



## BRIGADA ESKWELA IMPLEMENTATION, CHALLENGES, AND BEST PRACTICES OF SECONDARY SCHOOLS IN A DIVISION: BASIS FOR AN ENHANCED WORK PLAN

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### Abstract:

*This study aimed to determine the strategies in the Brigada Eskwela implementation, challenges, and best practices of Secondary Schools on a Division basis for an enhanced Work Plan. There were 159 participants in this investigation namely: Principals, Department heads, and teachers. A sequential explanatory mixed method research design wherein the researcher utilized survey questionnaires to gather quantitative data such as percentage and frequency; weighted mean; and analysis of variance (ANOVA) was the statistical tool used in determining the significant variations, and interviews to further the qualitative data collection. The results revealed that there were no significant variations in the implementation of Brigada Eskwela across the different secondary schools in a Division. The computed F-values of 2.865 (Pre – Implementation stage), 1.762 (Implementation stage), and 0.962 (Post – Implementation stage) are not significant at 5%, thus the null hypothesis is accepted. It implies that schools were compliant with the guidelines and policies. Thematic analysis was employed for qualitative data and revealed that schools share the same practices and strategies for the effective implementation of the program. The challenges encountered by the school respondents were the wide scope, and late release of guidelines; different innovations that will benefit the school; the need for partners/volunteers; and the availability of resources in carrying out maintenance projects effectively.*

**Keywords:** School Management, Department of Education, Brigada Eskwela, Implementation, Challenges, Best Practices, Mixed Method Research, Bataan, Philippines



## INTRODUCTION

Education frequently focuses on ideas to strengthen the system and help it overcome crises like the pandemic, such as developing learning continuity plans using different learning modes. As a result, learning continues despite the COVID-19 virus. When schools reopen, they will have to use and run their facilities differently to comply with current requirements on physical distance, cleaning, and hygiene. This is especially difficult because many schools needed significant facility modifications before the pandemic (Gao & Lafortune, 2020). This school year's first day of classes saw the adoption of face-to-face instruction as the new standard, which presents a challenge to all school administrators regarding how to set up schools for learners' conduciveness of the learning environment, such as repair on school facilities, the orderliness, and cleanliness of classrooms and surroundings, allocation for health and safety of students and employees, which includes washing areas and restrooms, and other essential things for safety and for effective learning to happen.

A statewide voluntary initiative called Brigada Eskwela was initially founded in 2003. The foundations of Brigada Eskwela may be found in Republic Act 8525, which was passed under President Fidel V. Ramos—the Adopt-a-School program aimed to encourage community involvement and partnership between the public and private sectors in education. Brigada Eskwela, or the School Brigade, continues the so-called "Bayanihan" culture, which is still practiced as a part of Filipino heritage and culture. A study by Requina (2022) emphasizes how crucial it is to collaborate with others, participate in program implementation, and grow in self-awareness. It also encourages a private entity's active participation in the program's implementation and aims to strengthen Bayanihan and volunteerism. Also, Filipino principles like pakikipagkapwa (having a sense of shared identity), and damayan (giving sympathetic support) as stated by Rosario (2022). The Brigada Eskwela, or National Schools Maintenance Week, is a significant program ensuring schools are functional, secure, and safe learning places. An effort by the Department of Education (DepEd) to strengthen linkages with local communities to alleviate resource gaps within the department. The program organizes and brings together parents, alumni, civic groups, local businesses, NGOs (non-government organizations), teachers, students, and people who volunteer their time and expertise to perform classroom repairs, maintenance work, and cleaning at public elementary and secondary schools. Restoration of classrooms, repainting furniture, and ground cleaning are a few initiatives by Brigada Eskwela to prepare schools for disasters, be ecologically conscious, and favor learning. A declining amount of available funds forces school administrators to make tough choices about budgetary expenditures. To draw in the community and gain supporters, the school's infrastructure and amenities play a critical role. Teachers' commitment to their profession and the community is strengthened when they see the fruits of their labor.

Additionally, Principals must prioritize building teams and encouraging efforts within the school for overall development. Quirap (2023) emphasizes the importance of understanding the leadership styles used by school principals, their impact on the implementation of Brigada Eskwela's policies, and how leadership practices used by school principals can contribute to the attainment of the school's mission and vision. As to Meyer, Richter, and Hartung-Beck (2022), principals are accountable for creating an atmosphere that promotes and encourages teacher cooperation. The Department faced challenges in providing care and support for each student due to the pandemic's health crisis, which disrupted the educational landscape. Every school head, especially those at public institutions, had one primary concern: making the schools conducive to learning before classes began. Undoubtedly, the attainment of educational objectives depended heavily on the support received by the school from interested individuals. The researcher is eager to carry out this study to



determine the Brigada Eskwela implementation, challenges, and best practices of secondary schools in a Division as the basis for an enhanced work plan.

## FRAMEWORK

In the Philippines, a yearly program called Brigada Eskwela promotes community involvement in preparing public schools for the new academic year. The program often includes maintaining and repairing school buildings, gathering and arranging supplies, and ensuring the environment is safe and supportive of learning. Brigada Eskwela's significance resides in its capacity to unite community members, parents, teachers, and students to achieve a single objective. Together with improving the physical condition of the school, this cooperative effort helps the participants feel a sense of pride and ownership in the institution. According to the literature review, the Department of Education created National Schools Maintenance Week in May 2003, Requina (2022), to increase public awareness of the Adopt-A-School Program (DepEd Memorandum 79, s. 2003). Teachers, parents, and community people come together every third week of May to mend and get public schools ready for the start of classes. To fulfill the aims and objectives of the DepEd Memorandum, private groups or individuals collaborated with local governments in keeping with the "Bayanihan" mentality.

Brigada Eskwela plays a crucial role in improving the quality of education in the Philippines. It is a starting point to encourage community involvement and instill a shared responsibility for the school's success. The program's focus on fostering partnerships and collaborations supports the Department of Education's efforts to implement the Basic Education Learning Continuity Plan (BE-LCP) and ensure the provision of high-quality primary education despite the COVID-19 pandemic. Following the COVID-19 pandemic, educational institutions have implemented software quarantine policies, including partition installation and maintaining physical distance. The program is implemented before the start of classes. The implementation period will still not include the typical Brigada Eskwela concept, which calls for cleaning, painting, repainting, and repairing minors (Llego, 2021).

The conceptual paradigm clearly shows how the investigation would be carried out. The input comprises information about respondents' age, sex, and position. The distribution/floating of questionnaires in the chosen public secondary schools is included in the study's methodology, along with various techniques or implementation strategies mandated by the school leaders for Brigada Eskwela.

Moreover, the paradigm's output was a proposed Brigada Eskwela work plan. The enhanced work plan aimed to improve Brigada Eskwela implementation strategies and methods in secondary schools in a division and the adaptability of School Heads and the Brigada Eskwela Coordinators as the chairpersons in dealing with stakeholders, the private sectors, Local government units (LGUs), National Government Organizations (NGOs), alums, parents, teachers, and students for the realization of Brigada Eskwela's primary goals.

## OBJECTIVES OF THE STUDY

This study aimed to learn about the Brigada Eskwela implementation, challenges, and best practices of the Division of Bataan secondary schools.

Specifically, it sought to answer the following questions:

1. How do the respondents implement Brigada Eskwela in their respective schools in the following stages:





- 1.1 Pre – Implementation Stage,
- 1.2 Implementation Stage, and
- 1.3 Post – Implementation Stage?
2. What are the challenges in the Implementation of Brigada Eskwela?
3. What are the best practices of secondary schools in implementing Brigada Eskwela?
4. Is there a significant difference in the Brigada Eskwelas' implementation among Secondary Schools in the Division?
5. What work plan may be proposed to improve the implementation of Brigada Eskwela?

## METHODOLOGY

### Research Design

This study used the sequential explanatory mixed method research design to gather data. Quantitative and qualitative data were collected through survey questionnaires and interviews to further the qualitative data gathering information and address questions about the current state of the study's subject. According to Wipulanusat et al. (2020), the sequential explanatory design integrated qualitative and quantitative methods in two successive stages within a single study. First came the quantitative approach, which involved conducting a questionnaire survey; next came the qualitative approach, which used thematic analysis.

Procedures were established to simplify the data collection process based on the objectives and criteria of the study. A descriptive survey design and a correlational approach were also utilized for this study. The correlational approach is used to analyze the degree to which changes in one factor correlate with changes in one or more other factors based on correlation coefficients. When variables are highly complex or do not lend themselves to controlled manipulation through experimentation, this method is appropriate as it enables the simultaneous measurement of multiple variables and their interactions in a realistic environment, thereby obtaining the degrees of relationship (Bueno, 2016). In a non-experimental research method known as correlational analysis, a researcher evaluates two variables, analyzes the statistical relationship between them, and makes conclusions without the help of any additional factors.

The correlational-descriptive survey method of research is the most appropriate since the current investigation is focused on the Brigada Eskwela implementation, challenges, and best practices of Secondary Schools in the Division. It deals with a correlation and description survey of facts. It investigates the current strategies for implementing schools' maintenance week and how the Brigada Eskwela coordinator embraces the changes in the BE implementation guidelines. In the correlation-descriptive survey method, questionnaires are used to collect and analyze quantitative and qualitative data to ascertain the respondents' Brigada Eskwela implementation, challenges, and best practices of Secondary Schools.

### Research Site

Table 1 displays the distribution of participants in the Division of Bataan public secondary schools. Different percentages are shown for each school in the distribution. With these different school participants, the researcher can quickly determine the optimal methods for implementing Brigada Eskwela in public secondary schools and maintain the accuracy and coherence of the information acquired through questionnaires.

### Participants

The participants in this study were the Principals, Head Teachers, and Teachers in public secondary schools in the Division of Bataan in the Academic Year 2022-2023. The researcher decided



to consider all participants to maintain the validity and reliability of the information acquired using the survey questionnaire and interview.

**Table 1**

*The participants of the study*

| Age             | Frequency<br>(n = 159) | Percentage<br>(%) |
|-----------------|------------------------|-------------------|
| 60 – 65         | 2                      | 1.26              |
| 50 – 59         | 28                     | 17.61             |
| 40 – 49         | 38                     | 23.90             |
| 30 – 39         | 42                     | 26.42             |
| 20 – 29         | 49                     | 30.82             |
| <b>Sex</b>      |                        |                   |
| Female          | 123                    | 77.36             |
| Male            | 36                     | 22.64             |
| <b>Position</b> |                        |                   |
| Principal       | 3                      | 1.89              |
| Head Teacher    | 8                      | 5.03              |
| Master Teacher  | 12                     | 7.55              |
| Teacher         | 136                    | 85.53             |

## Instrumentation

**Construction and Development.** The primary tool used in this study's data collection phase was a survey questionnaire and interview guide. The researcher adopted the survey questionnaire from Catid, B. M., PhD. (2022), using the relevant information she had access to the implementation stages in Brigada Eskwela, the challenges and best practices of schools, and her experiences as a BE coordinator. The questionnaire was presented to the adviser for editing and suggestions. After the corrections, the questionnaire was again given to the adviser for final approval before being administered to the respondents. The instrument used is composed of three parts. Part I dealt with the respondents' profiles, such as age, sex, and position. Part II dealt with assessing the methods used by the respondents in the implementation of Brigada Eskwela. Lastly, Part III dealt with the challenges and best practices in implementing Brigada Eskwela in secondary schools.

**Validation and Reliability.** The instrument on Brigada Eskwela implementation, challenges, and best practices of secondary schools is standardized, which means there is a process of maintaining the same research procedures. Every aspect of a method is kept as identical as possible. The questionnaires were submitted to the experts for validation to ensure the instrument's reliability. The questionnaire was accepted and approved as a whole. The research adviser also verified this. The enhanced instrument was submitted to the adviser for remarks and cues. After the researcher set the last version of the questionnaire, it was distributed to the respondents of this study.

## Ethical Considerations

The welfare of the participating department heads, teachers, and school leaders was prioritized in this study. They were made aware of the research's methodology and intended outcome. Additionally, they received assurances that the information they provided in the survey, including their responses, was kept confidential.

Furthermore, this analysis guaranteed that the suggested work plan was unique and that all references were cited correctly. The work plan was initiated to assist public secondary schools in implementing Brigada Eskwela.



## Data Collection

The researcher asked permission from the Schools Division Superintendent through the District Supervisors to authorize the distribution of the questionnaires to school Heads, Head Teachers, and Teachers in the public secondary schools. The district supervisors helped the researcher administer the questionnaires to public secondary school participants in an unscheduled division. The respondents were very cooperative and accommodating when retrieving the questionnaires. The researcher experiences no obstacles during the issuance and recovery of the questionnaires. The researcher's questionnaires have been verified, totaled, presented, evaluated, and interpreted. The researcher consolidated the data gathered from the instruments used.

## RESULTS AND DISCUSSION

This chapter presents the results and discusses the findings. The presentation follows the sequence of the specific problems.

### 1. Implementation of Brigada Eskwela

#### 1.1 Pre – Implementation Stage

**Table 2**

*Pre-implementation Stage of the Brigada Eskwela*

| Pre-Implementation Stage   | WX          | DR            |
|--|-------------|---------------|
| <i>The School Head</i>   |             |               |
| 1. Ensures that the Brigada Eskwela Week is planned with input from the parents, teachers, students, LGUs, and other relevant parties.                     | 4.68        | Always        |
| 2. Coordinates the committees of Brigada Eskwela.  | 4.64        | Always        |
| 3. Introduces each committee chair to their unique responsibilities.   | 4.59        | Always        |
| 4. Serves as the committee's chair and is in charge of organizing the plans.   | 4.58        | Always        |
| 5. Annually, orient the members of every committee.  | 4.55        | Always        |
| 6. Ensure the marketing and advocacy committee creates materials such as records, posters, flyers, etc.  | 4.57        | Always        |
| 7. Helps the resource mobilization committee compile a list of partners who can provide the necessary resources, talents, or services the school requires. | 4.60        | Always        |
| 8. Guarantees the fulfillment of partners' promises and commitments.   | 4.62        | Always        |
| 9. Share accountability for overseeing and managing program funding with the PTA and SGC.  | 4.59        | Always        |
| 10. Ensures that all activities, particularly the school upgrades, are captured on camera and in pictures.   | 4.67        | Always        |
| <b>Overall</b>   | <b>4.61</b> | <b>Always</b> |

Table 2 shows the weighted mean in the pre-implementation stage of the Brigada Eskwela. The school head ensures that the Brigada Eskwela Week is planned with input from the parents, teachers, students, LGUs, and other relevant parties, which registered at 4.68 and about 4.67 of the respondents answered that the school head ensures that all activities, particularly the school upgrades, are captured on camera and in pictures. Prasetya's (2022) study offers a comprehensive overview of Astha Brata's leadership in managing school principals in suburban schools. The problem is the basis for analyzing the actualization form, and the school's documentation in pictures shows how the problem was solved.

The school head coordinates the committees of Brigada Eskwela, with a weighted mean of about 4.64, guarantees the fulfillment of partners' promises and commitments, which registered at



4.62, and helps the resource mobilization committee compile a list of possible partners who can provide the necessary resources, talents, or services that the school requires with a weighted mean of 4.60.

Further research on samples from other studies, age groups, and contexts such as schools or training facilities annually orients the members of every committee, which registered at 4.58, 4.57, and 4.55 consecutively. Hence, Table 2 presents the total weighted mean in the pre-implementation stage of the Brigada Eskwela, which registered at 4.61 or Always for its descriptive equivalent. As the respondents said, during the pre-implementation of the Brigada Eskwela:

"Planning ahead of time to secure and ensure that all areas (physical facilities, stakeholder engagement, and others." TP39.

"Proper coordination with authorities, communication with stakeholders." SH31

## 1.2 Implementation Stage

**Table 3**

*Implementation Stage of the Brigada Eskwela*

| Implementation Stage  | WX          | DR            |
|---|-------------|---------------|
| <i>The School Head</i>  |             |               |
| 1. Leads the kick-off ceremony initiated during the opening of the first day of the Brigada Eskwela Week, which takes place every year.   | 4.79        | Always        |
| 2. Assign team leaders and give a briefing on the activities scheduled  | 4.72        | Always        |
| 3. After donations and pledges are posted on the transparency board   | 4.53        | Always        |
| 4. Every year, during Brigada Eskwela Week, the stakeholders' volunteerism, or Bayanihan, is displayed.   | 4.64        | Always        |
| 5. The school head keeps an eye on the volunteers' daily accomplishment logs.   | 4.66        | Always        |
| 6. Oversees the daily updating of documents about donations or resources obtained during the annual Brigada week.   | 4.59        | Always        |
| 7. Frequently conduct an inventory of all the materials.  | 4.63        | Always        |
| 8. Brigada Eskwela forms are updated daily and are scrutinized.   | 4.64        | Always        |
| 9. A report on the resources generated and used, the total number of volunteers, and the number of hours/days volunteered are examples of accomplishments that are correctly monitored and presented. | 4.69        | Always        |
| 10. During the closing ceremony, contributors and partners receive certificates of recognition.   | 4.72        | Always        |
| <b>Overall</b>  | <b>4.66</b> | <b>Always</b> |

Table 3 presents the implementation stage of the Brigada Eskwela with an overall weighted mean of 4.66 or Always for its descriptive equivalent.

In the implementation stage of the Brigada Eskwela, the school head leads the kick-off ceremony initiated during the opening of the first day of the Brigada Eskwela Week, which takes place every year with a weighted mean of 4.79. The school head assigns team leaders and briefs them on the activities schedule; during the closing ceremony, contributors and partners receive certificates of recognition, registered at 4.72.

Furthermore, every year, during Brigada Eskwela Week, the stakeholders' volunteerism, or Bayanihan, is on display as well, and Brigada Eskwela forms are updated daily and scrutinized, which registered its weighted mean at 4.64. On the other hand, the school head frequently conducts an inventory of all the materials, registered at 4.63.

"There is a visible policy against violence and a safe learning environment while making sure that every stakeholder is safe and sound, which includes handwashing facilities and compliance with health regulations." TP8.

Moreover, to effectively manage public secondary schools, it was suggested, among other things, that administrators create a formula for equitable money allocation (Nyh & Kpee, 2019). To administer public secondary schools properly, and after donations and pledges are posted on the transparency board, the weighted mean of 4.59 and 4.53 in a logical sequence.

The next Table shows the post-implementation stage of the Brigada Eskwela.

### 1.3 Post – Implementation Stage

**Table 4**

*Post-Implementation Stage of the Brigada Eskwela*

| Post-Implementation Stage  | WX          | DR            |
|--|-------------|---------------|
| <i>The School Head</i>   |             |               |
| 1. Acknowledges partners and donors with letters of gratitude for their assistance in organizing Brigada Eskwela Week.   | 4.46        | Always        |
| 2. Get together with every member of the Brigada Eskwela committee to discuss how well the program is being implemented each year.   | 4.48        | Always        |
| 3. Review Brigada Eskwela's implementation in the school.  | 4.57        | Always        |
| 4. Find other requirements not met by the annual Brigada Eskwela Week.   | 4.57        | Always        |
| 5. The reports and papers submitted by Brigada Eskwela are examined.   | 4.66        | Always        |
| 6. The division office receives Brigada Eskwela reports on schedule.   | 4.69        | Always        |
| 7. Inform the relevant parties about achievements via letters or the school's publications.  | 4.53        | Always        |
| 8. Celebrate the accomplishments of the Brigada Eskwela by inviting parents and other interested parties to the school.  | 4.58        | Always        |
| 9. Appreciates the presence of DepEd officials who oversee and assess the Brigada Eskwela's implementation in schools.   | 4.72        | Always        |
| 10. Coordinates all BE and associated initiatives with ongoing school development to raise student competition, lower dropout rates, and boost engagement and achievement rates. | 4.62        | Always        |
| <b>Overall</b>   | <b>4.59</b> | <b>Always</b> |

It can be gleaned from Table 4 the post-implementation stage of the Brigada Eskwela, wherein the school head acknowledges partners and donors with letters of gratitude for their assistance in organizing Brigada Eskwela Week, with a weighted mean of 4.72. Reports from Brigada Eskwela are submitted in a timely manner to the division office, which is registered at 4.69. To ensure that schools are running with high-quality facilities that will benefit them, the government should regularly and consistently monitor the condition of the facilities in schools (Gloria & Uche, 2022). The reports and papers submitted by Brigada Eskwela are examined and registered at 4.66, and coordinates all BE and associated initiatives with ongoing school development to raise student competition, lower dropout rates, and boost engagement and achievement rates, which are registered at 4.62.

In addition, the school Principal gets together with every member of the Brigada Eskwela committee to discuss how well the program is being implemented each year and acknowledges partners and donors with letters of gratitude for their assistance in organizing Brigada Eskwela Week, which registered at 4.48 and 4.46, respectively. Henceforth, the overall weighted mean in the post-implementation stage of the Brigada Eskwela registered at 4.59 or Always as its descriptive equivalent.



“Always transparency, involvement, and recognition of the effort of all participants is the key to the successful conduct of BE.” TP11

## **2. Challenges in the Implementation of Brigada Eskwela**

### **Theme 1: No Safe and Sound Environment Conducive for Maximum Learning**

Based on the survey conducted during the pre-implementation stage of the Brigada Eskwela, the results revealed that the school head annually orients the members of every committee, registered at 4.55, and ensures that the marketing and advocacy committee creates materials such as records, posters, flyers, etc., registered at 4.57.

"To ensure the safety of the learning environment, the school head, together with the chairpersons, identifies the facilities that need improvement or reconstruction. They reinforce the stakeholders to participate in the Brigada Eskwela to prepare the school for the opening of the class. The school clinic and SDRRM are always equipped to respond." - TP35.

Best practices for safety and security should be included in legal requirements, encouraging the adoption of policies and actions that maintain schools safe and secure (Xaba, 2014).

### **Theme 2: Lack of Support from Partners/Volunteers for Brigada Eskwela and Its Impact**

As a usual practice during the school's maintenance week, the School Principal ensures that students, teachers, parents, LGUs, and other stakeholders are involved in the planning for the Brigada Eskwela Week. The number of students, range of teaching and non-teaching activities conducted in partnerships for the implementation of Brigada Eskwela, and its impact include the following responses:

Reading literacy changes people's lives. Reading enhances learning, promotes cultural involvement, and helps students succeed academically. Children with a weak reading foundation before formal schooling are more likely to fail academically and drop out of school. This is because a society's unequal distribution of literacy abilities is linked to economic and social disparities (Rivera, Ferroni & Moreira, 2022).

### **Theme 3: Lack of Availability of resources in carrying out maintenance projects effectively**

During the introduction of Brigada Eskwela in every school, issues or difficulties arose. Based on the survey, the results revealed that the implementation stage of the Brigada Eskwela oversees the daily updating of documents on donations or resources obtained during the annual Brigada week, which registered at 4.59.

"The ever-changing, wide scope/scale and late release of guidelines for the Brigada Eskwela." - SHP31

"Since we are still moving on from the pandemic, financial problems and extension of help from the outside has been the challenge for us." - TP 43.

"Our school is that lucky to have great and generous partners, but of course, since the conduct of BE is yearly and the fact that it is nationwide or even we just look at it municipality-wise, and knowing that there are several schools they need to support, undeniably we need to work more on our resources and generate more donations." - TP11.

"Lack of availability of materials/resources. Kapag walang magsponsor/donation ng mga materials na gagamitin, ang mga guro ay maglalabas ng pera mula sa sariling bulsa. Kapag natapat na may bagyo during the implementation of Brigada kasi mawawalan ng saysay ang paglilinis na isinagawa." - TP145.

## **3. Best practices of Secondary Schools in implementing Brigada Eskwela**

### **Theme 1: Information Dissemination**

The school head organizes the Brigada Eskwela committees with a weighted mean of 4.64 and sees to it that the advocacy and marketing committee produces materials like flyers, posters, records,



etc., in disseminating information for the implementation of Brigada Eskwela, which is registered at 4.57. The participants in this study said that:

"Beforehand there is planning conducted by the school head, coordinator, and chairman of each committee. Meeting was held to explain responsibilities of every member in the committees, activities to achieve were clearly disseminated. During the Brigada, activities /accomplishments were checked and monitored. In everyone is heart instilled cooperation and bayanihan spirit in accomplishing activities in great success." - MTP100.

Parents are crucial to their children's learning and growth. Parental support for early learners encompasses assisting their kids with schoolwork and projects, working together with the teachers, taking part in school activities, and being involved in school governance (Miller & Venketsamy, 2022).

### **Theme 2: Collaboration of Teaching and Non-teaching Forces**

In the pre-implementation of Brigada Eskwela, the school head assists the resource mobilization committee in listing potential partners with corresponding skills/ services and resources the school needs, which is registered at 4.60 and ensures that the pledges/commitments of partners are delivered, registered at 4.62. The faculty and staff at the school worked together to make the BE work plan a reality.

"The proper planning of BE. This envelops everything in proper implementation of BE. This includes a very willing-to-work "working committee" and the action follows. The unity of the school, from the principal down to the utility of the school for it, will of consideration in preparing designation tasks and responsibilities. After BE, the evaluation suggests "what was happened" and "what must be happened" for evaluation and analyzes towards more successful BE." – MTP36.

### **Theme 3: Partnerships with various stakeholders**

During the Pre-implementation stage of the Brigada Eskwela, the school head ensures that students, teachers, parents, LGUs, and other stakeholders are involved in the planning for the Brigada Eskwela Week, where the weighted mean registered at 4.68. Indeed, the cooperation with allies and partners made Brigada Eskwela significant and effective. Therefore, the responses that were obtained below are evidence.

"Support from the LGU - yearly the LGU provides budget for Brigada Eskwela." – SHP30.

"The best practices for me is the collaborative effort of school heads, private partners, local government units, and the community members, including parents and students." – MTP32.

"Oplan Petmalu per barangay and adopt a child program in reading and numeracy. School's community project "Sagip" Kapamilya: the project assisted students affected by the typhoon. Teamwork and collaboration. Community involvement." – TP66

### **Theme 4: Positive Impact of Collaborative Work**

The school head and Brigada Eskwela coordinator aligned all BE and related activities to continuous school improvement: increasing participation rate, reducing the dropout rate, and growing student competition and achievement rate, which registered at 4.62. Working together thereby benefits the implementation of Brigada Eskwela's school.

"It always transparency, involvement, and recognition of the effort of all participants is the key to the successful conduct of BE." – TP11.

"Always have a theme/concept aligned with the goal of Brigada Eskwela. We always have a clear title that will speak for our target every year we as a whole." – SHP31.

"The BAYANIHAN system, which everyone is happy and have the same equal materials and human resources available to use for the school preparation." – TP41.

The act of working together made the realization of the designed schools' brigada eskwela work plan for the school year.

## Theme 5: Acknowledgement/Reward

In the post-implementation stage of the Brigada Eskwela, the school head sends letters of gratitude to partners and donors for their contribution to the Conduct of the Brigada Eskwela Week, which registered at 4.46 and disseminates accomplishments to the stakeholders through the school publications and /or through letters, which registered at 4.53. Among others, teachers were given:

"Service credit." – TP40.

As a gift of gratitude, one of the participants said, "We provided something for them, like meryenda or school supplies." – TP24.

"Brigada campaign and recognize all sponsors during Brigada Eskwela." – HTP49.

## 4. Significant variations in the implementation of Brigada Eskwela across schools

The Table below presents the ANOVA results, also known as the Analysis of Variance results, on significant variations in the implementation of Brigada Eskwela across schools in a Division. The results indicated the F-value, p-value, and Decision at 5% and the interpretation for the Pre-Implementation Stage, Implementation Stage, and Post-Implementation Stage of the Brigada Eskwela.

**Table 5**

*ANOVA results on significant variations in the implementation of Brigada Eskwela across schools*

|                           | F-Value | p-Value | Decision at 5%<br>alpha | Interpretation  |
|---------------------------|---------|---------|-------------------------|-----------------|
| Pre-Implementation Stage  | 2.865   | 0.103   | Accept Ho               | Not Significant |
| Implementation Stage      | 1.762   | 0.218   | Accept Ho               | Not Significant |
| Post Implementation Stage | 0.962   | 0.320   | Accept Ho               | Not Significant |

Table 5 reveals no significant variations in the implementation of Brigada Eskwela across the different secondary schools in the Division. The computed F-values of 2.865 (pre-implementation stage), 1.762 (implementation stage), and 0.962 (post-implementation stage) are not significant at 5%. Thus, the null hypothesis is accepted. It implies that all the schools covered in the study comply with the guidelines and policies of Brigada Eskwela implementation. They all share the same practices and strategies for the effective implementation of the program.

## CONCLUSION

Based on the findings, the researcher concluded the following:

Most participants were about 20-29 years of age, which registered at 30.82 %, and most were female, which registered at 77.36 %. Most respondents were teachers since Brigada Eskwela was a collaborative work, and the different committees created were headed by teachers, which registered at 85.53 %.

During the Pre – Pre-implementation stage of Brigada Eskwela, the school head ensures the students, teachers, parents, LGUs, and other stakeholders are involved in the planning for the Brigada Eskwela Week with a weighted mean of 4.68. Regarding the implementation stage of the Brigada Eskwela, the school head conducts a kick-off ceremony, initiated during the opening of the first day of the Brigada Eskwela Week yearly, registered at 4.79. Furthermore, concerning the post-implementation of the Brigada Eskwela, the school head welcomes the DepEd Officials who monitor and evaluate the school implementation of the Brigada Eskwela with its weighted mean of 4.72.





The challenges encountered by the respondents on their respective schools in the implementation of the Brigada Eskwela include the following feedback: the ever-changing, wide scope/scale and late release of guidelines for the Brigada Eskwela; different innovations that will benefit the school; looking for partners and volunteers; lack of budget for school improvement; and the lack of resources. Schools may struggle to secure the necessary resources, including funds, materials, and volunteers, to carry out maintenance and improvement projects effectively.

Based on the data gathered from the participants of this study, the school head ensures that the Brigada Eskwela Week is planned with input from the parents, teachers, students, LGUs, and other relevant parties, registered at 4.68, which was the highest weighted mean in the pre-implementation stage, and includes the following responses:

"We just follow the work plan given by the central office. But instead of doing it within the month or months before the be. We do it year-round." – SHP31.

On top of that, an enhanced school Work Plan was designed to better implement Brigada Eskwela before classes start. Thus, activities included in the plan were based on the schools' needs or priorities gathered through this study. As the final phase of the school's Brigada Eskwela implementation, reporting is included in this work plan together with the other significant results areas of advocacy and marketing, resource mobilization, implementation, monitoring and evaluation, administration and finance, and monitoring.

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