Implementation of Brigada Eskwela Among Secondary Schools of Brooke's Point, Palawan: Basis for An Action Plan

Marianne M. Bagona[1], Ronald T. Magbanua[2]

[1]Student, Western Philippines University
[2]Faculty, Western Philippines University

Abstract

This study examines the implementation of Brigada Eskwela in selected secondary schools in Brooke's Point, Palawan, focusing on respondents' socio-demographic profiles and their attitudes toward the program. Purposive sampling is used in this study to select participants based on specific characteristics or criteria relevant to the research objectives. This method ensures that the sample is representative of the population being studied, allowing for more meaningful insights and conclusions. The majority of participants are female, married, and college-educated, with an average age of 36. Findings indicate a strong readiness and commitment to Brigada Eskwela, reflected in positive responses to awareness campaigns. However, challenges were identified, including some disagreement on recent issues surrounding the program. While no significant relationship was found between socio-demographic profiles and pre-implementation levels, correlations were noted between these factors and the level of implementation, particularly concerning respondents' positions. Factors such as age, sex, civil status, and education did not significantly influence awareness campaign effectiveness, though school and position did. Overall, the study underscores a robust commitment to Brigada Eskwela while highlighting areas for improvement and further research to effectively address challenges.

CHAPTER I
INTRODUCTION
Background of the Study

The Department of Education in the Philippines plays a crucial role in ensuring access to and improving the quality of fundamental education. It is the primary agency responsible for overseeing the country's basic education system and shaping educational policies. Established under the Education Decree of 1863, the department has evolved over time to meet the changing needs of the education sector. Its current mandate, as defined by Republic Act 9155, involves formulating and implementing policies, plans, and programs for both formal and non-formal basic education. The Department of Education is committed to advocating fairness and enhancing the overall quality of education in the Philippines.

The Department of Education (DepEd) exercises oversight over all primary and secondary educational institutions, whether public or private, including alternative learning systems. DepEd is fully committed to establishing and maintaining a comprehensive, sufficient, and integrated system of basic education that aligns with the objectives of national development. Fundamentally, DepEd's mission, vision, values, and mandate synergistically contribute to the creation of a dynamic and inclusive educational environment,

assuring that every Filipino individual has the opportunity to receive a high- quality education, thereby fostering a more promising future for the entire nation.

The Brigada Eskwela (BE) program, also known as the National Maintenance Week, was first introduced in May 2003. It is widely recognized as an exemplary demonstration of the strong relationship between schools and the community. However, the challenge lies in how school administrators can effectively implement procedures to convey their efforts to the public, in order to garner support from the community for the refinement of education. Additionally, it is important for schools to be attentive to the needs and issues faced by the community. This will enable them to establish a reciprocal relationship, where both parties are equally concerned and involved in each other's welfare. This is highlighted in Department Order 21, issued in 2011.

Brigada Eskwela was launched in 2003 by the Department of Education (DepEd) as an initiative to engage community members in preparing public schools for the start of the academic year. This program takes place two weeks prior to the first day of classes.

The distinguishing feature of Brigada Eskwela is the shift from mild encouragement to an overwhelming sense of communal support. During its initial launch, the department anticipated the participation of 4,000 educational institutions, but a remarkable "12,533 schools embraced the opportunity."

Over time, the program has garnered the backing of an increasing number of community members, particularly parents and private companies operating in the same vicinity. According to a recent report from DepEd, it has received approximately 44 million donations from partners, and the projected value of volunteer man-hours is set to reach a record high. Owing to its past success, DepEd established the Brigada Eskwela program in 2008.

Brigada Eskwela has transformed into one of DepEd's most crucial initiatives, addressing "resource gaps faced by the department through fortifying partnerships with local communities." Stakeholders have also introduced innovative and creative approaches to enhance school facilities, thereby creating an improved learning environment for all students.

By sustaining this program, DepEd has consistently reignited the bayanihan spirit, allowing it to shine during this time of the year. The countless stories of involvement in Brigada Eskwela will continue to serve as inspiration for more individuals and encourage additional companies to embrace the spirit of volunteerism.

Statement of the Problem

This study aimed to determine the implementation of Brigada Eskwela among the secondary schools of Brooke's Point, Palawan. Specially, it sought to answer the following questions:

1. What is the socio-demographic profile of the respondents in terms of:

1.1. Age;

1.2. Sex;

1.3. Civil Status;

1.4. Highest Educational Attainment;

1.5. School; and

1.6. Position?

2. What is the level of implementation of Brigada Eskwela in secondary schools of Brooke's Point, Palawan in terms of:

2.1. Pre-Implementation;

2.2. Implementation; and

2.2 Awareness campaign activities;

2.3 Post-Implementation?

3. What are the problems encountered by the respondents in the implementation of Brigada Eskwela in secondary schools of Brooke's Point, Palawan?

4. Is there a significant relationship between the socio-demographic profile of the respondents and the level of implementation of Brigada Eskwela in the secondary schools of Brooke's Point, Palawan?

5. Is there a significant relationship between the socio-demographic profile of the respondents and the problems encountered in implementing the Brigada Eskwela of secondary school at Brooke' Point, Palawan?

6. What action plan can be created, based on the findings of the study?

Objectives of the Study

Generally, this study intended to know the implementation of Brigada Eskwela among the secondary schools of Brooke's Point, Palawan. Specifically, the study aimed to;

1. To determine the socio-demographic profile of the respondents in terms of;

1.1. Age;

1.2. Sex;

1.3. Civil Status;

1.4. Highest Educational Attainment;

1.5. School; and

1.6. Position.

2. To determine the level of implementation of Brigada Eskwela to secondary schools at Brooke's Point, Palawan in terms of:

2.1. Pre-Implementation:

2.2. Implementation; and

2.2.1. Awareness campaign Activities;

2.3. Post-Implementation.

3. To determine the problems encountered by the respondents in implementing the Brigada Eskwela of secondary schools at Brooke's Point, Palawan.

4. To determine if there is a significant relationship between socio-demographic profile and level of implementation of Brigada Eskwela of secondary schools at Brooke's Point, Palawan.

5. To determine if there is a significant relationship between the socio-demographic profile and the problems encountered in implementing the Brigada Eskwela of secondary schools at Brooke's Point, Palawan.

6. To determine the action plan that can be created based on the findings of this study.

Significance of the Study

This study offers a valuable contribution to the existing body of literature on Brigada Eskwela in the Philippines.

To Department of Education – The study presents valuable insights that will be beneficial for future Brigada Eskwela initiatives. The findings serve as a crucial resource for the planning and execution of upcoming projects, laying the groundwork for well- informed decision-making and the implementation of

effective strategies. The results of this study are poised to make a significant contribution to the ongoing improvement and advancement of Brigada Eskwela, ultimately ensuring its sustained success in providing support to educational institutions and communities. This comprehensive analysis will undoubtedly aid in the continued development and enhancement of Brigada Eskwela, further solidifying its role in fostering positive change within the education sector.

To Local Government Unit – Community involvement in education holds great significance due to its ability to foster active engagement, mobilize resources for school maintenance, improve educational infrastructure, strengthen local policies, boost student achievement, promote collaborative partnerships, and encourage volunteerism. Ultimately, this collaborative effort contributes to the advancement of both the educational system and the community as a whole.

To the secondary schools of Brooke's Point, Palawan – This study aims to provide valuable insights for future reference for Brigada Eskwela by examining the perspectives of teachers on the implementation of secondary schools in Brooke's Point, Palawan in relation to the program. The aim is to understand the viewpoints of teachers towards this initiative, which will offer important information for improving and optimizing Brigada Eskwela in the future. By delving into the experiences and feedback of educators, this study seeks to contribute to the enhancement of Brigada Eskwela and its impact on the educational community. The findings from this research will not only shed light on the current state of the program but also provide recommendations for its future development. Ultimately, the goal is to ensure that Brigada Eskwela continues to effectively support schools and foster a positive learning environment for students.

To Future Researchers – The findings of this study can provide a valuable point of reference for researchers undertaking similar investigations. The insights and methodologies outlined in this research can offer a significant contribution to the existing body of knowledge in this field. As such, this study holds the potential to guide and inform future research endeavors, serving as a benchmark for comparison and further exploration. **Hypotheses of the Study**

Ho_1 – There is no significant relationship between the socio-demographic profile and the level of implementation of Brigada Eskwela of secondary schools at Brooke's Point, Palawan.

Ho_2– There is no significant relationship between the socio-demographic profile and the problems encountered in implementing the Brigada Eskwela of secondary schools at Brookes Point, Palawan.

Scope and Limitation of the Study

The scope of this study was limited to conducting interviews with the teachers of Secondary School at Brookes Point, Palawan specifically Brooke's Point National High School, Gov. Alfredo Abueg Sr. National Technology & Vocational Memorial High School, Maasin National High School (Bernas NHS), Ipilan National High School, Vito Pechangco Memorial National High School, and Malis National High School to gather information on their socio-demographic characteristics. Additionally, the study focused on evaluating the level of implementation of Brigada Eskwela among the Secondary School of Brooke's Point, Palawan through a descriptive survey.

It is important to note that the respondents for this study were exclusively selected from the teachers of Secondary School of Brooke's Point, Palawan, their respective Brigada Eskwela Coordinator and selected parents from the Parent-Teacher Association Officers, which may have implications for generalizing the findings to a broader population. As a result, there are potential opportunities for further research to build upon and enhance the current study.

CHAPTER II
REVIEW OF RELATED LITERATURE
This chapter provides an overview of relevant literature and previous studies, as well as the hypotheses of the study. Additionally, it includes the theoretical framework and conceptual framework that will guide the research.

Clean up Drive
According to Clean up organization of Australia, the significance of upholding a clean and well-organized environment within school premises cannot be emphasized enough, as highlighted by the Clean Up organization of Australia. This practice not only contributes to the physical well-being of students, teachers, and staff but also plays a pivotal role in cultivating a positive learning atmosphere. Surrounding individuals with cleanliness fosters a sense of pride and responsibility, ultimately leading to heightened productivity and a stronger sense of community. In recognition of the value of cleanliness and hygiene, many schools proactively engage in clean-up initiatives, involving students, teachers, and parents in the process.

The organization of clean-up drives within school communities serves as an effective platform for fostering active participation in the creation of a healthy and sustainable environment. By instilling values of cleanliness and raising awareness about its importance, schools are able to cultivate a sense of environmental stewardship and community responsibility among their stakeholders. This, in turn, contributes to the overall well-being and development of the school community.

In addition to upholding the school's image, the act of cleaning plays a crucial role in safeguarding the health of everyone within the school by eliminating harmful microbes present on common surfaces. Engaging in school clean-up initiatives provides students with an opportunity to understand the environmental impact of waste in their local community and actively contribute to its improvement. It serves as an educational platform for responsible waste disposal and resource recovery, highlighting the consequences of irresponsible dumping of rubbish in the local environment.

Furthermore, these initiatives offer a practical means for students to develop a deeper understanding of their role in environmental conservation and sustainability. By actively participating in clean-up drives, students are able to witness firsthand the positive impact of their efforts, thereby instilling a sense of pride and ownership in the maintenance of their school environment. This sense of ownership extends beyond the school grounds, encouraging students to apply the principles of cleanliness and environmental responsibility in their wider communities.

Moreover, through these clean-up drives, schools are able to foster partnerships with local authorities, businesses, and community organizations, thus reinforcing the importance of collaborative action in addressing environmental challenges. By working together towards a common goal, students are able to develop valuable skills such as teamwork, leadership, and problem-solving, all of which are essential for their personal and professional development.

In conclusion, the organization of clean-up drives within school communities not only serves to promote a healthy and sustainable environment but also nurtures a sense of responsibility, ownership, and community engagement among students. By instilling these

values and providing practical opportunities for active participation, schools play a pivotal role in shaping environmentally conscious and socially responsible individuals who are equipped to contribute meaningfully to the well-being of their communities.

The impact of school grounds and community clean-up events on the environment cannot be overstated. According to EcoSchool Canada, these initiatives showcase the power of collective action in addressing environmental challenges. For example, a mere 5% of the global population participating in a clean-up effort and collecting just 1kg of litter in a single day could prevent a staggering 104 million kg of garbage from polluting our surroundings.

Participating in school grounds clean-up activities not only promotes environmental stewardship but also imparts valuable lessons to students about the importance of waste reduction, reuse, and recycling. It serves as a tangible demonstration of the detrimental effects of litter on the air, water, soil, and wildlife, instilling a sense of responsibility and encouraging sustainable practices among students. These initiatives not only contribute to a cleaner and healthier school environment but also equip students with essential life skills related to environmental conservation and community responsibility.

Community clean-up events provide an opportunity for students to engage with the broader community and understand the collective impact of individual actions on the environment. By working alongside local residents and organizations, students can witness firsthand the positive outcomes that result from collaborative efforts in preserving and enhancing the natural environment. This experience fosters a sense of belonging and responsibility within the community, instilling a long-term commitment to environmental sustainability.

Both school grounds and community clean-up events play a crucial role in raising awareness about environmental issues and fostering a sense of environmental responsibility among students. These initiatives not only contribute to immediate improvements in the cleanliness of our surroundings but also have a lasting impact on the attitudes and behaviors of individuals, paving the way for a more sustainable future.

Impact of Clean-up drives

According to Clean up the world organization, clean up drives at school have a significant impact that extends beyond just the physical cleanliness of the premises. These initiatives play a crucial role in instilling a sense of responsibility and respect within students towards their school environment and the wider community. Through active participation in clean-up activities, students develop a strong sense of ownership, understanding that they have a vital role to play in maintaining a clean and welcoming atmosphere.

Moreover, these drives also contribute to fostering discipline and organization among students. They learn valuable skills such as time management, adherence to cleanliness routines, and the importance of teamwork, all of which are essential for their future personal and professional endeavors.

In addition to the practical skills gained, a clean school environment also has a positive impact on the mental and emotional well-being of students. A tidy and organized setting can contribute to a more positive and conducive atmosphere for learning, leading to increased motivation, happiness, and focus among students.

In conclusion, regular clean-up drives in schools play a crucial role in promoting a holistic education by instilling the values of cleanliness, teamwork, and responsibility in students. These initiatives also contribute to fostering a positive school culture by actively involving students, teachers, and parents in maintaining a clean and healthy environment. The impact of cleanliness goes beyond physical health, as it also enhances mental and emotional well-being. Therefore, it is imperative for schools to organize and encourage these initiatives to create a sustainable and thriving learning environment for students. By

engaging the school community in collective efforts towards cleanliness, schools can ensure that students not only learn academically but also develop essential life skills that will benefit them in the long run.

Brigada Eskwela Program

On April 3, 2008, the Department Order No. 24, s. 2008 was issued to institutionalize the Brigada Eskwela Program, also known as the National Schools Maintenance Week (NSMW). This program aims to promote community participation in ensuring the cleanliness, safety, and functionality of public schools across the nation. Through the collaborative efforts of various stakeholders, including parents, teachers, students, and local government units, the program seeks to address the maintenance needs of school facilities and create a conducive learning environment for students. The institutionalization of the Brigada Eskwela Program signifies the government's commitment to the continuous improvement of public education infrastructure and underscores the importance of collective responsibility in supporting the development of quality education in the country.

Brigada Eskwela, also known as the Bayanihan Para sa Paaralan (Working Together for Schools), has redefined the concept of unity in the Filipino community. What began as a simple act of barrio men carrying a bahay kubo (nipa hut) has transformed into a symbol of solidarity, with volunteers braving natural disasters to aid affected communities. This initiative has brought together individuals from various sectors to engage in activities such as repainting walls, cleaning windows, and repairing school facilities. Carreon (2015) emphasizes that Brigada Eskwela has evolved into a cornerstone of community development, transitioning from a week-long cleanup to a joyous gathering involving students, teachers, school officials, parents, community members, local government representatives, non-government organizations, church groups, and the private sector. It has also become a key initiative of the Department of Education (DepEd), encouraging local communities to support public schools and contribute to the enhancement of the Philippine basic education system (Brigada Eskwela Manual, 2009).

True to its name, Brigada Eskwela mobilizes a volunteer force to renovate and prepare classrooms for the upcoming school year. The success of this endeavor hinges on the collaborative efforts of school administrators, private partners, local government bodies, and community members, including parents and students. School leaders facilitate the involvement of private partners, who have the opportunity to provide resources for the cause and receive tax incentives of up to 150% as a token of appreciation for their support. Meanwhile, local government units and community members primarily contribute manpower and volunteer services during this week-long event. Private companies not only offer financial assistance but also dispatch their employees to assist in the schools. Additionally, representatives from religious organizations and local government units, such as police officers, firefighters, and community watch groups, actively participate in activities such as installing donated blackboards, painting school fences, and setting up bulletin boards. The collective efforts of parents, teachers, and students from various school organizations further contribute to the success of Brigada Eskwela.

In conclusion, Brigada Eskwela serves as a testament to the power of collective action in fostering positive change within communities. By uniting individuals from diverse backgrounds and sectors, this initiative not only enhances educational facilities but also cultivates a sense of shared responsibility towards improving the quality of education in the Philippines.

On the other hand, the spirit of volunteerism in Brigada Eskwela has had a significant impact on communities, with individuals working from 8 am to 5 pm with minimal supervision from student government officers. This dedication has led to the involvement of more people in the initiative, as

highlighted by Carreon (2015).

To extend the bayanihan spirit to the community level and encourage civil participation, the Department of Education introduced the National Schools Maintenance Week in May 2003, known as Brigada Eskwela. During this annual event, teachers, parents, and community members come together to repair public schools in preparation for the upcoming academic year. The program has garnered support from private institutions, individuals, and local government units, all contributing to the collective effort. Volunteers dedicate their time to conduct minor repairs, painting, and cleaning of school campuses throughout the week, as outlined in the Brigada Eskwela Manual (2009).

The term "bayanihan," derived from the word "bayani" meaning "hero," embodies the concept of being a hero to one another. This is exemplified in the traditional practice of carrying a house, where each individual shares the weight, thereby lightening the load for others and becoming a hero in the process. Paredes (2009) emphasizes that in this collective effort, each person becomes a hero to everyone else, fostering a sense of unity and mutual support.

Overall, the Brigada Eskwela initiative and the Adopt-A-School Act reflect the admirable commitment to volunteerism and collaborative efforts in improving the public education system. The bayanihan spirit, as demonstrated through these programs, not only brings communities together but also highlights the significance of collective contribution towards a common goal.

Moreover, Schools have long been recognized as the focal point of a neighborhood or community, serving as a platform for fostering partnerships that benefit students, families, businesses, agencies, and civic organizations (Abromitis, 2017). These partnerships have the potential to address community problems through effective communication, resource sharing, and the development of innovative solutions. As highlighted by Sanders (2005), increasing parental and community involvement in public education can attract new resources for government schools, renew support for public education, promote innovation and strategic capability in schools, and enable the fulfillment of specific community needs in a mutually enriching manner.

It is crucial for successful school-community partnerships to think creatively and establish connections across diverse sectors of the community. By leveraging existing structures and networks, these partnerships can develop collaborative approaches to address the overall needs of the community and, in particular, its youth (Towards School Community Partnership: Education Foundation Research Seminars, 2021). The impact of such collaborations is evident in initiatives like Brigada Eskwela, which achieved a record high of 90 percent participation among school communities in 2007, resulting in over P2.5 billion worth of support-in-kind and volunteer man-hours (Mendoza, 2009). This momentum continued to gain traction among communities, corporations, and individuals, as demonstrated by the "bayanihan spirit" that saved the Department of Education P5.7 billion in repair costs in 2008. This substantial savings was made possible by the voluntary efforts of more than five million Filipinos who contributed to the repair and cleanup of schools across various communities (Lapuz, 2020).

Furthermore, according to Cuadra (2022), have shown that granting teachers freedom in carrying out school tasks is not detrimental as long as it adheres to the established rules and standards of the department. At its core, Brigada Eskwela promotes and nurtures the cultivation of civic action and social responsibility among its students and youth demographic, with the aim of enhancing the quality of the basic education system in the nation.

In addition, Torres (2021) uncovered that for greater success and the attraction of volunteers and participants in school-initiated activities such as Brigada Eskwela, it is imperative to employ various

management or leadership strategies. The purpose of this is to ensure that the leader or school head is adequately prepared with a contingency plan to address any potential issues that may arise.

Also, Galang (2020) revealed that the implementation of Brigada Eskwela is greatly influenced by the practices of school heads, including capacity development programs, resource mobilization, strong engagement, systematic communication, support and collaboration, and being a team player. These factors were identified as outstanding contributors to the success of Brigada Eskwela.

According to, Oco's (2022) study highlighted that the leadership of school heads plays a crucial role in the success of school operations and programs like Brigada Eskwela, ultimately leading to improved school and teacher performance. Another important consideration is the implementation of the Brigada Eskwela program. It is essential to consistently monitor each stage to ensure success.

Romeo (2020) discovered that the level of implementation of school-initiated activities like Brigada Eskwela is moderate, but it is showing progress in terms of participation, implementation, and performance. According to Mondina (2022), further affirm the high level of implementation of school activities and projects such as Brigada Eskwela, despite the challenges posed by the ongoing pandemic. This underscores the enduring spirit of cooperation, camaraderie, and volunteerism within the education sector, even in the face of calamity and crisis. It is evident that the readiness of schools, in terms of their environment and facilities, plays a crucial role.

Therefore, despite the presence of calamities and crises, the spirit of cooperation, camaraderie, and volunteerism remains visible and evident. The significance of school readiness in terms of the environment and facilities cannot be denied.

Oco's (2022) study revealed that a safe and adequate learning environment in schools plays a vital role in an individual's performance, satisfaction, and participation in school-led activities and projects. To achieve this, the active participation of stakeholders is crucial, as the school and its personnel alone cannot meet the needs of the school. Hence, it is vital for the school, together with its school head, to be knowledgeable about strategies that will attract volunteers, donors, and participants.

The findings of Nicdao (2019) highlight the importance of clear explanations and well-structured presentations of goals and objectives in facilitating stakeholders' understanding of the Brigada Eskwela program, ultimately influencing their decision to participate and volunteer. Similarly, Cortez (2018) identified Brigada Eskwela as the most widely participated school program or activity among stakeholders such as parents, volunteers, and students, with parents playing a significant role as observers and collaborators. Furthermore, Lacanilao's (2020) study revealed a significant difference in the level of stakeholder participation in school activities, particularly Brigada Eskwela, with regards to planning, decision making, information dissemination, and implementation. These insights underscore the importance of effective communication and active involvement of stakeholders in educational initiatives.

According to Balinas (2018), the level of stakeholder support and participation in secondary schools is considered moderate, as well as the resources generated. Similarly, Jungay (2019) found that volunteerism among stakeholders has consistently been at a high level. However, when it comes to financial matters, especially for stakeholders from low- income families, the level of support is only moderate. These findings highlight the need for further exploration and potential strategies to increase financial support from stakeholders in secondary schools.

Furthermore, the program's impact extended to all 44,619 school communities in 2008, marking a significant increase from the 31 percent coverage in 2003. The collective efforts resulted in savings amounting to P2.9 billion in community maintenance and operating costs, P1.6 billion worth of volunteer

time and labor man-hours, and P1.2 billion worth of donations-in-kind (Tubeza, 2017). These outcomes underscore the transformative potential of school-community partnerships in addressing critical needs and fostering sustainable change.

Finally, effective school-community partnerships have the capacity to catalyze positive change by harnessing the collective resources and goodwill of diverse stakeholders. By embracing innovative approaches and nurturing collaborative relationships, these partnerships can contribute to the holistic development of communities while enriching the educational experience for students. As such, fostering and sustaining such partnerships remains essential for creating lasting impact and driving progress within communities.

In Fact, the Brigada Eskwela program has emerged as a model of genuine public and private partnership in action within the Department of Education (DepED). As the department addresses the challenges facing Philippine education, Brigada Eskwela stands as a frontline initiative, emphasizing the role of every Filipino as a stakeholder in education (Brigada Eskwela Manual, 2009). Kavitha Mediratta, Seema Sha, and Sara McAlister (2009) highlight the global perspective that functional schools require collaboration beyond government intervention. New approaches bring together the skills, resources, and experience of public, private, and philanthropic sectors, adding creative and flexible responses to the needs of young people and communities. This collaborative approach does not diminish government responsibilities but enhances them with ground-up solutions.

Accordingly, studies suggest that successful collaboration, such as that seen in Brigada Eskwela, requires a structured implementation process (Marek, Brock, and Saula, 2014). The pre-implementation stage, as outlined by Glickman & Gordon (2009), emphasizes the involvement of community members in planning, implementing, and assessing improvement efforts. This aligns with the preparation phase for Brigada Eskwela, which begins as early as January. School heads initiate the organization of committees and orient stakeholders on their specific roles and tasks. Adelman & Taylor (2009) emphasize that school administrators play a crucial role in recruiting parents and community members for school tasks, listening to viewpoints, and sharing decision-making to establish successful partnerships.

Also, organizing stakeholders' efforts involves establishing various committees responsible for different concerns in implementing Brigada Eskwela. Cheminais (2018) stresses the purpose of building school-community partnerships to share resources and avoid service duplication. The Steering Committee spearheads the program's implementation and oversees various efforts. Working Committees such as Advocacy and Marketing, Resource Mobilization, Program Implementation, and Administrative and Finance are crucial in directing, monitoring, and promoting public awareness. Additionally, the Documentation Committee is responsible for preparing necessary documentation, reports, and maintaining records of activities and improvements done in schools.

Finally, Brigada Eskwela serves as a testament to successful public-private partnerships in education. By involving various stakeholders in the pre-implementation stage and organizing committees to address specific concerns, the program exemplifies the collaborative approach needed to address the challenges facing Philippine education. This structured process ensures that resources are efficiently utilized and that the needs of young people and communities are effectively met.

In order to ensure sufficient time for planning and implementation, it is crucial for the school head to conduct an ocular inspection and assessment of school facilities needing repair as early as January. The involvement of a designated School Physical Facilities Coordinator and a member of the PTA can be valuable in determining the repair and maintenance needs of the school. A need assessment is essential to

determine the current level of satisfaction of school staff and families regarding the school's family-involvement opportunities, as stated by Slavin (2004). Following the analysis of the needs assessment, the action team can develop goals for the school's involvement program. Regular meetings of stakeholders provide an opportunity to discuss issues facing the students and families, and to brainstorm ways in which schools and community organizations may collaborate to solve them. Creativity is key, and school community partnerships provide the opportunity to synthesize available resources into unique programs and opportunities for all (Sheldon & Epstein, 2005).

As emphasized by Abromitis (2009), each school community has a unique set of problems, and those best equipped to solve them are within the community itself. In this context, the school head plays a crucial role in implementing the program effectively. Information drive activities, such as attending district and division-initiated orientations on BE, securing pertinent advocacy and marketing materials, and convening target members of the Brigada Eskwela Committee for awareness of roles and functions, are important steps for successful implementation.

Effective communication is essential for a successful school community partnership, as highlighted by Abromitis (2009). Building strong communication among all participants and those affected by the partnership is crucial, with levels of communication including awareness, information-gathering, evaluation, and collaboration. Regular communication between schools and organizations is necessary to plan for collaborative efforts (Brigada Eskwela Manual, 2009).

As stated by Aguilar (2011), points out that many schools face challenges such as staff exhaustion or a lack of leadership, which can hinder the implementation of good ideas. Additionally, schools may lack the knowledge of how to build new beneficial community relationships. Widely publicizing successful programs and partnerships can support existing practice and encourage more schools and community agencies to explore new collaborative partnerships.

Through the Resource Mobilization Committee, the school can determine the resources needed, partners to be tapped, and volunteers to participate in the Brigada Eskwela. This includes using the Physical Facilities Repair and Maintenance Needs Assessment Form and the school's BE Work Plan as bases for sourcing services and materials. With these in place, a productive and successful implementation of BE in the school is likely to occur (Brigada Eskwela Manual, 2009).

Furthermore, prior to the Brigada Eskwela Week, efforts should be made to prepare for the actual event. A meeting with the working committees is essential to assess the readiness of the school for the Brigada Eskwela week and finalize activities to be undertaken. It is important to ensure that donations are in-kind, and that all cash donations are converted into materials before acknowledging receipt of such assistance, in line with the policy of DepEd and the Adopt-A-School program to refrain from accepting cash donations (Brigada Eskwela Manual, 2009).

Pre-Implementation Stage

Following the kick-off ceremony, the action team's next task is to carefully select the types of involvement programs that will align with the school's goals. It is crucial that the specific programs and activities chosen reflect a partnership approach, as outlined by Slavin (2004). During this stage of BrigadaEskela, volunteers and partners will play a key role in determining where they can best contribute. Once identified, team leaders will be appointed, and a comprehensive briefing on the program of activities, in accordance with the schoolwork plan, will be conducted. Working teams will then be organized to effectively carry out the tasks at hand, as detailed in the Brigada Eskwela Manual (2009).

The school head and staff bear a significant responsibility in inspiring and guiding the volunteers who generously offer their time and support to the school's mission. As new volunteers arrive each day, eager to contribute, it is essential that they feel welcomed and well-informed about how they can make a meaningful impact. Heid (2012) notes that volunteering can provide a profound sense of purpose, particularly for older adults who may have experienced a loss of significant roles in their lives. Formal volunteering has been shown to mitigate the impact of such losses, helping individuals find renewed purpose and fulfillment. Therefore, it is important for the school leadership and staff to recognize the value of these volunteers and ensure that they are integrated into the school community in a way that allows them to contribute effectively. This may involve providing clear guidance, acknowledging their efforts, and fostering a supportive environment in which their contributions are truly valued. By doing so, the school can harness the enthusiasm and dedication of its volunteers, ultimately enhancing the impact of its educational endeavors.

Implementation Stage

During the Brigada Eskwela Week, also known as the "National School Maintenance Week" (NSMW), the focus shifts to the actual implementation stage. Traditionally scheduled on the third week of May, just before the commencement of classes, this period is crucial as it marks the culmination of all the marketing, advocacy, and resource mobilization efforts undertaken during the pre-implementation stage. It is a time when the school, with the assistance of volunteer stakeholders and partners, puts its plans into action. The school head plays a pivotal role in orchestrating the activities during this week, and school administrators are essential in providing teachers with professional development in family and community involvement (Mueller, 2018).

It is highly recommended to initiate the week with a simple kick-off ceremony to officially set the tone and ignite enthusiasm among the volunteers. While the program need not be extravagant, it should be impactful and meaningful. This presents an opportunity for the school head to express gratitude to the volunteers and stakeholders who are backing the program. The presence of influential stakeholders in the community, such as LGU and barangay officials, DepEd officials, PTCA, and School Governing members during the opening program can significantly boost the morale of the volunteers. A presentation on the mechanics of the Brigada Eskwela program and an overview of planned activities would be beneficial to emphasize. This could include the schoolwork plan on Brigada Eskwela, major projects/activities to be undertaken, donations and commitments received during the pre-implementation phase, as well as the support or assistance needed to accomplish these tasks (Brigada Eskwela Manual, 2009). This ceremony serves as a platform to align all stakeholders and volunteers towards a common goal, fostering a sense of unity and purpose.

The Brigada Eskwela Week serves as a testament to the power of collaboration and community involvement in ensuring that schools are conducive for learning. It is a time when everyone comes together to contribute their time, resources, and expertise for the betterment of the educational environment. By engaging in this collective effort, schools not only receive physical improvements but also cultivate a culture of ownership and pride among students, teachers, and community members. As the week unfolds, it is essential to maintain open communication channels with all stakeholders, ensuring that everyone is informed and engaged throughout the process. This inclusive approach fosters a sense of ownership and accountability, laying the foundation for sustained success beyond Brigada Eskwela Week.

Post Implementation Stage

After the culmination of Brigada Eskwela, the post-Brigada Eskwela stage serves as a pivotal period for the school to showcase the successful implementation of BE. This stage underscores the collaborative efforts, meaningful relationships, and notable accomplishments achieved during the week-long activities. It is crucial to thoroughly document and report these achievements to accurately portray the value that the community places on education. Following the conclusion of the Brigada Eskwela week, all data must be compiled and reflected in various completed forms, which are then submitted to the Documentation Committee to form part of the school's accomplishment report. This process is essential for acknowledging the collective efforts and outcomes of the event.

The preparation of the final accomplishment report involves the school head convening the members of the BE Steering Committee and all Working Committees immediately after the BE week. The Documentation Committee, with support from other committee members, summarizes and consolidates all completed reports or forms for submission. It is imperative to include an overall evaluation in the report to identify strengths and areas for improvement, enabling more effective implementation and productive results in the future. This evaluation will provide valuable insights for enhancing future Brigada Eskwela initiatives and ensuring continued success in fostering a conducive learning environment for the students. The accomplishment report serves as a testament to the dedication and hard work put forth by all stakeholders involved in Brigada Eskwela. It highlights the impact of the collaborative efforts in enhancing the school's physical facilities and creating a positive atmosphere for learning. Additionally, the report showcases the community's commitment to supporting education and nurturing a conducive environment for students to thrive. By documenting and reporting these achievements, the school can effectively communicate the significance of Brigada Eskwela and its role in promoting a culture of excellence in education.

The post-Brigada Eskwela stage plays a critical role in capturing and recognizing the value of the community's efforts in supporting education. Through thorough documentation and reporting, the school can showcase the success of Brigada Eskwela, identify areas for improvement, and pave the way for more impactful initiatives in the future. This process not only celebrates the achievements of the past week but also sets the stage for continued progress and success in creating an optimal learning environment for all students.

Following the conclusion of Brigada Eskwela, the final reports will undergo a thorough process of consolidation and submission. The District Supervisor plays a pivotal role in this process, as they are responsible for summarizing the accomplishment reports from various schools within their district and submitting them to the Division Office. Subsequently, the Assistant Schools Division Superintendent or the Brigada Eskwela Coordinator of the division takes on the task of consolidating the reports from the District Supervisors, and then submits them to the Regional Office through the regional Brigada Eskwela coordinator. Finally, the regional consolidated accomplishment reports are submitted to the Adopt-A-School (ASP) Secretariat.

It is crucial to emphasize that the efforts to improve schools should not be confined to the Brigada Eskwela week alone. Instead, it should be an ongoing commitment throughout the year to create an environment that is conducive to learning for all school children. Sustaining Brigada Eskwela efforts necessitates effective communication to actively involve teachers, pupils, and parents in fulfilling their respective roles and contributing to the maintenance of the school. This is particularly important in recognizing the contributions made by partners and volunteers during the Brigada Eskwela Week.

Schools with comprehensive programs have the potential to assist parents in establishing conducive home learning environments, engaging them as valuable volunteers, and involving them in decisions that impact the schools and their children (Aquino, 2004). This ongoing collaboration is essential for fostering continuous improvement in the school environment and enhancing the overall educational experience.

The process of consolidating and submitting final reports following Brigada Eskwela is a critical step in assessing the accomplishments and identifying areas for further improvement. However, it is equally important to recognize that sustaining these efforts requires ongoing collaboration and engagement from all stakeholders. By fostering a culture of continuous improvement, we can create an educational environment that truly supports the holistic development of our students.

The role of schools goes beyond the confines of the classroom, encompassing the establishment of connections and public relations with various social units in the surrounding environment. Stacho (2018) emphasized the significance of planned, systematic two-way communication between educational institutions and their internal and external publics, aimed at fostering morale, goodwill, understanding, and support. In order to effectively fulfill this responsibility, schools must cultivate strong relationships with the community. Aquino (2004) highlighted the necessity of close cooperation and collaboration between schools and the community to ensure that the school is responsive to the needs of the people and that the community actively contributes to the school's programs. A symbiotic relationship between the school and the community results in a reflection of community life within the school, and the manifestation of the school's ideas within the community.

Facilitating accessibility between the school and the community involves mutual respect and trust. Handugan (2018) suggested that schools can initiate this relationship by establishing connections through community education programs, utilizing school facilities for community activities, providing volunteer opportunities, and implementing outreach programs. Furthermore, Aquino (2004) elaborated that the community also expects participation from schools in cultural, fraternal, civic, and religious activities. In return, the community may support the school by patronizing it, providing protection, and collaborating on community projects.

It is imperative for schools to recognize their role as integral parts of the broader community and to actively engage with various stakeholders. By fostering strong ties with the community, schools can better understand and address the needs of their constituents, while also contributing to the overall well-being and development of the community. This reciprocal relationship not only enhances the educational experience for students but also strengthens the social fabric of the community as a whole. As such, schools should continue to prioritize efforts to establish and maintain meaningful connections with the community, recognizing the mutual benefits that arise from such collaboration.

Community involvement in decision-making processes and volunteerism is a crucial avenue for engaging citizens in the improvement of education. By participating in school board meetings, serving on task forces, and voicing concerns about budget issues, citizens can play a vital role in ensuring quality education. Research and practice have shown that community involvement in schools yields numerous benefits for students, families, and communities. It helps develop collaborative skills, fosters the sharing of common goals, establishes structures for decision-making, and allows time for reflection and evaluation.

One noteworthy example of successful government-citizen partnerships is Brigada Eskwela, which serves as evidence that effective collaboration is achievable (Carreon, 2015). However, it is important to recognize that while community involvement can enhance the impact of educational policies, funding,

teaching quality, and parent partnerships, it cannot replace these essential components. Instead, when executed effectively, community involvement serves as an additional element that significantly influences the educational environment.

In conclusion, inviting community members to engage in decision-making processes and volunteerism is an effective strategy for fostering a supportive and collaborative educational environment. By recognizing the crucial role of citizens in understanding and supporting quality education, we can harness the benefits of community involvement to enhance the overall impact of educational initiatives.

Impacts of Brigada Eskwela

The Brigada Eskwela program, as outlined in the 2009 manual, has a profound impact that goes beyond the simple act of maintaining cleanliness in schools. It serves as a crucial vehicle for instilling a sense of responsibility and respect in students towards their school environment and the wider community. Through active participation in cleanup activities, students are able to develop a strong sense of duty, recognizing their pivotal role in upholding a clean and welcoming atmosphere. This not only leads to immediate improvements in the school environment but also nurtures essential life skills and a deeper understanding of the significance of sustaining a clean and sustainable community. Consequently, the program acts as a catalyst for fostering a culture of civic awareness and environmental care among students, empowering them to advocate for positive change within their school and beyond.

Moreover, the Brigada Eskwela program plays a pivotal role in building and strengthening partnerships between schools and communities. Through collaborative efforts, the initiative aims to bolster educational outcomes, enhance school facilities, and promote community development. By addressing challenges and harnessing the collective expertise of stakeholders, the program continues to make significant strides in creating a positive and conducive learning environment for all (Carreon, 2015). This collaborative approach not only benefits the schools and communities involved but also contributes to the broader societal development by nurturing a generation of responsible and engaged citizens.

In conclusion, the Brigada Eskwela program stands as a testament to the power of community engagement and collaboration in driving positive change within educational institutions and beyond. Its impact reaches far beyond the physical improvements in school infrastructure, as it instills invaluable values and skills in students while fostering a culture of responsibility and care for the environment. Through its continued efforts, the program will undoubtedly play a vital role in shaping a brighter future for both schools and communities, creating a lasting legacy of civic awareness and partnership.

To the Community

The Department of Education (DepEd) has historically faced challenges in addressing the lack of prioritization for education in the country. This has manifested in various ways, including insufficient resources for public schools, a shortage of classrooms, overcrowded classes, and schools ill-prepared for the start of the academic year. These issues have had a direct impact on the school opening experience for both pupils and teachers, with uncleaned classrooms, worn-out blackboards, damaged furniture, and other maintenance and repair needs creating obstacles to a smooth start to the academic year. As a result, teachers and pupils have found themselves preoccupied with these tasks instead of being able to fully focus on the beginning of their educational journey for the year.

In response to these challenges, DepEd initiated the Adopt-a-School Program (ASP) in 1998 as a means to engage with external stakeholders who were willing to contribute resources to enhance public school

education in the country. This collaborative approach marked a significant turning point, as it saw a surge in volunteerism that ultimately extended to local communities through the Brigada Eskwela initiative. The implementation of this program has become integral to the school community, as it not only saves resources but also fosters a sense of shared responsibility among school leaders, educators, and learners. The unwavering support and concerted efforts of various stakeholders have yielded tangible results, notably in the form of improved school facilities that are better equipped to meet the demands of the new academic year. As a result, teachers are now able to commence classroom instruction on the first day of classes, while pupils can fully engage in their lessons without the added burden of having to prioritize the cleaning and preparation of their learning environment.

Through the collaborative efforts facilitated by programs such as ASP and Brigada Eskwela, DepEd and its partners have made significant strides in addressing the longstanding challenges faced by public schools in the country. By working together to improve educational infrastructure and create conducive learning environments, these initiatives have played a crucial role in enhancing the overall educational experience for both teachers and pupils. As we look to the future, it is imperative to sustain and build upon these collaborative efforts to further advance the quality of public-school education in the country.

The increasing support from various sectors such as companies, the Philippine Army, Local Government Units, private partners, teachers, and community members has significantly contributed to the improvement of schools in the Philippines. This collaborative effort has led to the provision of a conducive learning environment for Filipino youth. The involvement of volunteers in providing cash, donations, and voluntary work has played a crucial role in creating clean classrooms, well-maintained learning tools, and attractive landscaping within schools. As a result, students are inspired to attend school, study diligently, and strive to achieve their educational goals.

This initiative not only emphasizes the importance of community involvement but also recognizes the role of schools in instilling values and competencies necessary for nation-building. The transformation of public schools into a venue for collaboration between the government and various stakeholders has been a key aspect of this program. Brigada Eskwela aims to foster understanding among all sectors of society that education is the responsibility of everyone. The government, the community, and the private sector are all integral to the success of every student's education.

It is evident that a healthy learning environment is essential for the overall well- being of students. Access to necessary supplies, furniture, equipment, and competent teachers contributes to the creation of a safe and conducive learning space. The collective efforts of all stakeholders involved in this initiative have been instrumental in ensuring that Filipino youth have access to quality education and are equipped with the skills required for their future endeavors.

According to Briones (2018), With the theme "Pagkakaisa para sa Handa, Ligtas, at Matatag na Paaralan Tungo sa Magandang Kinabukasan", the initiative aims to ensure that schools are ready and safe for learners before classes open. DepEd Secretary Leonor Briones emphasized the importance of volunteerism and encouraged the participation of various organizations and stakeholders from both the public and private sectors. The department highlighted the role of communities and stakeholders in the preparation of schools, emphasizing in-kind donations such as construction materials, school supplies, and health and hygiene kits. Interested parties are encouraged to coordinate with DepEd offices or the school principal of the beneficiary school to contribute to the program. DepEd also called upon its personnel to participate by allotting time, skill, or assistance for the program, with the option for employees to offer volunteer work credited as official time. Additionally, teachers involved in Brigada Eskwela will be given a three-day

credit for a complete six-day service. The department's commitment to improving the quality of education through collaborative efforts reflects the spirit of bayanihan and the unrelenting dedication to serve.

In addition to Ciasico (2019) the 2019 Brigada Eskwela officially commenced with a national kickoff and caravan, underscoring the commitment of various stakeholders to this annual activity. The program's goals extend beyond cleaning, aiming to address issues such as out-of-school students and school safety. In line with this, the incorporation of water, hygiene, and sanitation facilities reflects a holistic approach to student well-being. As the week-long activity drew to a close, DepEd expressed gratitude to all partners and stakeholders for their contributions. Notably, TELUS International Philippines (TIP) participated in the "Days of Giving" by volunteering at Victorino Mapa High School, exemplifying effective collaboration between the government and private sectors. TIP's sustained support for Brigada Eskwela has positively impacted numerous schools and students, reflecting its commitment to community development. The company's efforts align with its vision of creating inclusive environments and empowering communities. TIP's President and CEO acknowledged the exceptional dedication of the Philippine team and emphasized the program's role in bringing communities together for the betterment of children's education. The rehabilitation of school facilities and the donation of educational resources underscore TIP's dedication to enhancing the learning environment. This collaborative effort aims to provide students with a conducive space for learning and to inspire them to contribute positively to society.

Also, MNLToday.Ph (2019), stated that this program offers numerous benefits, including resource conservation for schools, fostering unity and cooperation among stakeholders, ensuring students' learning experiences, enhancing the cleanliness and appeal of school facilities, and creating a safe environment for Filipino learners. Brigada Eskwela effectively promotes innovative approaches to improving school facilities while emphasizing the spirit of Bayanihan, encouraging people to embrace the culture of volunteerism. Through the collective effort of school leaders and volunteers, this initiative plays a crucial role in driving positive change. By embodying the principles of Bayanihan, individuals come together to support each other, particularly in enhancing the quality of education for the youth. The active participation of school administrators, who take the lead in organizing activities, alongside dedicated volunteers, is instrumental in realizing this innovative endeavor. Brigada Eskwela exemplifies the spirit of Bayanihan by promoting mutual assistance and collaborative efforts, thereby reducing workloads and simplifying tasks without expecting anything in return.

According to Carmelo (2022), the successful implementation of the program to improve school facilities and learning environments requires the collective effort of the entire school community, including administrators, teachers, and students. This initiative not only provides valuable resources but also generates savings for the school, allowing for a more efficient allocation of funds. Thanks to the unwavering support and dedication of numerous stakeholders, significant improvements have been made to the learning environments and school facilities, ensuring that everything is in place for the commencement of classes. As a result, students can now focus on their studies from the very first day of the academic year, without having to worry about organizing their classrooms.

The growing involvement of individuals and organizations in supporting schools is evident each year, with companies offering their employees' time as volunteers or making donations in various forms. The collective efforts of volunteers from diverse organizations, including the Philippine Army, Local Government Units, private partners, teachers, and community members (parents and students), contribute to creating a healthy and conducive learning environment for Filipino children.

This collaborative initiative recognizes the community's vital role in creating an ideal educational setting

where students can develop the necessary skills and values to contribute to nation-building. Clean and well-maintained classrooms, along with aesthetically pleasing surroundings, play a significant role in motivating students to attend classes regularly, work diligently, and strive towards their educational goals. The transformation of public schools through this program has provided a unique opportunity for people to actively participate in a joint effort with the government. The Department of Education emphasizes that one of the key objectives of Brigada Eskwela is to raise awareness across all segments of society about their shared responsibility for the education of Filipino citizens. The government, as the provider of free education, the local community that nurtures the students, and the private sector that will eventually employ them, all have a stake in ensuring the academic success of every student. Their collective involvement is crucial in creating an environment conducive to learning, equipped with necessary supplies, furniture, equipment, and competent teachers.

In conclusion, an environment that fosters safe and effective learning, supported by engaged stakeholders and a collaborative community effort, is undeniably essential for the holistic development and academic success of students.

As explained by Orlanda (2019), she stated that Brigada Eskwela has indeed proven to be highly beneficial, not only for the learners but also for the teaching staff and the school as a whole. The involvement of both government and non-government agencies in this activity has significantly contributed to meeting the school's various needs. Their support has provided essential resources and assistance that have greatly enhanced the overall learning environment. This collaborative effort has not only addressed the immediate requirements of the school but has also fostered a sense of unity within the community.

The promotion of unity is one of the key outcomes of Brigada Eskwela. It has brought together individuals from diverse social backgrounds, encouraging them to work in unison towards a common objective. This collective effort has not only improved the physical infrastructure of the school but has also strengthened the bonds within the community. The positive impact of this collaboration is evident in the enhanced learning environment, which plays a crucial role in shaping the attitudes and behaviors of the learners.

The significance of maintaining a clean and safe learning environment cannot be overstated. The positive effect on the learners is palpable when they are able to study and thrive in a conducive setting. A clean and safe environment not only contributes to their physical well-being but also nurtures a positive mindset, thereby enhancing their overall learning experience. Furthermore, ensuring the safety of the learners is paramount, and Brigada Eskwela has played a pivotal role in guaranteeing a secure and protected space for their educational pursuits.

It is often said that the youth are the future of our nation, and it is imperative that we, as a community, actively participate in shaping this future. By collectively working towards creating a safe and conducive learning environment, we are not only investing in the academic success of these learners but also in their overall development as responsible individuals. Our contributions, no matter how small, can have a lasting impact on their journey towards realizing their ambitions in life.

In conclusion, while Brigada Eskwela may be an activity that spans just a week, its enduring impact on the learners will resonate throughout their lives. It serves as a testament to the power of community collaboration and underscores the profound influence it can have on shaping the future generation. As we continue to support initiatives like Brigada Eskwela, we reaffirm our commitment to nurturing an environment where every learner has the opportunity to thrive and succeed.

Brigada Eskwela to Promote Collaboration for Education Resiliency

The Department of Education (DepEd) officially launched the nationwide Brigada Eskwela 2022, as stated by Duterte (2022). This initiative aims to foster collaboration and resilience in basic education. Vice President and Education Secretary Sara Z. Duterte emphasized the significance of collaboration between parents, teachers, local governments, and the entire community, highlighting its enduring impact even after the school year concludes.

The support from the national government through the Basic Education Development Plan 2030 serves as a guiding force for the Department's plans and programs. VP-Secretary Duterte underscored the importance of unwavering dedication to the teaching profession and the future of Filipino children. The theme "Tugon sa Hamon ng Ligtas na Balik-Aral" for Brigada Eskwela 2022 underscores the collective efforts to create a safe learning environment and ensure the delivery of quality education. This year's program will focus on providing access to education and enhancing its quality. The physical aspect of Brigada Eskwela 2022 will involve school maintenance and repairs in preparation for the reopening of in-person classes.

Additionally, Undersecretary for Legislative Affairs and International Cooperation Gerard Chan emphasized the administration's commitment to strengthening existing partnerships and fostering new ideas for collaboration. Assistant Secretary for Field Operations Francis Cesar Bringas expressed optimism regarding the successful implementation of Brigada Eskwela 2022 in School Year 2022-2023. As preparations are underway for the school opening on August 22, DepEd is committed to conducting activities and initiatives that will facilitate a safe return to classes and gradually transition

from blended learning to in-person classes. Despite the challenges posed by the COVID- 19 pandemic and natural disasters, the collective effort to pilot Brigada Eskwela across the country is inspiring and holds the potential to create a positive impact in every public school in the Philippines, as shared by VP-Sec. Duterte.

Theoretical Framework of the Study
Theory of Unified Responsibility of Volunteerism

Describing Volunteerism: The Theory of Unified Responsibility by Dutta-Bergman (2009), is firmly grounded in the unified responsibility concept as proposed which emphasizes the significance of a sense of responsibility in both personal and social spheres of individual behavior. The study defines volunteerism as a deliberate and public decision to contribute one's time and effort for the benefit of others, whether it be individuals, groups, or organizations. Additionally, previous research has highlighted specific demographic variables that play a crucial role in predicting volunteer participation, thereby offering valuable insights into the factors influencing individuals' willingness to volunteer.

The conceptual framework of the study, as depicted in Figure 1, encompasses the variables of the study. The Brigada Implementation was assessed through the following indicators: The Pre-implementation stage, which involves the planning of Brigada Eskwela activities, including the organization and establishment of various committees, as well as the orientation of members regarding their roles and tasks; The implementation stage, which pertains to the actual execution of planned actions to carry out all Brigada Eskwela activities; and the Post-implementation stage, which involves evaluating the degree of success in implementing the Brigada Eskwela program within the school.

Additionally, the problems encountered by respondents in implementing Brigada Eskwela in secondary schools in Brooke's Point, Palawan, can be analyzed through the lens of the Theory of Unified

Responsibility of Volunteerism. This theory posits that successful volunteer initiatives depend on a collective sense of responsibility among all participants, including community members, educators, and local organizations.

In the context of Brigada Eskwela, challenges may arise when there is a lack of shared commitment and accountability among stakeholders. If community members do not perceive their role as integral to the program's success, participation may decline, leading to insufficient support and resources for the initiative. Furthermore, the theory suggests that disparities in motivation and engagement levels among volunteers can result in uneven contributions, adversely affecting the overall implementation of the program.

By applying this theory, this study aims to highlight how these issues impact the effectiveness of Brigada Eskwela and to propose strategies that foster a stronger sense of collective responsibility, thereby enhancing community involvement and program success.

The assessment of the level of implementation across these three stages served as the foundation for developing an action plan aimed at strengthening school-community partnerships and ensuring the successful execution of Brigada Eskwela activities in the Pre- implementation Stage, Implementation Stage, and Post-implementation Stage.

Conceptual Framework of the Study

INDEPENDENT VARIABLES		INTERVENING VARIABLES		DEPENDENT VARIABLES
• Socio- demographic profile of secondary schools in Brooke's Point, Palawan in terms of: • Age • Sex • Civil Status •Highest Educational attainment • School • Position	➡	•The problems encountered by the respondents in implementing of Brigada Eskwela of secondary schools in Brooke's Point, Palawan.	➡	• Implementation of Brigada Eskwela among the secondary schools of Brooke's Point, Palawan • Pre-Implementation • Implementation • Post-Implementation •Action Plan

Figure 1. Conceptual framework of the Study showing the relationship of variables.

Operational Definition of Terms

To facilitate comprehension of this research, the terms will be operationally defined.

Action Plan – A sequence of steps that must be taken, or activities that must be performed well, for a strategy to succeed.

Brigada Eskwela – refers to the activity undertaken in public schools a week before classes begin, where people voluntary help to do clean up and repairs to prepare the rooms for the beginning of the new school year.

Brigada Eskwela Coordinator – refers to the selected secondary schools' respondent of the study.

Department of Education – refers to the executive department of the Philippine government responsible for ensuring access to, promoting equity in, and improving the quality of basic education.

Implementation – refers to the phase where the actual delivery or execution of an intervention or program takes place.

Parent-Teacher Association Officers – refers to the selected parents' respondents of the study.

Pre-implementation – refers to the phase before the actual implementation of an intervention or program.

Post-implementation – refers to the phase that comes after the actual implementation of an intervention or program.

Secondary Schools – refers to the selected schools of Brooke's Point, Palawan where this study is conducted.

Teachers – refers to the selected respondents of this study.

CHAPTER III
METHODOLOGY

This chapter presents the process and methodologies used to enable the researcher to know how the study would be conducted. This Chapter introduces the locale study, sampling procedure, instrumentation, respondents of the study, data collection procedure and treatment of data.

Locale of the study

The locale for this study is Brooke's Point, Palawan, a 1st class municipality in the province of Palawan, Philippines. Situated in the southern part of Palawan, Brooke's Point is named after British adventurer and explorer James Brooke, known for his role in establishing the Sultanate of Sulu in the 19th century. It is located on the western coast of Palawan Island, along the shores of the Sulu Sea, approximately 443 kilometers southwest of Puerto Princesa City, the capital of Palawan province. Bordered by the municipalities of Sofronio Española to the north, Rizal to the south, and Bataraza to the east, Brooke's Point covers a total land area of around 1,207 square kilometers, making it one of the larger municipalities in Palawan.

Notable landmarks and attractions in Brooke's Point include the Ransang Eco- Tourism Park, the Brooke's Point Historical Site, and several white sand beaches and dive sites along the coastline. The main economic activities in the area are agriculture, fishing, and mining, with copra production being one of the primary sources of livelihood for the local population. The municipality also boasts a rich cultural heritage, influenced by the indigenous Palaweño people and the colonial history of the Philippines.

Brooke's Point offers a unique setting for research due to its combination of natural beauty, historical significance, and economic activities. The Ransang Eco-Tourism Park provides an opportunity to study sustainable tourism practices, while the municipality's agricultural and fishing industries offer insights into rural livelihoods and resource management. Additionally, the cultural heritage of Brooke's Point presents avenues for exploring traditional knowledge systems and community dynamics.

The Department of Education (DepEd) in Brooke's Point, Palawan plays a crucial role in ensuring the delivery of quality basic education in the area. Its responsibilities include overseeing public schools, facilitating teacher training, and engaging with the community to promote educational initiatives such as Brigada Eskwela. The local DepEd office is committed to enhancing educational facilities, improving student learning experiences, and addressing the unique challenges faced by schools in the region.

Additionally, Brooke's Point presents valuable opportunities for research in marine ecosystems and coastal

resource management due to its location in the southern part of Palawan and proximity to the Sulu Sea. The presence of white sand beaches and dive sites further enhances its potential for research in marine biodiversity and ecotourism. With its diverse range of research opportunities across fields such as sustainable tourism, rural livelihoods, cultural heritage, marine ecosystems, and biodiversity, Brooke's Point, Palawan offers a compelling location for academic inquiry and scholarly exploration.
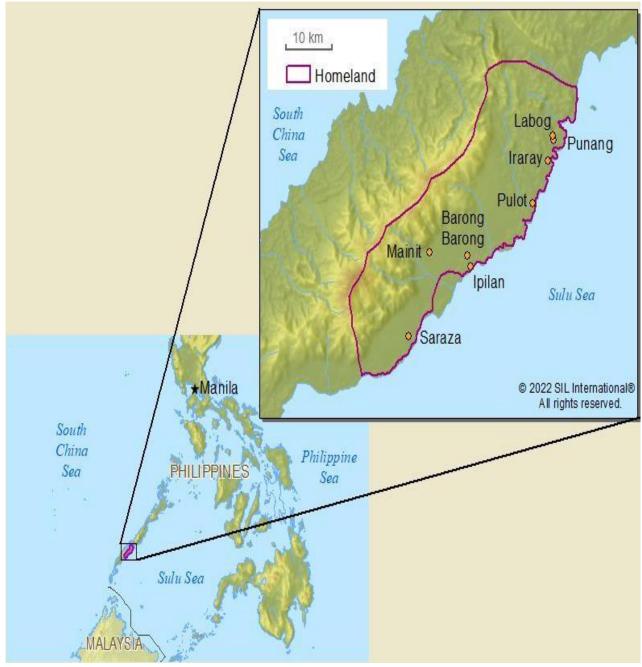

Figure 2. Map of Palawan showing the study areas.
(Source: https://www.webonary.org/palawanob/language/map/)

Research Design

This research used a descriptive survey methodology to determine the implementation of Brigada Eskwela in various secondary schools in Brooke's Point, Palawan.

The questionnaire consisted of close-ended inquiries. These inquired will primarily focused on the respondents' demographic background, while some were followed by alternative inquiries that provide corresponding alternative responses for selection.

Respondents of the Study

The respondents were consist of five (5) teachers, one (1) Brigada Eskwela Coordinator, and three (3) selected parents of the Parent-Teacher Association Officers in every secondary school in Brooke's Point, Palawan, specifically, Brooke's Point National High School, Gov. Alfredo Abueg Sr. National Technology & Vocational Memorial High School, Maasin National High School (Bernas NHS), Ipilan National High School, Vito Pechangco Memorial National High School, and Malis National High School, during the academic year of 2023-2024.

Sampling Procedures

Purposive sampling was implemented in this study, wherein the researcher selected the sample based on the characteristics of a population and the study's objective.

In line with the study's requirements, participants were chosen, and those who did not meet the profile were not included.

Research Instrument

A structured questionnaire was formulated based on the Brigada Eskwela Manual 2009 in the relevant literature, as well as the utilization of questionnaires from other theses pertaining to the research topic. To obtain the appropriate data, the research instrument were divided into three (3) distinct sections: Part I, encompassed the sociodemographic profile of the respondents in various secondary schools in Brooke's Point, Palawan, including their age, sex, civil status, highest educational attainment, school, and position. Part II, focused on assessing the level of implementation of Brigada Eskwela at secondary schools in Brooke's Point, Palawan in terms of: a.) Pre-Implementation b.) Implementation b.1) campaign activities; c.) Post Implementation. Part III, identified the challenges encountered in implementing Brigada Eskwela in secondary schools at Brooke's Point, Palawan.

To analyze the level of implementation of Brigada Eskwela in secondary schools at Brooke's Point, Palawan, a 5-point Likert scale and its corresponding equivalent was used.

Range Value	Adjectival Rating
4.50 - 5.0	Always
3.50 – 4.49	Often
2.50 – 3.49	Sometimes
1.50 – 2.49	Rarely
1.0 – 1.49	Never

To analyze the challenges encountered by the respondents in implementing Brigada Eskwela in secondary schools at Brooke's Point, Palawan, a 5-point Likert scale and its corresponding values was used.

Numerical Rating	Adjectival Rating
5	Strongly Agree

4	Agree
3	Moderately Agree
2	Disagree
1	Strongly Disagree

Data Gathering Procedures

The initial action undertaken was to dispatch a formal letter of request, endorsed by the researcher's adviser, to the principals of secondary schools in Brooke's Point, Palawan, seeking authorization for the implementation of the study. The outline of this correspondence could be found in Appendix "B."

Subsequent to the receipt of a response from the principal granting permission for the administration of the survey questionnaire, the researcher personally administered said questionnaire to the selected teachers, Brigada Coordinator, and selected parent from the Parent-Teacher Association Officers of secondary schools in Brooke's Point, Palawan.

Sufficient time was allocated to the respondents to thoroughly review and complete the questionnaire. The acquired data was subsequently subjected to meticulous processing and analysis.

Treatment of the Data

The data were examined and interpreted by utilizing frequency counts, percentages, and means. These statistical measures were specifically applied in relation to the socio-demographic characteristics of the respondents.

The implementation of Brigada Eskwela and the problems encountered by the respondents were evaluated using a 5-point Likert scale and its corresponding equivalents.

In addition, Pearson's correlation, the utilization of t-tests to examine the proposed average in order to ascertain the acceptance or non-acceptance of the null hypothesis of this study.

CHAPTER IV
RESULTS AND DISCUSSIONS

This chapter presents the results of the analysis of data and the discussion. Presentations are logically arranged parallel to the formulated statement of the problems.

Socio-demographic profile of the Respondents

Table 1 presents the socio-demographic profile of the selected respondents from Secondary Schools of Brooke's Point, Palawan in terms of age, sex, civil status, educational attainment, school, and position.

The result indicates that the majority of respondents fell within the age group of 31 to 35, with 17 individuals (31.5%). This was followed by the ages that ranged from 36 to 40 years old with 13 individuals (24.1%), and 25 to 30 years old with 11 individuals (20.4%). The second to last group was from ages 41 to 45 with 9 individuals (16.7%). Conversely, the smallest proportion of respondents was found in the 46 to 50 age group, comprising only with 4 individuals (7.4%). The mean age of the respondents was calculated to be 36 years old. These findings imply that the survey sample was predominantly represented by individuals in their early to mid-thirties, with a smaller representation of those in their late forties. It is aligned with the study of Szymkowiak et al. (2021), which states that younger individuals are increasingly involved in the educational realm due to various factors, including the rise of technology and changing educational policies. It is supported by the study of Vargas-Rodríguez et al. (2023), which highlights that

the influx of millennial teachers has created a generational diversity in schools, where younger teachers often assist more experienced ones in integrating technology into their teaching practices, thus enhancing educational outcomes. However, it doesn't conform with the data from the National Center for Education Statistics which shows that the average age of teachers in public schools is approximately 42.4 years, with a notable percentage being over 50 (NCES, 2018). It is supported by the study of Masféty et al. (2023), which states that older teachers often possess a wealth of experience and have developed strong classroom management and instructional skills over their careers. They are frequently rated highly by school administrators for their responsible conduct and ability to foster positive relationships with students, which can enhance the learning environment (Masféty et al., 2023).

Based on sex, it is clear that the majority of respondents, totaling 47 individuals (87.1%), are female. In contrast, a smaller group of 7 individuals (12.9%) identified as male. This implies that female teachers and some members of PTA are more prevalent than their male counterparts, according to UNESCO's observation that women are over-represented in the teaching profession. Sluijs's, (2014) study indicates that the level of maternal involvement in teaching is influenced by various demographic and time-related factors. This supports the notion that women are more actively involved in the teaching profession and in attending to their children's educational needs.

Furthermore, the OECD (2017) highlights the significant gender imbalances within the teaching profession. Notably, women constitute the majority of teachers, with uneven distribution across different levels and fields of education. Of particular concern is the growing gender gap in the proportion of male and female teachers at primary and secondary levels over the past decade. The higher representation of women among teachers below the age of 30, coupled with the predominance of female tertiary graduates in the field of education, suggests a potential intensification of this trend in the near future. However, a contrasting scenario emerges at the tertiary level, where gender parity has shown improvement, especially among younger teachers, over the last decade. This underscores the need for continued monitoring and proactive measures to address gender disparities within the teaching profession.

The majority of the respondents, comprising 68.5%, are married. 25.9% are single, while the remaining 5.6% are widowed. These findings imply that majority of the respondents are married. It is noteworthy that the prevalence of married individuals aligns with Ajao's (2020) study, which suggests that married teachers may exhibit certain characteristics due to the similarities between parent-child and teacher-pupil relationships. In addition, Seung-min Ryu et al. (2002) revealed significant differences in work performance between married and single individuals. The study indicated that married individuals achieved better results compared to their single counterparts. These results suggest that civil status may have an influence on an individual's work performance, highlighting the importance of considering such factors in the workplace.

Upon analysis of the data, it is evident that the predominant educational attainment among the respondents is a college degree, constituting 77.8% of the total sample with 42 individuals. This is followed by a smaller percentage of respondents holding a master's degree, accounting for 12.9% with 7 individuals. Furthermore, there is a minimal representation of elementary graduates at 1.9% with 1 respondent, and high school graduates at 7.4% with 4 individuals. These findings imply that the majority of the respondents are college graduates. Research indicates that states with higher teacher qualification standards, such as requiring at least a bachelor's degree, tend to see improved educational outcomes for students, particularly in early childhood education settings. It is supported by the data from the National Center for Education Statistics (2023), a significant percentage of public-school teachers now hold advanced degrees, reflecting

a trend where higher educational attainment correlates with better job security and advancement opportunities within the field. In addition, educators with specialized training and a bachelor's degree are more effective in fostering essential cognitive and social skills in children, which are critical for school readiness (Bueno et al., 2010).

In terms of school, the number of respondents in each secondary school is consistent, with a frequency of 9 (16.7%) respondents. This uniform distribution ensures that each school is equally represented in the data collection process, allowing for a comprehensive and balanced analysis of the responses. In a simple random sampling procedure, each participant has an equal probability of being selected as an ideal member. This means that every individual in the sample population has an equal chance of being chosen, ensuring fairness and impartiality in the selection process (Forzano, 2011).

The distribution of respondents based on their positions indicates that the largest proportion, accounting for 44.4% of the total sample, held the position of Teacher 1, with a frequency of 24. In contrast, Head Teacher III had the lowest representation, with only 1 respondent (1.9%). PTA Officers comprised 18.5% of the sample, with a frequency of 10, while both PTA Members and Teacher II were equally represented at 6 respondents each (11.1%). Teacher III, with a frequency of 5 (9.3%), and Head Teacher I, with a frequency of 2 (3.7%), had the least representation. These finding implies that a majority of the respondents are Teacher 1. The result is aligned with the study of Austin (2023), which states that teachers hold a crucial position in the educational system due to their multifaceted roles and the profound impact they have on students and society. They are not only responsible for imparting knowledge but also for fostering critical thinking, inspiring dreams, and serving as role models for young individuals. According to Mediavilla (2022), that many are content with their current role and have no immediate plans for advancement. It is possible that for some, the prospect of becoming a master teacher is not a priority as they anticipate retirement in the near future.

Table 1. Socio-demographic Profile of the Respondents of Secondary Schools of Brooke's Point, Palawan

Characteristics	Frequency n=54	Percentage
Age		
25 – 30	11	20.4
31 – 35	17	31.5
36 – 40	13	24.1
41 – 45	9	16.7
46 – 50	4	7.4
Mean = 36		
Sex		
Male	7	12.9
Female	47	87.1
Civil Status		
Single	14	25.9
Married	37	68.5

Widowed	3	5.6
Educational Attainment		
Elementary Graduate	1	1.9
High School Graduate	4	7.4
BS Degree	42	77.8
Master's Degree	7	12.9
School		
Brooke's Point National High School	9	16.7
Vito Pechangco Memorial National High School	9	16.7
Maasin National High School (Bernas NHS)	9	16.7
Gov. Alfredo Abueg Sr. National Technology & Vocational Memorial High School	9	16.7
Ipilan National High Schoo	9	16.7
Malis National High School	9	16.7

Table 1 (continued.)

Characteristics	Frequency n=54	Percentage
Position		
PTA Member	6	11.1
PTA Officer	10	18.5
Teacher I	24	44.4
Teacher II	6	11.1
Teacher III	5	9.3
Head Teacher I	2	3.7
Head Teacher III	1	1.9

Level of Implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan.

The level of implementation of Brigada Eskwela in Secondary Schools in Brooke's Point Palawan is shown in Table 3. Their assessment is based on three factors; pre-implementation, implementation, and post implementation.

The findings presented in Table 2 highlight the respondents' consistent engagement with the Brigada Eskwela initiative across different stages. During the pre-implementation stage, respondents uniformly rated all statements as "Always," achieving a mean rating of 4.89. Similarly, during the implementation stage, the responses maintained a consistent "Always" rating, with an overall mean of 4.84, except for the awareness campaign, which showed a mix of "Always" and "Often" ratings, resulting in a mean of 4.49. In the post-implementation stage, the responses returned to a consistent "Always" rating with an overall mean of 4.92. These results imply that factors under the 3 key stages such as pre-implementation, implementation and post implementation of Brigada eskwela program in selected secondary schools of Brooke's Point, Palawan was always implemented. It is aligned with the study of Baker et al. (2023), which states that maintaining fidelity across all three stages fosters a structured approach that maximizes

the likelihood of achieving desired outcomes and enhances overall program effectiveness. It is supported by the study of Fixsen et al. (2005), which states that this staged approach allows for iterative learning and adaptation, which can significantly improve outcomes and sustainability of the program.

The data analysis indicates that the awareness campaign, currently in its implementation phase, received the lowest overall mean rating. In contrast, the post-implementation stage achieved the highest mean rating regarding overall implementation. This suggests that the processes involved in the awareness campaign are not consistently implemented. This finding aligns with the study of Ambrose (2021), which states that low ratings for awareness campaigns often result from a misalignment between campaign objectives and performance metrics, as well as challenges such as inadequate targeting and inconsistent messaging. In addition, According to Whole Whale (2023), measuring the effectiveness of these campaigns involves analyzing various metrics, including conversation rates and economic value generated from traffic, which can demonstrate a campaign's success in shifting public perception or behavior. Furthermore, campaigns that foster emotional connections through relatable narratives or community involvement often achieve higher ratings because they engage audiences on a personal level, leading to increased trust and loyalty towards the brand or cause being promoted (Brand24, 2024).

The data further shows that in the post-implementation stage of Brigada Eskwela, the act of sending letters of appreciation to partners and donors is rated always, with a mean rating of 4.98. This implies that respondents always express gratitude to those who contribute to the successful implementation of Brigada Eskwela initiatives. This result is aligned with EWF international (2022), which states that when leaders express genuine gratitude, it not only boosts the recipient's motivation but also strengthens the overall team dynamics, leading to improved collaboration and performance. It is supported by the study of Algoe (2012), that gratitude helps us identify good candidates for relationships, appreciate existing ones, and motivate ourselves to maintain these connections. Overall, showing gratitude is a simple yet powerful way to enhance our mental health and strengthen social bonds (Emmons & McCullough, 2003).

Table 2. Level of Implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan.

Indicator/Statement	Mean Rating	Descriptive Rating
A. Pre – Implementation		
The planning for Brigada Eskwela Week involves students, teachers, parents, LGUs, and other stakeholders.	4.83	Always
The School Head serves as the committee chair and leads the planning and organization of committees.	4.89	Always
The School Head shares responsibility with the PTA/SGC for administering and managing the funds generated for the program.	4.91	Always
Each year, the School Head provides orientation to the members of each committee before the start of Brigada Eskwela.	4.89	Always

The School Head aids the resource mobilization committee in identifying potential partners with the skills, services, and resources needed by the school.	4.96	Always
The School Head ensures that the advocacy and marketing committee produces materials such as flyers, posters, and more.	4.87	Always
All activities, particularly the school improvements, are documented through photos and video footage.	4.91	Always
Overall Mean	**4.89**	**Always**

Table 2 (continued.)

Indicator/Statement	Mean Rating	Descriptive Rating
B. Implementation		
The School Head/BE Coordinator designates team leaders and holds a briefing on the program of activities.	4.70	Always
Received donations and commitments are displayed on the transparency board.	4.70	Always
The spirit of volunteerism or bayanihan among the stakeholders is evident every Brigada Eskwela Week.	4.89	Always
The School Head/BE Coordinator monitors the recording of the daily accomplishments of the volunteers.	4.83	Always
The School Head/BE Coordinator ensures that records of donations or resources received during the annual Brigada week are updated daily.	4.85	Always
Regular inventory of all materials is conducted.	4.87	Always
The monitoring and checking of daily updates on Brigada Eskwela forms are conducted.	4.89	Always
Recognition certificates are presented to partners and donors during the closing program.	4.91	Always
Accomplishments, such as the report of generated resources and their use, total number of volunteers, and hours/days rendered, are presented, and meticulously tracked.	4.96	Always

Overall Mean	**4.84**	**Always**
B.1 Awareness Campaign Activities		
Advertisement with local radio, television and newspaper.	3.61	Often

Table 2 (continued.)

Indicator/Statement	Mean Rating	Descriptive Rating
Posting of campaign banners.	4.78	Always
Showing Brigada Eskwela music video.	4.41	Often
Distribution of campaign materials.	4.61	Always
Roadshows/ Promenade (Brigada Caravan).	4.76	Always
Posting Brigade Eskwela activities on Facebook.	4.46	Often
House to house visits.	4.50	Always
Putting Beach Flag on schools.	4.72	Always
Ocular Inspection.	4.56	Always
Wearing uniform with Brigada details.	4.56	Always
Interviews to the volunteers.	4.44	Often
Overall Mean	**4.49**	**Often**
C. Post – Implementation		
The School Head/BE Coordinator sends letters of appreciation to partners and donors for their contributions to the Brigada Eskwela Week.	4.98	Always
Yearly, the School Head/ BE Coordinator gathers all the Brigada Eskwela committee members to evaluate the success of the Brigada Eskwela implementation.	4.89	Always
The School Head/ BE Coordinator assesses the implementation of the school's Brigada Eskwela.	4.94	Always
The School Head/ BE Coordinator identifies additional needs that were not addressed during the annual Brigada Eskwela Week.	4.87	Always
Reports for Brigada Eskwela/ BE Coordinator are submitted to the division office promptly.	4.96	Always
The School Head/ BE Coordinator shares achievements with stakeholders through school publications and/or letters.	4.87	Always
Table 2 (continued.)		
Indicator/Statement	**Mean Rating**	**Descriptive Rating**

The School Head/ BE Coordinator invites parents and other stakeholders to visit the school to celebrate the success of Brigada Eskwela.	4.92	Always
The School Head/ BE Coordinator aligns all Brigada Eskwela and related activities with the continuous improvement of the school, aiming to increase participation rates, reduce drop-out rates, and enhance student completion and achievement rates.	4.84	Always
Overall Mean	**4.92**	**Always**

Legend:

4.50 – 5.0   Always

3.50 – 4.49   Often

2.50 – 3.49   Sometimes

1.50 – 2.49   Rarely

1.0 – 1.49   Never

Problems Encountered in the implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan

The survey results reveal a significant level of disagreement among respondents regarding the implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan. As evidenced by the overall mean rating of 1.73 presented in Table 3, it is apparent that respondents generally do not concur with the premise statements. This suggests that the respondents currently perceive no issues with the implementation of Brigada Eskwela in their area. These findings are consistent with the study by Klayman et al. (1987), which posits that confirmation bias tends to lead individuals to focus on successful outcomes while overlooking errors that may not be immediately evident during initial assessments.

Based on the data, the statement "Insufficient financial resources and funding to cover the needs and activities of the program" received a highest mean rating of 1.94, which implies that the respondents agree that Brigada eskwela are well funded. It is aligned with Cañete (2024), which states that respondents in the Brigada Eskwela program believe it is well-funded due to the substantial support it garners from various stakeholders, including local governments, private sectors, and community members.Furthermore, the Department of Education (DepEd) actively promotes partnerships through initiatives like the Adopt-A-School Program, which encourages businesses and organizations to contribute resources and services, thereby enhancing the program's perceived funding and sustainability (Capacio, 2023).

The data indicates a significant disagreement regarding communication and information-sharing among Brigada Eskwela implementors and their stakeholders. With a mean rating of 1.61, it implies that respondents perceive a deficiency in effective communication strategies. According to a study by Cortez (2014), this deficiency often results in missed opportunities for collaboration and engagement, particularly when community members and local organizations are not adequately informed about their roles and responsibilities within the program. The research highlights that many stakeholders, including parents and local government units, may not receive timely information regarding meetings or activities, leading to reduced participation and support. Furthermore, the study indicates that an effective information campaign

is crucial for fostering stakeholder involvement, as it enhances their understanding of the program's objectives and encourages their active participation in school improvement efforts (Cortez, 2014).

Table 3. Problems Encountered in the Implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan.

Problem Statement	Mean Rating	Descriptive Rating
Difficulties in effectively coordinating the participation of diverse stakeholders (teachers, parents, local government, community members, etc.)	1.81	Disagree
Lack of clear communication and information-sharing among the different stakeholder groups.	1.61	Disagree
Insufficient financial resources and funding to cover the needs and activities of the program.	1.94	Disagree
Challenges in mobilizing and managing the required materials, supplies, and equipment.	1.76	Disagree
Difficulty in sustaining the enthusiasm and active participation of volunteers over time.	1.67	Disagree
Inadequate systems and mechanisms for monitoring the implementation and progress of the program.	1.68	Disagree
Limited data collection and analysis to assess the program's impact and identify areas for improvement.	1.72	Disagree
Difficulties in ensuring the long-term sustainability of the program beyond the initial enthusiasm and commitment.	1.70	Disagree
Challenges in integrating Brigada Eskwela into the regular school operations and planning processes.	1.70	Disagree
Difficulties in adapting the program to different local contexts and school environments.	1.72	Disagree
Overall Mean	**1.73**	**Disagree**

Legend:

4.50 – 5.00   Strongly agree

3.50 – 4.49   Agree

2.50 – 3.49   Moderately agree

1.50 – 2.49   Disagree

1.00 – 1.49   Strongly Disagree

Relationship between the socio-demographic profile and the Level of Implementation of Brigada

Eskwela in Secondary Schools in Brooke's Point, Palawan in terms of Pre-Implementation.

The analysis presented in Table 4 indicates the relationship between socio-demographic profile and the Level of Implementation of Brigada Eskwela in terms of Pre-Implementation.

The hypothesis stating that there is no significant relationship between the sociodemographic profile of the respondents and the level of implementation in the Secondary Schools of Brooke's Point, Palawan was examined using the Pearson correlation coefficient (r) to assess the degree of relationship and the t-test to determine significance. The correlation coefficients ranged from .027 to 0.224, indicating a negligible to low correlation. This is supported by the study of Buckingham's (2012), which found that the nature of the community partner's context influences the pre-implementation work needed. Buckingham's typology was a useful starting point for better understanding the range of contexts of operation. It is aligned with the study of Cando (2016), his research highlights the essential components for the success of the BE program, emphasizing the need for dedicated school professionals, involved parents, a supportive community, and disciplined students who are eager to volunteer for a range of activities. The school is actively seeking volunteers who are able to commit their time, energy, and passion to contribute to the improvement of the school's infrastructure. It is recognized that individuals from diverse backgrounds and experiences are welcome to participate in the success of the Brigada Eskwela initiative.

Therefore, based on the data analysis, the null hypothesis stating that there is no significant relationship between the sociodemographic profile of the respondents and their level of implementation of Brigada Eskwela in terms of pre-implementation.

Table 4. Relationship between the socio-demographic profile and the Level of Implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan in terms of Pre-Implementation.

Profile Characteristics	Coefficient r	P – Value	Decision
Age	.051	.712	Accept Null Hypothesis
School	.224	.104	Accept Null Hypothesis
Sex	.027	.845	Accept Null Hypothesis
Civil Status	.068	.627	Accept Null Hypothesis
Highest Educational Attainment	.016	.910	Accept Null Hypothesis
Position	.145	.297	Accept Null Hypothesis

Legend:

0.01 – 0.09   Negligible

0.10 – 0.29   Low

0.30 – 0.49   Moderate

0.50 – 0.79   High

0.80 – 0.99   Very High

Relationship between the socio-demographic Profile and the Level of Implementation of Brigada Eskwela in Secondary School in Brooke's Point, Palawan terms of Implementation.

The results indicate that the degree of relationship ranges from .022 to 0.330, which is characterized as negligible to moderate correlation. However, the findings presented in Table 5, specifically regarding the Implementation of Brigada Eskwela, showed a significant correlation between position and the level of implementation. This correlation was supported by a p-value of .015, demonstrating statistical significance at the 0.05 level. Furthermore, the coefficient of 0.330 suggests that individuals in higher positions tend

to achieve greater implementation of Brigada Eskwela. This result aligned with the study of The Harvard Family Research Project (2010) identified varying degrees of correlation between different profile characteristics and their impact on implementation levels. It found that demographic and socio-economic factors, such as education, income, and professional experience, significantly influence program effectiveness. Additionally, this aligns with the findings of Hallinger and Kantamara (2000), which indicate that in East Asia, individuals of lower status tend to naturally defer to those of higher status, viewing power differences as a normal aspect of social interactions. Moreover, according to Little (2011), collaboration and partnership play a crucial role in strengthening, supporting, and potentially transforming individual partners. This can lead to improved program quality, more efficient use of resources, and better alignment of goals and curricula.

This indicates that the analysis reveals varying degrees of correlation among different profile characteristics and their influence on implementation levels. Specifically, while age, school, sex, and civil status exhibit negligible correlation, and highest educational attainment shows a low correlation, only position reveals a significant relationship with implementation levels, as reflected by a p-value of 0.015. This suggests that position is a crucial factor affecting the level of implementation, while the other characteristics do not have a statistically significant impact. Consequently, the null hypothesis is accepted.

Table 5. Relationship between the socio-demographic Profile and the Level of Implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan in terms of Implementation.

Profile Characteristics	Coefficient r	P – Value	Decision
Age	.031	.823	Accept Null Hypothesis
School	.085	.537	Accept Null Hypothesis
Sex	.022	.876	Accept Null Hypothesis
Civil Status	.044	.752	Accept Null Hypothesis
Highest Educational Attainment	.238	.083	Accept Null Hypothesis
Position	.330*	.015	Reject Null Hypothesis

Legend:

0.01 – 0.09   Negligible

0.10 – 0.29   Low

0.30 – 0.49   Moderate

0.50 – 0.79   High

0.80 – 0.99   Very High

*Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

Relationship between the socio-demographic profile and the Level of Implementation of Brigada Eskwel in Secondary Schools in Brooke's Point, Palawan in terms of Awareness Campaign Activity.

The results indicate that the degree of relationship ranges from .025 to -.370, characterized as a low to moderate correlation. The findings presented in Table 6 highlight a significant correlation between the school and awareness campaign activity. This correlation is supported by a p-value of 0.006, demonstrating statistical significance at the 0.01 level. Additionally, the negative coefficient r of .370 indicated that socio-demographic factors influence the effectiveness of awareness campaign activities

implemented in the school. According to Mondina (2022), there is a high level of implementation of school activities and projects such as Brigada Eskwela. This indicates a strong commitment to the successful execution of these initiatives within the educational setting. Such findings provide valuable insights into the dedication and effectiveness of school administrators, teachers, and the wider community in ensuring the smooth operation of essential school projects. Additionally, according to the study of Romeo (2020), the level of implementation of school-initiated activities such as Brigada Eskwela is considered to be moderate, with noticeable progress in terms of participation, implementation, and performance. Romeo also concurs with this assessment, indicating that there has been observable advancement in the execution of these activities.

Additionally, the results presented in Table 6 regarding the awareness campaign reveal a significant correlation between individuals' positions and implementation levels. This correlation is supported by a p-value of 0.018, indicating significance at the 0.05 level. Furthermore, with a coefficient of 0.321 in moderate correlation, it suggests that higher positions, such as Head Teacher I and Head Teacher III, are associated with a greater level of implementation. This aligns with the research by Letwood et al. (2004), which states that leadership can emerge from various sources, not just superintendents and principals, but those in formal positions of authority within school systems are often the most influential. Moreover, Elmore (2000) describes this as a comparative advantage, where individuals and groups in different positions within an organization contribute to leadership functions in areas where they have the most influence.

Based on a thorough analysis of the socio-demographic profile of the respondents, which includes factors such as age, sex, civil status, and highest educational attainment, the data presented in Table 6 clearly indicate that there is no significant correlation between these factors and the level of implementation. As a result, the statistical analysis leads to the acceptance of the null hypothesis.

Table 6. Relationship between the socio-demographic profile and the Level of Implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan in terms of Awareness Campaign Activity.

Profile Characteristics	Coefficient r	P – Value	Decision
Age	.109	.431	Accept Null Hypothesis
School	-.370**	.006	Reject Null Hypothesis
Sex	.079	.571	Accept Null Hypothesis
Civil Status	.025	.859	Accept Null Hypothesis
Highest Educational Attainment	.142	.304	Accept Null Hypothesis
Position	.321*	.018	Reject Null Hypothesis

Legend:

0.01 – 0.09   Negligible

0.10 – 0.29   Low

0.30 – 0.49   Moderate

0.50 – 0.79   High

0.80 – 0.99   Very High

*Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

Relationship between the socio-demographic profile and the problems encountered in the Implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan.

The results indicate that the degree of relationship ranges from -.022 to -.368, characterized as negligible to moderate correlation. However, the findings presented in Table 7 reveal a significant correlation between educational attainment and the problems encountered. This connection is supported by a p-value of 0.027, demonstrating statistical significance at the 0.05 level. Furthermore, the negative coefficient r of .301 suggests that individuals in lower positions are more likely to express stronger disagreement regarding the problems faced in the implementation level. According to Dechos (2017), it is acknowledged that challenges may arise before, during, and after the implementation of any program. This understanding highlights the importance of anticipating and addressing potential obstacles in order to ensure the successful execution of a program.

Furthermore, the results presented in Table 6 regarding the encountered problems show a significant correlation between position and level of implementation. This is reinforced by a statistically significant p-value of .006, indicating significance at the 0.01 level. Additionally, the negative coefficient of r .368 suggests that higher positions, such as Head Teacher III, demonstrate greater levels of implementation compared to lower positions like Teacher I. The finding aligned with the study of Hazelzet et al. (2022) senior management changes and their centralized decision-making process led to a new corporate vision and competing priorities on the business agenda; due to this, the employees' SE was regarded as less important again. Middle managers themselves experienced a lack of decision-making authority to take action.

Regarding the analysis of the socio-demographic profile of the respondents, which encompasses factors such as age, school, sex, and civil status, Table 7 indicates a negligible to low correlation between these factors and the presumptive statement. Consequently, the null hypothesis is accepted.

Table 7. Relationship between the socio-demographic profile and the problems encountered in the Implementation of Brigada Eskwela in Secondary Schools in Brooke's Point, Palawan.

Profile Characteristics	Coefficient r	P – Value	Decision
Age	-.022	.877	Accept Null Hypothesis
School	.036	.794	Accept Null Hypothesis
Sex	.254	.064	Accept Null Hypothesis
Civil Status	.058	.676	Accept Null Hypothesis
Highest Educational Attainment	-.301*	.027	Reject Null Hypothesis
Position	-.368**	.006	Reject Null Hypothesis

Legend:

0.01 – 0.09   Negligible

0.10 – 0.29   Low

0.30 – 0.49   Moderate

0.50 – 0.79   High

0.80 – 0.99   Very High

*Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary, conclusions and recommendations based on the findings of the study.

Summary

The characteristics of the respondents as shown in their socio-demographic profile are as follows:

The analysis of the Brigada Eskwela implementation in the secondary schools of Brooke's Point, Palawan, reveals insightful demographic trends and implementation dynamics. Predominantly, participants are females aged 31-35, many of whom are married and hold college degrees, with a significant proportion occupying the position of Teacher I. This demographic information is crucial for strategic decision-making and optimizing resource allocation.

In terms of the level of implementation it has consistently received an "always" rating, indicating a strong commitment from the community and stakeholders throughout the pre-implementation, implementation, and post-implementation phases. This is further supported by the positive reception of awareness campaigns and a high level of agreement and readiness observed throughout all implementation phases.

In terms of the encountered problems a significant number of respondents indicates a substantial level of disagreement with the assumptive statements made during the implementation of the Brigada eskwela program.

Moreover, the survey results show no significant relationship between respondents' socio-demographic characteristics and the level of implementation in the pre-implementation stage of Brigada Eskwela. However, it shows a significant correlation in implementation and post implementation stages. The implementation phase reveals a moderate correlation with the respondent's position. On the other hand, the post-implementation stage indicates a moderate relationship with both the school and the respondent's position.

Furthermore, an action plan has been developed, outlining necessary steps, responsible individuals, required resources, benchmarks, timelines, and budget allocations. This structured approach aims to enhance the program's impact and sustainability within the secondary schools of Brooke's Point.

Conclusions

The following conjectures are deduced from the summary of findings of the study:

1. It is evident that the largest demographic of participants falls within the 31 – 35 age range, with a significant majority being female and married. Furthermore, a substantial portion of the respondents possess college degrees, and a notable percentage hold the position of Teacher I. These insights provide valuable demographic information that can be utilized for targeted decision-making and resource allocation.

2. The Brigada Eskwela initiative in secondary schools of Brookes Pont, Palawan, has consistently achieved an "always" rating for its level of implementation. This suggests a robust commitment to the program, highlighted by the high level of agreement and readiness observed during the pre-implementation, implementation, and post-implementation phases. Additionally, the positive reception of awareness campaign activities further underscores the community's dedication to the success of Brigada Eskwela.

3. A significant number of respondents expressed their disagreement with assumptive statements in the Brigada Eskwela implementation.

4. The survey analysis reveals a significant relationship between the socio-demographic characteristics

of respondents and the level of implementation across three key stages: pre-implementation, implementation, and post-implementation. During the pre-implementation stage, no significant relationship is observed between the variables. However, at the implementation stage, there is a moderate correlation between the respondent's position and the level of implementation. In contrast, the post-implementation stage shows a moderate degree of relationship with both the school and the respondent's position.

5. The analysis indicates a moderate relationship between factors such as position and level of education with premise statements.

6. The action plan outlines the necessary steps and identifies the individuals responsible for its implementation. It details the resources required, sets benchmarks, establishes a timeline, and allocates budgets to effectively support Brigada Eskwela in its execution within secondary schools located in Brooke's Point, Palawan.

Recommendations

Department of Education. To boost Brigada Eskwela's effectiveness, the Department of Education should focus on reinforcing community involvement and forming partnerships with local businesses for resources and volunteers. Providing specific funding for maintenance materials and comprehensive training for teachers and volunteers is crucial to heighten the impact. A strong monitoring and evaluation system to track progress and honor outstanding schools can also motivate participation. Encouraging sustainable practices will ensure long-lasting benefits for school facilities and promote a community stewardship culture.

Local Government Unit. To effectively support the Brigada Eskwela initiative, it's vital to foster partnerships between schools and local businesses. These alliances help secure resources and volunteers for school maintenance. Providing logistical support, such as transportation for supplies, can boost the program's efficiency. Community awareness campaigns are also important to highlight the importance of maintaining school facilities and encourage resident participation. Allocating part of the local government's budget can foster collaboration, strengthen community ties, and ensure schools remain well-maintained for conducive learning.

Secondary Schools of Brooke's Point, Palawan. To enhance Brigada Eskwela, it's vital to engage students, parents, and the local community in the planning and execution of maintenance activities. Organizing educational workshops can impart effective maintenance practices and underscore the importance of a supportive learning environment. Partnerships with local businesses can supply key resources and volunteer aid. To promote motivation and long-term participation, a recognition system for outstanding contributions from students and community members is advised. Focusing on collaboration and community involvement allows secondary schools to create a more sustainable and impactful Brigada Eskwela, benefiting both students and the broader community.

Future Researchers. Future research on Brigada Eskwela should focus on assessing its long-term effects on school facilities and student performance. This would provide valuable insights into the effectiveness of community engagement strategies, helping identify best practices for collaboration among schools, local governments, and businesses. Additionally, examining student participation in maintenance activities could reveal how it fosters responsibility and community pride. By using mixed methods, including surveys and case studies, researchers can gather comprehensive data to inform policy improvements and enhance Brigada Eskwela's impact on sustainable school environments.

Overall, by implementing these strategic recommendations, Brigada Eskwela can greatly enhance its impact and community participation in education. Key steps include comprehensive training, strategic partnerships, effective communication, and continuous assessment. Also, by focusing on action planning, boosting parental involvement, diversifying activities, gathering feedback, efficient resource management, and promoting sustainability, Brigada Eskwela will be a crucial force for positive transformation in educational communities, driving meaningful and lasting outcomes.

BIBLIOGRAPHY
BOOKS

1 **Aquino. G. V.** (2016). *Effective Teaching*. National Bookstore. 4771-472,467-   469,479,480
2 **Forzano, L.B. & Gravetter, F.J** (2011). *Research methods for the behavioral sciences*. Engage Learning p.146
3 **Torres, P.** (2021). *Stakeholder's Involvement to School-Initiated Activities of District I Secondary Schools: Basis for Enhanced Community Partnership Program of Activities*. International Journal of Innovative Science and Research Technology. Volume 6, Issue 2, page 481 – 490.

THESES AND DISSERTATION

1 **Dadores, M.,** 2022. *Results-Based Performance Management System of Secondary Schools in the New Normal in Roxas Central, District.* [Masteral Thesis, Western Philippines University]
2 **Mahinay, J.,** 2022. *Blended Learning Mode of Grade Schools in Selected School in South District of Brooke's Point, Palawan.* [Masteral Thesis, Western Philippines University]
3 **Zafra, F.,** 2023. *Pantawid Pamilyang Pilipino Program (4Ps) Beneficiaries in the Elementary Schools of Taytay District II.* [Masteral Thesis, Western Philippines University]
4 **Cayabyab, R.,** 2023. *Farmers' Satisfaction with the Palay Procurement Practices of the National Food Authority in Palawan.* [Masteral Thesis, Western Philippines University]
5 **Cayabyab, R. L.,** 2023. *Employee Motivation, Work Performance, and Client Perception in the Accounting Department of the Palawan Provincial Government.* [Masteral Thesis, Western Philippines University]

JOURNALS/RESEARCH REPORTS/ PERIODICALS

1 **Abromitis, B.** (2009). *School Community Partnerships that work, Building Relationships among stakeholders to support real change*. retrieved from http://www.educationalissues.suite1011.com/article.cfm/.
2 **Adelman, H. and Taylor, L.** (2019) *Schools, families & communities working together: building an effective collaborative.* retrieved from https://www.smhp.psych.ucla.edu/publications.
3 **Agbaje, Rashidat O, & Alake, Ese M** (2014). *Students' variables as predictor of secondary school students' academic achievement in science subjects*. International Journal of Scientific and Research Publications, 4, (9). Retrieved from https://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ijsrp.org/research-paper-0914/ijsrp-p3375.pdf
4 **Aguilar, E.** (2021). *School-Parent Community Partnership.* retrieved from https://www.edutopia.org/blog/school/communitycollaboration-brendan-okeefe
5 **Ambrose, A.** (2021). *Low CTR in FB Ads Awareness Campaign*, retrieved from eddit.com/r/PPC/comments/ratymt/low_ctr_in_fb_ads_awareness_campaign/?rdt=38862

6 **Algoe, S. B.** (2012). *Find-remind-bind: The role of gratitude in relationship maintenance*." Emotion, 12(6), 1248-1250, retrieved from https://www.mindful.org/the-science-of-gratitude/

7 **Austin** (2023). *The Role of Teachers in Education | Importance of Classroom Learning*, retrieved from https://exeedcollege.com/blog/the-role-of-teachers-in-education

8 **Ayuba A. A.** (2020). *Why Married Teachers Should Be More Efficient And Effective Than Single Teacher.* Retrieved from https://medium.com/@abdulfattaahayyuub/why-married-teachers-should-be-more-efficient-and-effective-than-single-teachers-dc522b485d40

9 **Baker et al.,** 2023. *The relative value of Pre-Implementation stages for successful implementation of evidence-informed programs,* retrieved from https://implementationscience.biomedcentral.com/articles/10.1186/s13012-023-01285-0

10 **Bergman, D.** (2009). *Describing Volunteerism: The Theory of unified Responsibility.* retrieved from http://www.landfonline.com/doiabs10.1207/s1532754xpprr1604-2

11 **Brigada Eskwela Manual** (2009). *Brigada Eskwela National School Maintenance Program Manual for School Heads.* retrieved from https://drive.google.com/file/d/0B_TibwEltyeuVVYzSDhzbVl6bDg/

12 **Briones,** (2018), DepEd: *Brigada Eskwela needs involvement of community.* retrieved from https://newsinfo.inquirer.net/994217/deped-brigada-eskwela-needs-involvement-of-community/

13 **Brookes Point National High School**. *History of Brooke' s Point National High School.* Brookes Point, Palawan.

14 **Bueno, M., Darling-Hammond, L., & Gonzales, D.** (2010). *A matter of degrees: Preparing teachers for the pre-K classroom.* Pew Charitable Trusts, retrieved from https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/19

15 **Buckingham, H.,** (2012). *Capturing Diversity: A Typology of Third Sector Organisations' Responses to Contracting Based on Empirical Evidence from Homelessness Services*. Journal of Social Policy, 41(3), 569–589. doi:10.1017/S0047279412000086

16 **Cando, V.,** (2016). *Narrative Report on Brigada Eskwela 2016.* Retrieved from. https://www.scribd.com/document/324741128/NARRATIVE-REPORT-ON-BRIGADA-ESKWELA-finaldocx

17 **Cañete, M. D. A.,** (2024). *Stakeholders' Participation on the Implementation of Brigada Eskwela Program: Basis for an Intervention Plan*, retrieved from https://journal-ems.com/index.php/emsj/article/view/1172

18 **Catid, M.** (2022). *Leadership practices: impact on brigada eskwela level of implementation.* IJRP 2022, 97(1), 145-160; doi:.10.47119/IJRP100971320222973 ISSN:2708-3578

19 **Capacio** (2023). *Extent of Implementation of Brigada Eskwela,* retrieved from https://www.noveltyjournals.com/upload/paper/EXTENT%20OF%20IMPLEMENTATION-25052023-2.pdf

20 **Carmelo** (2022), *Brigada Eskwela: A School-Local Community Partnership*. retrieved from https://newsbeastph.com/2022/09/brigada-eskwela-a-school-local- community-partnership/

21 **Carreon, L.** (2015). *What We Can Learn from Brigada Eskwela.* https://www.rappler.com/move-ph/ispeak/94749-what-we-can-learn-brigada-eskwela

22 **Clean Up Drive Australia** (2024). *Clean UP Australia Day 2024 an incredible community effort!* retrieved from https://www.cleanup.org.au/clean-up-australia-day-2024-an- incredible-community-effort

23 **Cheminais,** Q. (2018) *The benefits and challenges of collaborative multi-agency working.* Retrieved from:https://us.Sagepub.com/sites/default/fiyes/upmbinaries/25241-02-cheminais-ch-02

24 **Chan, HY., Hu, X.**(2023). *Parental Involvement and College Enrollment: Differences Between Parents with Some and No College Experience.* Res High Educ 64, 1217–1249 (2023). https://doi.org/10.1007/s11162-023-09744-9

25 **Ciasico,** (2019). *'Brigada Eskwela' ends; DepEd recognizes importance of community involvement.* retrieved from https://mb.com.ph/2019/05/25/brigada-eskwela-ends- deped-recognizes-importance-of-community-involvement/

26 **Cortez, J.** (2018). *Parental Involvement in Academic and Non-Academic Programs of Public Elementary Schools in Pili District.* International Journal of Scientific & Engineering Research Volume 9, Issue 8, page 1371 – 1377.

27 **Cortez,** (2014). *Brigada Eskwela: A Community Participation Program,* retrieved from study esearchgate.net/publication/383020048_Stakeholders'_Participation_on_the_Implementation_ of_Brigada_Eskwela_Program_Basis_for_an_Intervention_Plan

28 **Cuadra, E.** (2022). *Students' Academic Performance in SAT-Aided Modular Learning: Basis on Providing Interventions for Learners in Mathematics. A Basic Research Study.* Alubijid, Misamis Oriental, Philippines.

29 **Dechos, R.** (2017). *Level of brigade eskwela implementation and challenges encountered: Basis for an action plan in the division of iligan city.* A Research paper from Iligan City, Lanao del Norte.

30 **Department of Education** (2008). *Institutionalization of the Brigada Eskwela Program or the National Schools Maintenance Week (NSMW). DO 24, s. 2008.* retrieved from https://www.deped.gov.ph/2008/04/03/do-24-s-2008-institutionalization-of- the-brigada-eskwela-program-or-the-national-schools-maintenance-week-nsmw/

31 **Department of Education.** *Historical Perspective of the Philippine Education System.* retrieved from https://deped.gov.ph/about-deped/history/

32 **Duterte, Z.** (2022), *DepEd launches Brigada Eskwela 2022,* promotes collaboration for Education Resiliency, retrieved from https://www.deped.gov.ph/2022/08/02/deped-launches-brigada-eskwela-2022- promotes-collaboration-for-education-resiliency/

33 **EcoSchools Canada** (2024). *EcoSchools Canada Our Impact.* retrieved from https://ecoschools.ca/about/our-impact

34 **Elmore, R.** (2000). *Building a new structure for school leadership.* Washington,DC: The Albert Shanker Institute.

35 **Emmons R. A., and McCullough, M. E.,** (2003). *Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-Being in Daily Life,* retrieved from https://greatergood.berkeley.edu/pdfs/GratitudePDFs/6Emmons-BlessingsBurdens.pdf

36 **EWF International,** (2022). *How to Build Your Gratitude, an Essential Leadership Skill,* retrieved from https://ewfinternational.com/gratitude-essential-leadership-skill/

37 **Fixsen et al.,** (2005). *Implementation Stages,* retrieved from ctiveimplementation.org/frameworks/implementation-stages

38 **Galang, C.** (2020). *Community partnership in secondary schools: A sequential analysis of issues, problems and outstanding practices.* European Journal of Research Development and Sustainability (EJRDS). Vol. 1 No. 1, page 13 – 18. retrieved from https://www.scholarzest.com

39 **Glickman, C. D. & Gordon, S. P.** (2019). *The Basic Guide to Supervision and Instructional*

Leadership. 2nd edition Pearson Education, Inc. United States of America. retrieved from http://www.Basic-guide-tosupervision-and-instructional-leadership/

40 **Gwaro, P. A., Ngacha, N. S.** (2023). *Headteachers' resource mobilization skills and implementation of infrastructure projects in primary schools.* International Academic Journal of Human Resource and Business Administration, 4(2), 363-377. retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://iajournals.org/articles/iajhrba_v4_i2_363_377.pdf

41 **Hallinger, P. and Kantamara, P.,** (2000). *Leading at the confluence of tradition and globalisation: The challenge of change in Thai schools.* Asia Pacific Journal of Education, 20(2): 45–57.

42 **Handugan, N.** (2018). *Critical trends and issues affecting the diocesan catholic school: home-school community relationship, Ateneo de Davao, Davao City*; 23,24, 25. retrieved from http://www.edutopia.org/critical-trends-and-issues-affecting.com

43 **Hazelzet, E., Houkes, I., Bosma, H., de Rijk A.,** (2022). *How a steeper organisational hierarchy prevents change—adoption and implementation of a sustainable employability intervention for employees in low-skilled jobs: a qualitative study.* BMC Public Health, retrieved from https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-022-14754-w#author-information

44 **Heid, M.** (2022). *How volunteering can give your life more meaning.* retrieved from http://www.prevention.com/mind-bodyemotional-health/how-volunteering-can=give-your-life-more-meaningful

45 **Jungay, T**. (2019). *Promoting Educational Stakeholder Volunteerism in the division of Batangas city, Philippines*. International Journal of Research - Granthaalayah, 7 (5), page 10-20. DOI, retrieved from https://doi.org/10.29121/granthaalayah.v7.i5.2019.818

46 **Klayman, J., & Ha, Y.-W.** (1987). *Confirmation, Disconfirmation and Information in Hypothesis Testing*. Psychological Review, 94(2), 211-228, retrieved from http://www.stats.org.uk/statistical-inference/KlaymanHa1987.pdf

47 **Lacanilao, R.** (2020). *Stakeholders' Participation in School Activities in Public Secondary Schools in Los Baños, Laguna*. Asian Journal of Social Sciences and Management Studies. Volume 7, Number 3, page 208-218. DOI: 10.20448/journal.500.2020.73.208.218

48 **Leitwood, K., Louis, K.S., Anderson, S., Walstrom K.,** (2004). *How leadership influences student learning. Wallace Foundation*. retrieved from https://wallacefoundation.org/report/how-leadership-influences-student-learning

49 **Little, P.** (2011). *School-Community Learning Partnerships: Essential to Expanded Learning Success*. retrieve from https://www.expandinglearning.org/expandingminds/article/school-community-learning-partnerships-essentialexpanded-learning-success

50 **Marek, L. I., Brock, D- J. P., Saulo, J.** (2014). *Evaluating Collaboration for effectiveness Conceptualization and Measurement*. retrieved from https://www.aje.sage%20pub.com/content/early/2014/04/181098214014531068

51 **Masféty, M., et al.** (2023). *The Issue of Human Resources Aging in the Education System*. European Journal of Educational Sciences. iles.eric.ed.gov/fulltext/EJ1416387.pdf

52 **Mediratta, K, Shah, S.,Mc. Alister, S.** (2009). *Community Organizing for Stronger Schools*. retrieved from https://www.hep.org/hep-home/books/community-organizingforstrongerschools.smhp.psycho.ucla.edu/publication

53 **Mediavilla R. J.** (2022). *Top Reasons Why Many Public-School Teachers Remain Teacher I.* Education Indicators in Focus. Retrieved from https://www.pressreader.com/philippines/sunstar-pampanga/20220428/281668258541182

54 **Mendoza, L. E.** (2019). *Sunstar,The Scribe's Corner*. retrieved from http://www.Sunstar.com.ph/davao/mendoza-brigada-eskwela-starts- may-18

55 **Meridi E.** (2021). *Brigada Eskwela: a model of community participation in the Philippines.* retrieved from https://varlyproject.blog/brigada-eskwela-a-model-of-community- participation-in-the-philippines/

56 **MNLtoday.ph** (2019). *Brigada Eskwela Strengthens Bayanihan*. retrieved from https://mnltoday.ph/2019/06/13/brigada-eskwela-strengthens-bayanihan/

57 **Mondina, L.** (2022). *Level of implementation on the school greening programs as perceived by teachers and school heads*. A thesis at Cagayan de Oro College, Cagayan de Oro City, Philippines

58 **Mueller, R. A.** (2018) *Director of the leadership Academy, School City of Hammond, in Hammond,Indiana*. Retrieved from http://www.ncrel.org/sdrs/areas/issues/envrmnt/famncomm/pa4ruth.au

59 **National Center for Education Statistics,** (2023). *Characteristics of Public School Teachers*. ces.ed.gov//programs/coe/indicator/clr

60 **Oco, R.** (2022). *Level of job satisfaction of public high school teachers: A survey*. International Journal of Research Publications, volume 95 issue 1, page 114-133; doi:.10.47119/IJRP100951220222888

61 **Oco, R.** (2022). *Leadership Styles of School Heads its Relation to Performance*. Global Scientific Journal, volume 10, issue 1-page 1801-1815. retrieved from https://www.globalscientificjournal.com

OECD (2017). *Gender imbalances in the teaching profession*. Retrieved from https://www.oecd-ilibrary.org/deliver/54f0ef95 en.pdf?itemId=%2Fcontent%2Fpaper%2F54f0ef95-en&mimeType=pdf

63 **Orlanda** (2019). *Brigada Eskwela: A Long Tern Community Investment*. retrieved from https://www.depedmalaybalay.net/articles/brigada-eskwela-a-long-term- community-investment.html

64 **Paredes, D.** (2019).*"Perlas: What we've always needed"*. retrieved from http://www.Malaya.com.ph/jul17/edducky.html

65 **Requina** (2022). *Level Of Compliance With The Brigada Eskwela Implementation To Do No. 66 S. 2018 In Selected Public Junior High Schools In Laguna: Basis For An Action Plan*. Retrieved from https://www.academia.edu/74448155/LEVEL_OF_COMPLIANCE_WITH_THE_BRIGADA_ESK WELA_IMPLEMENTATION_TO_DO_NO_66_S_2018_IN_SELECTED_PUBLIC_JUNIOR_HI GH_SCHOOLS_IN_LAGUNA_BASIS_FOR_AN_ACTION_PLAN

66 **Romeo, A.** (2020). *The Capacity of Grade 10 Students on Solid Waste Management SY in the Three Selected Schools of Alubijid District.* A thesis at Cagayan de Oro College, Cagayan de Oro City,Philippines

67 **Ryu, S.M., Mustafa, K.,** (2002). *An analysis of the relationship between marital status and family structure on the job productivity*. Post Graduate Thesis. March 1, 2002. Retrieved from https://apps.dtic.mil/sti/pdfs/ADA403510.pdf.

68 **Sanders, M.** (2021). *Building School-Community Partnerships: collaboration for Student success*. retrieved from https://www.edutopia.orgblog/school/community/partnership

69 **Slavin, R. E.** (2004). *Schools Family Involvement. John Hopkins University*. retrieved from https://www.Csus.jhu.edu/crespar/techreports/report 41

70 **Stacio, T. J.** (2018). *Behavior in school provides the professional development your educators need.*

retrieved from https://www.behaviorinschools.com.

71 **Sluijs, E. V.,** (2014) *When mothers are active so are their children – but many mothers are not.* University of Cambridge. Retrieved from https://www.cam.ac.uk/research/news/when-mothers-are-active-so-are-their-children-but-many-mothers-are-not

72 **Tubeza, P.** (2017). *Philippine Daily Inquirer.* retrieved from http://news/nationinfo.inquirer.net/breakingnews/nation/view/200902251910361Brigada-Eskwela-Eskwela-saves-DepEd-p57B

73 **UNESCO** (2023). *Gender equality in and through the teaching profession.* Retrieved from https://www.unesco.org/en/articles/gender-equality-and-through-teaching-profession

74 **Vargas-Rodríguez et al.** (2023). *The impact of the first millennial teachers on education*, retrieved from https://pmc.ncbi.nlm.nih.gov/articles/PMC10113736/