them to the Regional Office thru the regional Brigada Eskwela coordinator. The regional consolidated accomplishment reports will submit to the Adopt-A-School (ASP) Secretariat (Adopt-a-school Primer, 2007).

According to the study's results by Requina (2022), the BE program would require dedicated school professionals, cooperative parents, a supportive community, and disciplined learners to volunteer for the activities. The school is looking for volunteers who can devote time, effort, and enthusiasm to improving school infrastructure. The level of compliance was rigorously evaluated with the BE Focal personnel during the implementation stage to confirm the programs' success, as indicated in DO No. 17 s. 2006 a nationwide volunteer effort that involves all school personnel, learners, parents or guardians, and public and private stakeholders. In Brigada Eskwela, compliance is focused not only on the external stakeholders who play a direct part in the school's programs and activities and students' performance in their educational journey.

As she cited the study of Bartolome et al. (2017), parent involvement denotes the amount to which a parent is concerned with their children's education. Educators also believed in achievement among students. They learn most effectively once encouraged and assisted by others they know can be trusted. The Brigada Eskwela provides a safe-friendly, healthy

environment and welcoming atmosphere to all educators, learners, and stakeholders. It is because schools promote a healthy environment that is conducive to learning.

Partnership Engagement Activities

Community involvement is one of the five strands of Domain 5: Building Connections in the nationwide adoption and implementation of Philippine Professional Standards for School Heads in the Philippines (DepEd Order No. 24, s. 2020) in the Department of Education (DepEd). Most participants believed in the valuable contributions of stakeholders and the active participation of private partners in school. Improvement, particularly in the pursuit of continuing education of learners in the new normal school year 2020 – 2021. Basic Education Learning Continuity Plan (BE-LCP) is a package of education interventions that will respond to basic education challenges brought about by the COVID-19 pandemic (DepEd Order No. 12, s. 2020). School administrators must work side-by-side with the stakeholders such as the Local Government Unit (LGU) officials and employees, the parents and guardians, and identify potential private partners.

Influence on School Performance

Most participants shared that constant communication with the stakeholders is in written, verbal, phone, and online means. Besides, the private partners are the winning formula in implementing Adopt-A-School Program: Brigada Eskwela for our most cared students. Effective communication for Brigada Eskwela, a form of partnership, requires consistent follow-ups and updates from the school administrators and their technical working groups to ensure the stakeholder's and private partners' positive responses and commitment to extend assistance to the schools through services and donations. Numerous school/family/community partnerships have produced dramatic and lasting increases in student achievement.

Direct involvement takes place in the areas of activities. Teachers must, among other things, "diligently" execute duties related to their profession and the whole school's didactic, instructional, and teaching functions, including duties related to making sure kids ensure safety at all school-sponsored events, encouraging each student's growth and pursuit of fully realized personal development. Give teachers deal with information in those duties, discuss, advise, and bargain with a variety of parties accompanying them

Sekua (2016).

However, not all participants have set up constant and effective communication with the stakeholders, and the private partners, particularly in the new concept of Brigada Eskwela, to ensure that learning continues even during COVID-19. Generally, the common practice is to deliver a letter of invitation to stakeholders to participate in the annual Brigada Eskwela and/or solicitation to source out donations from private partners that are no longer possible for some restrictions implemented by the constituted authorities. Using social media effectively in the current climate can benefit the school's public image, community connections, and students' learning.

Resource Generation

Another challenge is sourcing resources and assistance through services and donations during the full implementation of community lockdowns for standard health protocols as experienced by school administrators during Brigada Eskwela in the new normal (Presidential Proclamation No. 929, s. 2020). Most school personnel, including the school administrators, were in alternative work arrangements: three-day onsite duty and a two-day work-from-home scheme (DepEd Order No. 11, s. 2020). As stated in the preparations stage, not all participants, specifically school administrators, have established continuous and effective communication with stakeholders and private partners. Moreover, learning and development for the administrators is a must. Obtaining resources and assistance from targeted private partners is the primary focus. There is a difficulty in the new normal.

Bayanihan Effort

The school must involve all stakeholders, interested parties, and private entities. A school community engagement, collaboration, and partnership support the adage that it takes a village to educate a child. Thus, education is a shared responsibility shared by schools and the entire community to ensure holistic, inclusive, responsive, and of high quality. Based on the Joint Implementing Guidelines 2020 of Brigada Eskwela and Oplan Balik Eskwela, Relative to the COVID-19 Situation were specified in DepEd Memorandum No. 53, Series 2020. Republic Act 8525 created the Adopt-A-School Program. The school works to establish collaborations to support the Basic Education Learning Continuity Plan (De Villa et al., 2020). Collaboration and collaboration are winning strategies for extensive community participation. That is sourcing resources and assistance from the stakeholders and the private

entities to improve the school. Parents understand their critical role in helping the school source funds for modular distance learning.

Likewise, Catid (2022), cited from Torres (2021), revealed that various management or leadership strategies employ for higher success and to attract volunteers and participants in school-initiated activities like brigada eskwela. To ensure that whatever problem arises, the leader or the school head prepares a contingency plan. Furthermore, Galang (2020) discovered that school leaders' activities such as capacity-building programs, resource mobilization, intense engagement, frequent communication, support and cooperation, and teamwork emerged as noteworthy aspects in implementing brigada eskwela.

Another element to consider is implementing the brigada eskwela program; each stage must regularly examine to ensure success. Similarly, Romeo (2020) discovered that the degree of implementation of school-initiated activities such as brigada eskwela is moderate. However, it is showing better participation, implementation, and performance development.

It is also confirmed by the study of Mondina (2022), who stressed that the level of implementation of school activities and projects like brigada eskwela is high despite the impact of a pandemic. Thus, despite the calamity and crisis happening around us, the spirit of Bayanihan, cooperation, camaraderie, and volunteerism is still visible and observable. The importance of school readiness and preparedness in terms of environment and facilities is undeniable. The study of Oco (2022) revealed that a safe and adequate learning environment at school is a crucial player in one's performance and satisfaction as well as in participating in school-led activities and projects. To achieve this, the participation of stakeholders must be a reality, as the school and its personnel alone cannot suffice to solve the needs of the school.

That is why the school and its head must know the strategies that will attract volunteers, donors, and participants. Meanwhile, Catid (2022), cited from Cortez (2018), revealed that the most participated school program or activity by stakeholders like parents, volunteers, and students was Brigada Eskwela, and the parents made significant involvement by acting as observers and collaborators.

Distribution of Respondents

Table 1. Number of Respondents of the Study

<i>Municipalities</i>	<i>School Heads</i>	<i>B.G. Coordinators</i>	<i>Stakeholders</i>
Alabat	5	5	5
Atimonan	11	11	11
Calauag	12	12	12
Guinyangan	10	10	10
Gumaca	9	9	9
Lopez	11	11	11
Perez	7	7	7
Plaridel	4	4	4
Quezon	7	7	7
Quezon			
Tagkawayan	13	13	13
TOTAL	89	89	89

Methodology

Research Design

The study employed the descriptive-comparative research design which was appropriate to the questionnaire made as an instrument for data gathering. This was used because the researcher has the intention of comparing the variables as they existed in the actual setting. This study used a descriptive-comparative research design to attain its objectives. The study assessed whether there was a substantial difference in the degree of execution of the Brigada Eskwela Program and its relevant indicators.

This research is appropriate when the researcher would like to find the implication of the study based on the gathered data to improve the quality and standard of mentioned indicators in the variables of the study.

Research Locale

The locale of the study was the 4th Congressional District of Quezon consisting of 10 municipalities: Alabat, Atimonan, Calauag, Guinyangan, Gumaca, Lopez, Perez, Plaridel, Quezon Quezon, and Tagkawayan. The Fourth Congressional District of Quezon is represented by 89 School Heads, 89 Brigada Eskwela coordinators, and 89 stakeholders.

Research Population and Sample

The respondents of the study were the schools across the 4th Congressional District of Quezon. Purposive sampling was used in selecting schools ranging from small to mega school sizes. School heads, Brigada Eskwela coordinators, and stakeholders were considered and selected across different school sizes to complement the variety of data. The researcher utilized a research-made questionnaire to collect and gather the data needed for the study.

Research Instrument

The researcher-created questionnaire utilized in this study anchored from the Brigada Eskwela (BE) Manual for School Heads and DepEd Memorandum No. 62 s. 2022. The indicators were carefully chosen and improved after several consultations and discussions with the adviser. Important points were chosen and represent the essence, substance, and intention of the study. The researcher interviewed the instrument to get document analysis collected and the data about the research problems to measure the level of practices of Brigada Eskwela implementation.

The research instrument utilized the five-point Likert Scale to find out the degree of implementation of the Brigada Eskwela (BE) Program among the public elementary schools across different school sizes in the 4th Congressional District of Quezon Province.

The instrument used in gathering the data was a self-made questionnaire. This was crafted through the guidelines set on the Brigada Eskwela Program and it was divided into four parts, where the level of implementation of Brigada Eskwela measured the different schools' sizes, which will focus on the preparation effort, partnership engagement activities, impact to school performance, resource generated and bayanihan effort.

Data Gathering Procedure

The following procedures were used in gathering data relative to the conduct of the study. For the research process, the following procedures were undertaken. The researcher asked permission from the Division Office, through channels to conduct the research study.

After the approval, the researcher conducted an interview and gave the questionnaires to the respondents across the 10 municipalities in the 4th Congressional District of Quezon. The said interview questions and questionnaires were formulated and validated by the researcher herself. When all the data were collected, the researcher presented the data in tabular and graphical forms together with the data on tables and figures, thus analyzed, and interpreted. Summary of the findings were likewise made and the conclusions were drawn by the researcher.

Results and Discussion

The level of implementation of Brigada Eskwela by school sizes in small, medium, large and mega schools when it comes to:

Table 2. Preparation effort of implementation of brigada eskwela in small, medium, large, and mega school

A. Preparation Effort	Small Mean	Medium Mean	Large Mean	Mega Mean	Mean
1. Ensure cleanliness, sanitation, and washing in schools.	3.91	3.97	3.98	4.00	3.95
2. Compliance with health protocol.	3.93	3.97	3.98	4.00	3.96
3. School safety and disaster preparedness.	3.90	3.96	4.00	4.00	3.94
4. Prepare the classroom as a conducive learning center.	3.79	3.90	3.84	3.92	3.85
5. Mobilize parents, alumni, civic groups, local businesses, non-government organizations, teachers, students, and individuals	3.60	3.68	3.64	3.92	3.65
Composite Mean	3.83	3.90	3.89	3.97	3.87

Table 2 shows the level of implementation of Brigada Eskwela in small, medium, large, and mega schools in terms of Preparation effort. The table revealed that when it comes to ensuring cleanliness, sanitation, and washing in schools, the mean was 4.00 or fully implemented in mega schools while 3.98, 3.97, and 3.93 mean ratings from small to large schools' range to fully implemented. In terms of compliance with health protocol; small to mega schools range it means to 4.0, 3.98, 3.97, and 3.93 which are all fully implemented. It could glean that in school safety and disaster preparedness in mega and large schools, the mean was 4.00 while different mean ratings were 3.96 and 3.90, respectively. While the preparedness of the classroom as a conducive learning center, the mega school has a

mean of 3.92, while 3.90, 3.84, and 3.74 were from different school sizes. Mobilize parents, alumni, civic groups, local businesses, non-government organizations, teachers, students, and individuals, the mean in mega schools was 3.92 while in other school sizes, the mean was 3.68, 3.64, and 3.60.

Generally, the total mean when it comes to preparation effort is 3.87 or *fully implemented*. It can be implied that the schools in the 4th Congressional District of Quezon are fully implemented through the Brigada Eskwela Program when it comes to preparation efforts. The program was able to implement its use especially when it comes to ensuring cleanliness, sanitation, and washing in schools, compliance with health protocol, preparing classrooms as conducive for learning, and mobilizing parents, alumni, and other individuals. Thus, Brigada Eskwela Program helps the schools in preparing the physical facilities and surroundings for the upcoming school year.

Furthermore, the schools in Quezon's 4th Congressional District demonstrate the school, community, and stakeholders' constant effort in responding to the requirements of public schools and being part of a countrywide effort to improve Philippine primary education. This program was significantly impacted since it was administered successfully in each school. Preparation efforts are considerably more successful before the start of courses, as parents, stakeholders, and instructors work together to ensure the beginning of lessons.

Relative to this, Glickman and Gordon (2009) highlighted how practical educational activities transcend beyond the school gates. School improvement must engage community stakeholders in developing, implementing, and evaluating improvement activities. This concept may relate to the Brigada Eskwela (BE) school development initiatives, which urge community engagement even before implementation.

In addition, Brigada Eskwela Manual 2009 stressed that this stage serves as the preparation for a successful implementation which should start as early as January. The school heads have to initiate the organization of Brigada Eskwela committees and orientation on specific roles and tasks. While the role of a school head is the key to the Brigada Eskwela Program, the assistance and active participation of the stakeholders ensure its success.

Table 3. *Partnership engagement activities of implementation of brigada eskwela in small, medium, large, and mega school*

<i>B. Partnership Engagement Activities</i>	<i>Small Mean</i>	<i>Medium Mean</i>	<i>Large Mean</i>	<i>Mega Mean</i>	<i>Mean</i>
1. Support the implementation of school preparedness and safety measures.	3.71	3.82	3.80	3.83	3.76
2. Mobilize local support through the business sectors, philanthropies, and local organizations to assist schools' preparations for class opening.	3.64	3.87	3.84	4.00	3.78
3. Supports in various activities such as putting up of fences, painting, and roofing, among others.	3.75	3.80	3.76	3.83	3.78
4. Engage the stakeholders in different school preparation activities.	3.73	3.84	3.91	3.75	3.81
5. Establish functional community linkages and networking with stakeholders.	3.65	3.73	3.89	3.75	3.72
Composite Mean	3.70	3.81	3.84	3.83	3.77

Table 3 shows the level of implementation of Brigada Eskwela in small, medium, large, and mega schools in terms of Partnership Engagement Activities.

The table revealed that when it comes to supporting the implementation of school preparedness and safety measures, mega schools gathered a mean was 3.83 while in some school sizes, it gathered 3.82, 3.80, and 3.71 respectively. In terms of mobilizing local support through the business sectors, philanthropies, and local organizations to assist schools' preparations for class opening mega schools have a mean of 4.00 while 3.87, 3.8, and 3.64 in other sizes. When it comes to supporting various activities, such as putting up fences, painting, and roofing, among others mega schools gather a mean of 3.83 while 3.80, 3.75, and 3.75 respectively. In terms of engaging the stakeholders in different school preparation activities, large schools have a mean of 3.91 while other schools gathered 3.84, 3.75, and 3.73. In establishing functional community linkages and networking with stakeholders, large schools got a mean of 3.89 while other schools gathered a mean of 3.75, 3.73, and 3.65 respectively.

Generally, the total mean when it comes to preparation effort is 3.77 or *fully implemented*. It can be implied that the schools in the 4th Congressional District of Quezon fully implemented the Brigada Eskwela program in terms of partnership engagement activities. This made the program easier and more efficient by establishing different activities that boost the spirit of

volunteerism and camaraderie within the community that building a strong school-parent partnership. Partnerships between schools and the community can help children today receive better education while also assisting schools in meeting requirements set by education standards. The collaborations may offer both financial and non-financial support. Students can gain access to tools that can support their academic success through Communities in Schools. Partnerships between the community and schools have several advantages. The community can assist in a world that is constantly changing and where instructors are under increased pressure to ensure that their kids are meeting rigorous standards of excellence.

In support it has been discussed in the idea of Sanders 2005 that boosting parental and community participation in public education has the potential to attract a range of new resources for government schools; renew community support and confidence in public education; foster innovation, creativity, dynamism, and strategic capability in schools; and to enable schools and communities to meet their own particular needs in a way which enriches both.

As proof, said discussion is supported by the study of Lacanilao 2020 determined that significant difference was registered in the stakeholder's participation in school activities like brigada eskwela in terms of planning, decision-making, information drive, and implementation were concerned. Furthermore, the study of Christison (2013) revealed that students participating in school activities like brigada eskwela promotes time management skills, managerial skills, and even socialization skills. It also inspires them to volunteer and participate in community activities and in helping others.

Table 4. *Influence on School Performance of Implementation of brigada eskwela in small, medium, large, and mega school*

<i>C. Impact on School Performance</i>	<i>Small Mean</i>	<i>Medium Mean</i>	<i>Large Mean</i>	<i>Mega Mean</i>	<i>Mean</i>
1. Awareness of the opening of classes and secure operation among teachers who will lead the activities of the said program.	3.89	3.90	3.89	4.00	3.90
2. Well-informed parents regarding the schedules within the week-long program.	3.90	3.92	3.93	3.92	3.92
3. Positive impact on enrollment and participation.	3.90	3.90	4.00	4.00	3.92
4. Access to the improvement of learning centers.	3.88	3.89	3.91	4.00	3.89
5. Capacitated the students, parents, and even the community in working together.	3.87	3.92	3.98	3.92	3.91
Composite Mean	3.89	3.91	3.94	3.97	3.91

Table 4 shows the level of implementation of Brigada Eskwela in small, medium, large, and mega schools in terms of Impact on School Performance. The table shows that when it comes to the awareness of the opening of classes and secure operation among teachers who will lead the activities of the said program, the mega schools gathered a mean of 4.00 or fully implemented while medium schools have a mean of 3.90, and got the same mean of 3.89 both in small and large schools. In terms of informing parents regarding the schedules within the week-long program, large schools gathered a mean of 3.93 or fully implemented while medium and mega schools both got a mean of 3.92 and small schools got 3.90 respectively. Regarding the favorable influence on enrollment and engagement, mega and big schools received a mean of 4.0 or highly implemented, whereas small and medium schools received only a mean of 3.90. Regarding access to learning center enhancement, mega schools had a mean of 4.00 or highly implemented, whereas other school sizes received only 3.91, 3.89, and 3.88. Furthermore, when it comes to preparing students, parents, and the community to collaborate, big schools received a mean of 3.98, while medium and mega schools received 3.92 and 3.87, respectively.

Generally, the total mean when it comes to preparation effort is 3.91 or *fully implemented*. The result of the study inferred that the level of implementation of the Brigada Eskwela program in terms of impact on school performance became a tool to have an effective means of communication. Most participants shared that

constant communication is in written, verbal, phone, and online means with the stakeholders. Effective communication for Brigada Eskwela, a form of partnership, requires consistent follow-ups and updates from the school administrators and their technical working groups to ensure stakeholders' and private partners' positive responses and commitment to extend assistance to the schools in the form of services and donations.

Under this, direct engagement in the domains of activity occurs. Teachers must "diligently" carry out duties related to their profession and the entire school's didactic, instructional, and teaching functions, such as ensuring students' safety at all school-sponsored events and encouraging each student's growth and pursuit of fully realized personal development. Sekua (2016) states that to conduct teachers, deal with information in those tasks, talk counsel, and bargain with various parties accompanying them.

However, not all participants have set up constant and effective communication with the stakeholders, and the private partners, particularly in the new concept of Brigada Eskwela, to ensure that learning continues even in the time of COVID-19. Generally, the common practice is to deliver a letter of invitation to stakeholders to participate in the annual Brigada Eskwela and or solicitation to source out donations from private partners that are no longer possible for some restrictions implemented by the constituted authorities. Learning to use social media effectively in the current climate can benefit the school's public image, community connections, and students' learning.

Table 5. *Resource generation of implementation of brigada eskwela in small, medium, large, and mega school*

<i>D. Resource Generation</i>	<i>Small Mean</i>	<i>Medium Mean</i>	<i>Large Mean</i>	<i>Mega Mean</i>	<i>Mean</i>
1. Prevailing market value of the items donated.	3.85	3.87	3.87	3.83	3.86
2. Donations in-kind or cash from stakeholders, NGOs, and other stakeholders.	3.80	3.90	3.87	4.00	3.86
3. Voluntary man-hours generated from the partnership activities.	3.80	3.90	3.93	4.00	3.87
4. Monthly budget from School Maintenance and Other Operating Expenses (MOOE).	3.90	3.92	3.73	3.83	3.88
5. Budget from Local Government Unit.	3.74	3.71	3.73	3.92	3.73
Composite Mean	3.82	3.86	3.83	3.92	3.84



Table 5 shows the level of implementation of Brigada Eskwela in small, medium, large, and mega schools in terms of Resource generation. The table shows that when it comes to the prevailing market value of the items donated, both medium and large schools got a mean of 3.87 or fully implemented while small schools got only 3.85 and 3.83 mega schools. In terms of donations in-kind or cash from stakeholders, NGOs, and other stakeholders, mega schools have a mean of 4.0 or fully implemented while medium schools got only 3.90, large schools got a mean of 3.87, and 3.80 in small schools. It could be seen that voluntary man-hours generated from the partnership activities were evident in mega schools having a mean of 4.0 or fully implemented, it was also seen in large schools gathering a mean of 3.93, 3.90, and 3.8 where the mean from small to medium schools.

In connection with this, the use of the Monthly budget from School Maintenance and Other Operating Expenses (MOOE) was seen that medium schools allocate their budget wise as having a mean of 3.92, small schools also got a mean of 3.90 or fully implemented, while large and mega schools gathered a mean of 3.73 and 3.83 respectively. Thus, when it comes to the budget from the Local Government Unit, mega schools gathered a mean of 3.92 or fully implemented, small schools with a mean of 3.74 while a mean of 3.71 and 3.73 was gathered from medium and large schools respectively.

Generally, the total mean when it comes to resource generation is 3.84 or *fully implemented*. It can be interpreted that the schools in the 4th Congressional District of Quezon show that sourcing resources and assistance from the stakeholders and private entities are the key to improving the school. And also, with the help of district brigada coordinators generating resources is much easier using constant communication, strong-relationship and positive outcomes.

As proof, said discussion is supported by the study of Balinas 2018 revealed that the level of stakeholders' support in terms of participation is moderate and the resources generated are also moderate in schools. In addition, Jungay 2019 also revealed that volunteerism among stakeholders has always been at a high level however in terms of financial matters it is only on a moderate level especially if the stakeholder in the area belongs to low-income families.

Table 6 shows the level of implementation of Brigada Eskwela in small, medium, large, and mega schools in terms of the Bayanihan effort.

Table 6. *The bayanihan effort of implementation of brigada eskwela in small, medium, large, and mega school*

<i>E. Bayanihan Effort</i>	<i>Small Mean</i>	<i>Medium Mean</i>	<i>Large Mean</i>	<i>Mega Mean</i>	<i>Mean</i>
1. Community participation from LGU, parents, and other stakeholders.	3.90	3.93	3.93	4.00	3.93
2. Response of the community to volunteer to Brigada Pagbasa and Home Learning Spaces Program.	3.88	3.90	3.96	4.00	3.91
3. Builds oneness and cooperation with all stakeholders	3.86	3.87	3.96	3.83	3.88
4. Partnership initiative for literacy and numeracy from stakeholders.	3.83	3.87	3.98	4.00	3.88
5. Voluntary work from parents and other stakeholders.	3.85	3.94	3.98	4.00	3.91
Composite Mean	3.86	3.90	3.96	3.97	3.90

The table shows that when it comes to community participation from LGU, parents, and other stakeholders, it was evident that mega schools successfully applied their stakeholder participation having a mean of 4.0 or fully implemented, both medium and large schools gathered a mean of 3.93, while small schools got only a mean of 3.90. When it comes to community response to the Brigada Pagbasa and Home Learning Spaces Program, mega schools have a mean of 4.00 or are completely implemented. While big schools had a mean of 3.96, medium schools had a mean of 3.90, and small schools had a mean of 3.88. It could be seen that for the indicator partnership initiative for literacy and numeracy from stakeholders, mega schools successfully applied, receiving a mean of 4.00 or fully implemented, while large schools received a mean of 3.98, medium schools received a mean of 3.87, and small schools received a mean of 3.83. Thus, when it comes to volunteering work from parents and other stakeholders, it was demonstrated the community's enormous support with school improvement receiving a mean of 4.0 or fully implemented, while large schools received a mean of 3.98, medium schools received a mean of 3.94, and small schools received a mean of 3.85. In general, the whole mean of bayanihan effort is 3.90, or completely implemented.

It shows that schools in Quezon's 4th Congressional District continue to promote a strong spirit of volunteering in Brigada Eskwela, which has touched more people in the neighborhoods as school principals and brigada eskwela coordinators work to make the brigada eskwela program more than just a tool for

improving school facilities, but also a catalyst for achieving higher learning outcomes in all schools and a mechanism to raise the level and participation of all stakeholders, particularly in realizing the department's vision and mission implemented. As the DepEd venture to solve the challenges facing the education system, Brigada Eskwela serves as one of its frontline initiatives reminding that every Filipino are a stakeholder in education.

According to the study of the Basic Education Learning Continuity Plan by De Villa et.al 2020, collaboration and or partnership is a winning formula for significant community engagement. It is also confirmed by the study of Mondina 2022 which stressed that the level of implementation of school activities and projects like brigada eskwela is high despite the impact of a pandemic. Thus, despite the calamity and crisis happening around us the spirit of bayanihan, cooperation, camaraderie, and volunteerism is still visible and observable. The importance the school readiness and preparedness in terms of environment and facilities is undeniable.

Table 7. Summary table of implementation of brigada eskwela in small, medium, large, and mega school

Implementation Level	Small Mean	Medium Mean	Large Mean	Mega Mean	Mean
Preparation Effort	3.83	3.90	3.89	3.97	3.87
Partnership Engagement Activities	3.70	3.81	3.84	3.83	3.77
Influence on School Performance	3.89	3.91	3.94	3.97	3.91
Resource Generation	3.82	3.86	3.83	3.92	3.84
Bayanihan Effort	3.86	3.90	3.96	3.97	3.90
Grand Mean	3.82	3.88	3.89	3.93	3.86

Table 7 shows the summary level of implementation of Brigada Eskwela by school size in small, medium, large, and mega schools in the 4th Congressional District of Quezon.

The table shows that when it comes to preparation efforts, it was evident that mega schools show readiness for having a mean of 3.97 or fully implemented while medium schools gathered a mean of 3.90. On the other hand, large schools get a mean of 3.89 while small schools gathered a 3.83 respectively. Generally, the total mean when it comes to preparation effort across all sizes is 3.87 or fully implemented. In terms of partnership engagement activities, large schools have a mean of 3.84 while mega schools got a mean of 3.83. On the other hand, 3.81 and 3.70 were gathered by small and medium schools. Generally, the

total mean when it comes to partnership engagement across all sizes is 3.77 or fully implemented. The influence on school performance was gleaned and effective in mega schools having a mean of 3.97, while large schools got only 3.94. In other school sizes, medium schools got a mean of 3.91 and 3.89 in small schools respectively. In total, when it comes to influencing performance in all school sizes is 3.91. Resource generation was truly observable merely in mega schools having a mean of 3.92, while medium schools garner a mean of 3.86. Some school sizes like small and large schools have a mean of 3.82 and 3.83 respectively.

In terms of the bayanihan effort, mega schools gathered a mean of 3.97 while large schools got a mean of 3.96. When it comes to medium schools it garners a mean of 3.90 while small schools got a mean of 3.86 respectively. All in all, the bayanihan effort got a total mean of 3.90 or fully implemented.

It can be implied that schools in the 4th Congressional District of Quezon fully implemented the Brigada Eskwela program which shows a strong bond between school, community, and stakeholders to work hand in hand to support the needs of our learners to achieve quality education.

The extent of implementation of the Brigada Eskwela program of schools in influence on school performance in the 4th Congressional District of Quezon is very imperative because it gives a venue to establish and build each school a strong relationship between the community and stakeholders for the betterment and quality education of the learners. It became easier for schools to conduct activities where unending support from the parents and community in accomplishing various activities. In this aid of the advent of learning to use social media effectively in the current climate benefited the school's public image, community connections, and students' learning.

The bayanihan spirit was also undeniably visible. It is also confirmed by the study of Mondina 2022 which stressed that the level of implementation of school activities and projects like brigada eskwela is high despite the impact of pandemic. Thus, despite the calamity and crisis happening around us the spirit of bayanihan, cooperation, camaraderie and volunteerism is still visible and observable. The importance of the school readiness and preparedness in terms of environment and facilities is undeniable.

In connection with this, as Catid 2022 cited from Cortez 2018 revealed that the most participated school

program or activity by stakeholders like parents, volunteers, and students Brigada Eskwela and the parents made great involvement by acting as observers and collaborators.

However, in the idea of Jungay 2019 revealed that volunteerism among stakeholders has always been at a high level however in terms of financial matters it is only on a moderate level especially if the stakeholder in the area belongs to low-income families.

Significant difference in the implementation of Brigada Eskwela when grouped into school sizes

Table 8. A statistical table showing the significant difference in the implementation of brigada eskwela when grouped into school size

<i>Implementation Level</i>	<i>versus</i>	<i>P-value</i>	
Preparation Effort	Medium	0.057	
	Small	Large	0.285
		Mega	0.091
	Medium	Large	0.998
		Mega	0.631
	Large	Mega	0.615
Partnership Engagement Activities	Medium	0.004	
	Small	Large	0.006
		Mega	0.254
	Medium	Large	0.911
		Mega	0.991
	Large	Mega	1.000
Influence on School Performance	Medium	0.819	
	Small	Large	0.264
		Mega	0.422
	Medium	Large	0.660
		Mega	0.670
	Large	Mega	0.973
Resource Generation	Medium	0.574	
	Small	Large	0.998
		Mega	0.488
	Medium	Large	0.852
		Mega	0.836
	Large	Mega	0.610
Bayanihan Effort	Medium	0.560	
	Small	Large	0.069
		Mega	0.418
	Medium	Large	0.472
		Mega	0.781
	Large	Mega	1.000

Table 8 reveals no significant difference in the implementation of brigada eskwela among small,

medium, large, and mega schools regarding preparation work, effect on school performance, resource generation, and bayanihan effort at the 0.05 level significance. The existence of no significant difference tells us that the responses of the groups of respondents do not differ significantly. However, the significant difference in partnership and engagement activities between small and medium ($p = 0.004$); small and large schools (0.006) is statistically significant. This means that the partnership and engagement between small and medium; small and large vary.

This ascribes further that the small and mega schools showed different strategies as to the level of the implementation of the Brigada Eskwela Program concerned. Like in small schools, due to the small population school heads and brigada eskwela coordinators can easily reach their stakeholders to seek help and support from the stakeholders but in terms of financial support and resources it is quite challenging for them to collect and raised a budget for the beautification of the schools. While mega schools have an extreme population, the schools can easily collect enough funds in sustaining the beauty of school facilities, in contrast with this due to numerous populations it is hard for them to encourage stakeholders to participate in school activities for the preparation for the opening of classes. Establish a strong and harmonious relationship with the community and showing

According to Gordon, (2010), Small Schools matter. Small schools have smaller classes, and a smaller number of pupils, teachers, and parents thus manpower is limited. The school head finds it difficult to follow the guidelines such as giving fliers, all because of the budgetary allocation. Despite the government's claims that it has been increasing the budget for education, still the public school specifically the small schools are hardly coping with the shortages.

In connection with this, Umil 2013 on the other hand states that mega schools bear all the necessary manpower for the BrigadaEskwela implementation, and the school head can easily attract donors and volunteers from wealthy families in the community. According also to Getangi, Onkeo & Orodho 2014 activities in the school are provided the necessary financial support as long as the approval of the PTA is granted. Integrating the school activities into those of the community within which the school is located, providing the necessary financial support to the school by organizing the school's developmental projects. This clearly explains the difference in the



implementation of BrigadaEskwela when grouped by school size.

Coping strategies used by the schools implementing the Brigada Eskwela Program

Table 9 Coping Strategies Used in Implementing the Brigada Eskwela Program

<i>Coping Strategies</i>	<i>f</i>	<i>Rank</i>
1. Communication with the stakeholders	25	3
2. Capacity development programs	20	4
3. Bottom-up approaches, inputs, and contributions to decision or policy-making through the result of contextualized monitoring and evaluation at the station.	15	7.5
4. Mechanisms for sustainable school community through partnerships of specific projects of the local government units (LGUs), the private organizations, and civil society organizations (CSOs)	15	7.5
5. Continuous improvement through a development mindset.	17	5
6. Boosting the interest of the community to participate in Brigada Eskwela.	11	11
7. Teaching personnel initiatives, to encourage people to help school programs and activities like Brigada Eskwela Implementation.	12	10
8. Resource mobilization	9	13

9. Proper documentation and monitoring	15	7.5
10. Good relationship of the school with the community and other stakeholders	10	12
11. The spirit of volunteerism from the community and fair treatment of stakeholders from the governmental sector.	50	1
12. Social media advertisement and information dissemination.	8	14.5
13. Rewards and recognition for every stakeholder.	8	14.5
14. Conducting quarterly PTA conferences and open communication.	15	7.5
15. Allocate the budget for the implementation of Brigada Eskwela	39	2

Table 9 shows the summary of coping strategies used by the school in the 4th Congressional District of Quezon in implementing the Brigada Eskwela Program. The table revealed the top 15 coping strategies used by schools in implementing the brigada eskwela program in small, medium, large, and mega schools. *The spirit of volunteerism* ranked 1st with a frequency of 50, it was followed by *allocating the budget for the implementation of Brigada Eskwela* with a frequency of 39. *Communication with the stakeholders* ranked 3rd having a frequency of 25, while the *capacity development programs* ranked 4th having a frequency of 20, and *continuous improvement through a development mindset* ranked 5th with a frequency of 17.

It only revealed that schools in the 4th Congressional District of Quezon can cope up with the challenges they encountered in implementing Brigada Eskwela Program. By means of using these top 5 coping strategies, Brigada Eskwela Program can successfully strengthen activities to build together relationships between the school, teachers, parents, and, stakeholders. It is seen that spirit of volunteerism is the

top most used coping strategy in having successful implementation across school sizes in the 4th Congressional District of Quezon Province.

This result is consistent with the study of Mondina (2022), who stressed that the level of implementation of school activities and projects like brigada eskwela is high despite the impact of a pandemic. Thus, despite the calamity and crisis happening around us, the spirit of Bayanihan, cooperation, camaraderie, and volunteerism is still visible and observable. The importance of school readiness and preparedness in terms of environment and facilities is undeniable.

Conclusion

According to the conclusions of this study, it is possible to infer that the degree of Brigada Eskwela's program execution is high. The school heads and Brigada eskwela coordinators confront obstacles in the implementation, such as inadequate financial and human resources, scheduling conflicts, and limited time for preparation owing to overlapping tasks and reports. As a result, the execution of the Brigada Eskwela Program is the same across school sizes. There is a significant difference in terms of Partnership Engagement Activities while not significant in terms of Preparation Effort, Influence on School Performance, Resource Generation, and Bayanihan Effort. Hence, the null hypothesis is partly accepted and partly rejected. The study's findings were used to create an implementation plan to improve the execution of the Brigada Eskwela Program at schools in Quezon's 4th Congressional District.

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