

Stakeholders' Participation on the Implementation of Brigada Eskwela Program: Basis for an Intervention Plan

Ronnie C. Colonia, Jr., Dr. Ninfa C. Osias, and Jovit D. Comon
PHINMA Cagayan de Oro College, Philippines

Abstract. Brigada Eskwela Program is DepEd's initiative to prepare schools nationwide every opening of the school year. However, public schools frequently face challenges due to insufficient support and cooperation from both internal and external stakeholders. This research aimed to explore the relationship between stakeholders' participation and Brigada Eskwela Program implementation. It involved ninety-four (94) teachers, ninety (90) parents, and seventy-seven (77) community members in Districts of Manolo Fortich 2 and 3, Division of Bukidnon during the School Year 2023-2024. Employing a descriptive-correlational design, and questionnaires which assessed stakeholders' participation on the implementation of the Brigada Eskwela Program. Mean and standard deviation gauged assessment levels, while Pearson Correlation determined the significant relationships. The study found that teachers and community members participated to a great extent, while parents' participation was to some extent. Discernment and values got the highest mean while extending time and money got the lowest. On the assessment on the implementation stages of Brigada Eskwela, both teachers and community members rated very high, while parents rated high assessment. It confirmed a significant relationship between participation and implementation, rejecting the null hypothesis. In conclusion, participation significantly influences how individuals assess the BE Program implementation. It is then recommended that all public schools should enjoin other stakeholders to effectively implement the program and adopt the proposed intervention plan.

Keywords: Brigada Eskwela Program, stakeholders' participation

Introduction

Brigada Eskwela is a week-long initiative where members of the local community, parents, alumni, civic groups, local businesses, NGOs, private individuals, as well as teachers and students, come together to volunteer their time and skills for minor and medium repairs and maintenance in schools. This nationwide school maintenance program involves all education stakeholders, encouraging them to invest their time, efforts, and resources to ensure public schools are ready for the start of the school year.

Brigada Eskwela started in 2003 as a program initiated by the Department of Education (DepEd) to encourage community members to help prepare the public schools for school opening. The program commences two weeks before the first day of classes (Manila Bulletin, 2023). Due to its success in the past school years, DepEd institutionalized the Brigada Eskwela Program in 2008. The DepEd Order No. 24, s. 2008 entitled, Institutionalization of the Brigada Eskwela Program or the National Schools Maintenance Week (NSMW). It stated that participation in the Brigada Eskwela Program will be made mandatory among all public schools.

This year's Brigada Eskwela theme, "Bayanihan para sa Matatag na Paaralan," advocates the spirit of volunteerism and *bayanihan* among all aspects the society: parents, stakeholders, local government units, private individuals, and generous Samaritans in the community. *Bayanihan* refers to the spirit of community unity to achieve a particular and collective goal.

The Brigada Eskwela Program is crucial for the start of the new school year, fostering collaboration between schools and communities to deliver quality education. It serves as a platform for stakeholders to gather resources and support for students. Despite being a response to the needs of public schools, it challenges the Department of Education's capacity. Stakeholder involvement and volunteerism are essential for ensuring school readiness and student attendance. Studies have shown its impact on school improvement, safety, enrollment, and overall learning environment. A well-prepared school signifies a conducive setting for effective learning.

According to Balinas (2018), the implementation of the Brigada Eskwela Program had a limited level of volunteer participation and resources generated, as evidenced by the moderate torn-out of volunteers in public elementary and secondary schools. Elementary schools have fewer resources generated and volunteer participation than secondary schools during the Brigada Eskwela Program. Hence, this program shows a diverse implementation.

Schools are the main focus of a neighborhood or community. They can help create partnerships that are good for students, families, businesses, and other organizations. Casey (2023) said, parents should join school activities. An engaged parent gets even more involved by helping make decisions at the school.

Public schools often have problems because it is hard to get consistent support and cooperation from everyone. Different people have different levels of commitment and priorities. Good communication and training are needed, but they take a lot of effort and resources. Without these, the program might not work well. Time and money are also big issues, many people are busy and have limited finances making it hard for them to help. Some people might not understand or see the long term benefits of the program, affecting their willingness to join. Additionally, limited school space and facilities can make it hard to carry out activities, reducing the program's impact. Solving these problems is important for Brigada Eskwela to succeed.

Further, the government understands that public schools cannot solve these problems by themselves, so it has asked for help from stakeholders to improve the education system. It is important to get stakeholders involved in school activities. Brigada Eskwela needs teamwork from different parts of the community and stakeholders because schools often don't have enough resources. The program depends on donations and pledges showing how important a supportive community is for children's education. Many people take part in Brigada Eskwela, including school alumni, companies, and industries in the community.

It is, therefore, in this substantial magnitude, that the researcher conducted a study of the Brigada Eskwela Program to assess its implementation for improvement. Investigating its implementation in public schools is deemed essential due to a lack of baseline information. The findings could significantly impact the implementation of the program within the Division of Bukidnon, District of Manolo Fortich 2 and 3. Moreover, the results of the study served as the foundation for an intervention plan to address implementation issues and design solutions for the program's challenges.

Literature Review

Support and Cooperation

In a study conducted by Torres (2021), the examination of stakeholder support in Brigada Eskwela emphasized the active participation of different groups in making the program successful. Teachers were particularly notable, volunteering their time and coordinating activities to ensure smooth operations. Local businesses contributed by providing essential materials and resources. Community volunteers also enthusiastically took part in activities like cleaning and repairing school facilities. This collective effort demonstrates strong community

collaboration aimed at improving educational environments. The research emphasizes the crucial role of stakeholders who invest their time and resources to enhance the overall quality of education.

Nicdao's (2019) study, as cited by Catid (2022), revealed that clear explanations and presentations of goals and objectives help stakeholders understand the BE Program and convince them to participate and volunteer. Meanwhile, Cortez (2018) revealed that the school program or activity most participated in by stakeholders, such as parents, volunteers, and students, was Brigada Eskwela and that parents were greatly involved by acting as observers and collaborators. Furthermore, Lacanilao (2020) determined that a significant difference was registered in the stakeholders' level of participation in school activities like Brigada Eskwela in terms of planning, decision-making, information drive, and implementation.

Also, Balinas (2018) revealed that the level of stakeholders' support in terms of participation is moderate, and the resources generated are moderate in secondary schools. Finally, Jungay (2019) revealed that volunteerism among stakeholders has always been at a high level; however, in terms of financial matters, it is only on a moderate level, especially if the stakeholders in the area belong to low-income families.

Information and Training

A study by Bartolome (2020) showed that training and giving information make volunteers better at helping with the program. Volunteers learn how to clean, fix things, and organize events during training sessions. Knowing about the goals also helps them see why their help matters. Training sessions help volunteers learn new skills and feel more sure about taking part in Brigada Eskwela. The study said it is important to keep training volunteers and telling them about future events. Volunteers liked getting trained and informed because it made them feel ready and excited to help the program succeed. It shows how important it is to keep training and informing volunteers to make Brigada Eskwela work well.

Nazari et al. (2020) said that teachers' commitment to school change is the foundation of their job involvement. The teacher who complains has a lower level of job commitment than the other teachers. Under engagement in the organization, sound social contact with other teachers, and the financial school system, the fundamental importance of teachers' attitudes and devotion to school development has been underlined. In the study of Sund et al. (2020), the study's ultimate goal is to learn how subject-area teachers can contribute to cross-curricular teaching in teacher teams in the context of ESD.

Another similar study looked at how teachers assess students' needs and how they manage help delivery through cooperation and collaboration. Understanding teachers' views of policy expectations and how they navigate them to meet students' complex needs will help contextualize implementation and provide practice examples (Cavendish et al., 2020).

Extending Time and Money

In their study, Cruz et al. (2021) examined the challenges of time constraints experienced by both internal and external stakeholders involved in Brigada Eskwela. The research revealed that stakeholders, including school staff, parents, and community members, often have demanding schedules and various commitments. This limited availability of time significantly hinders their active participation in Brigada Eskwela activities. They stressed the necessity of innovative strategies to tackle this issue, such as optimizing event schedules and providing flexible volunteering options. The study highlighted the importance of acknowledging and accommodating the time limitations of stakeholders to enhance participation and ensure the success of Brigada Eskwela initiatives.

In light of the current finding, Kim et al. (2018) suggested that school maintenance repair cost estimation and maintenance-integrated facility management may be used to allocate

school budgets. It was discovered that the financial estimate for school repairs needs to be raised and implemented. According to Taheri and Jaleli (2018), stakeholders' participation as volunteers in such programs might be limited due to competing priorities. Their study highlighted that stakeholders, including parents, teachers, and community members, often have busy schedules with various responsibilities. As a result, finding time to participate in such activities can be challenging. Taheri and Jaleli emphasized the importance of considering stakeholders' time constraints when organizing such initiatives. Strategies such as flexible scheduling or offering alternative ways to contribute could help address this issue and encourage greater participation from stakeholders. Their research underscores the need for thoughtful planning to accommodate the diverse availability of volunteers, ensuring that the program activities remain inclusive and accessible to all stakeholders despite their other commitments.

Alave and Ancho (2020) claimed that outsourcing and finding support from external and internal stakeholders of funds is a strategy that has become a vital management tool for most public schools. It is one of the possible solutions to preventing school programs and services from disappearing. School Heads are faced with difficult decisions to supplement it with modest expenses due to an inadequate level of available funds.

Discernment and Values

Pabico (2019) studied the beliefs of volunteers in Brigada Eskwela, including both school staff and community members. The research aimed to understand why they get involved in this community project. It found that volunteers are motivated by a strong sense of duty to their community and a desire to support education. They also see the lasting benefits of their work, knowing it helps both the community now and in the future. The study stressed the need to support and encourage these values to keep volunteers engaged in Brigada Eskwela and similar community projects.

Jungay (2019) studied the attitudes and perspectives of volunteers in Brigada Eskwela, including those within and outside the school community. The research aimed to understand how volunteers feel about being part of the program. It found that volunteers strongly believe in the importance of community involvement in education. They see Brigada Eskwela as a valuable chance to contribute meaningfully to their schools and communities. Volunteers from different backgrounds share similar views, showing a common understanding of the program's importance. This highlights the need to understand and support volunteers' feelings and perspectives to encourage their active participation in Brigada Eskwela and similar community projects.

In the same manner, the faculty members who established this committee are working to link these important activities to create an environment that promotes success. They have several opportunities to participate in various committees; however, forming a grassroots committee that includes all stakeholders with respect to the various programs already in place requires a strategic plan, holistic participation, and positive relationships (Beri et al., 2020).

Availability of School Space and Facilities

Paudyal et al. (2020) stated that most of the school buildings are completely damaged and need repair due to the use of improper construction materials and non-compliance with existing building codes during design and construction. In addition to the physical damage to facilities, there is a substantial psychological impact in terms of the disaster's impact on the mental health of students, their parents, and teachers.

The level of disaster preparedness among elementary and middle school students in Java's central region. The findings revealed that, while learners' perceptions of disaster preparedness were beginning to form, they had not yet achieved the anticipated level of disaster

preparedness or the availability of an evacuation area (Wardana et al., 2021). Roxas's (2019) study stated that internal and external stakeholders collaborate in the school and are involved in the preparation of school facilities. Collaboration among stakeholders is one method for keeping the school effective and efficient. It is aimed to obtain a partnership to assist in the construction of a school building, as well as the maintenance of school and classroom facilities.

In addition, Roxas (2019) emphasized the Brigada Eskwela is a Department of Education initiative aimed at mobilizing private organizations, companies, and public agencies to collaborate in preparing public school facilities. This program has garnered support for various activities, including the construction of school buildings, enhancement of school facilities, professional development for teachers, feeding programs for underprivileged students, and upgrading classroom instruction with instructional equipment and modern technology. The ultimate goal of these efforts is to bring all children to school and ensure high-quality education.

Pre-Implementation Stage

According to DepEd Order No. 21, s. 2023, the pre-implementation activity is to prepare for the actual event. Meet with the working committees to assess the readiness of your school for the actual BE week and finalize activities to be undertaken. These include matching expected volunteers, materials, and resources against the identified needs of the school and addressing gaps, if any, prepare the opening and closing programs and other related activities during the week, organize working teams according to nature of services to be done: masonry, carpentry, plumbing, electrical/electronics, gardening, painting, etc., and appoint team leaders, and make sure that donations are in-kind and that all cash donations are converted into materials before acknowledging receipt of such assistance. It is the policy of DepEd and the Adopt-A-School program to refrain from accepting cash donations.

Balinas (2018) revealed that the level of stakeholders' support in terms of participation is moderate, and the resources generated are also moderate in secondary schools. Finally, Jungay (2019) revealed that volunteerism among stakeholders has always been at a high level; however, in terms of financial matters, it is only on a moderate level especially if the stakeholder in the area belongs to the low-income families.

Rueda et al. (2019) conducted a study examining the involvement of volunteers, both internal and external stakeholders, before the commencement of the Brigada Eskwela program. The research focused on understanding the preparatory activities undertaken by stakeholders to ensure the success of the initiative. They found that stakeholders engage in various pre-program activities, such as planning meetings, fundraising efforts, and coordination with local authorities. These activities aim to mobilize resources, garner support, and establish partnerships in anticipation of the upcoming Brigada Eskwela activities. The study highlighted the proactive approach taken by stakeholders in laying the groundwork for the program, underscoring their commitment to enhancing educational facilities and fostering community engagement even before the official start of Brigada Eskwela.

Implementation Stage

Carmelo (2022) affirmed that community members are very helpful in making Brigada Eskwela work well. His study looked at how community members help the program succeed. The study found that community members give their time, resources, and skills to organize and do Brigada Eskwela activities. They help with tasks like getting volunteers, raising money, and working with local leaders. This shows how important community members are in making sure Brigada Eskwela goes smoothly and improves schools for students.

According to Miranda (2022), stakeholders' participation in Brigada Eskwela greatly affects its success. The study found that both inside and outside stakeholders need to be actively

involved for the program to work well. Schools where stakeholders are more involved reported better upkeep of facilities and happier students showing how important community participation is for making the program effective. The researcher highlighted that planning carefully and working together with teachers, parents, local government, and others can lead to better results. Giving training and guidance helps everyone understand their roles making Brigada Eskwela activities run smoother and achieve more. The study concluded that encouraging everyone to take part and regularly checking how things are going not only keeps Brigada Eskwela working well but also makes sure everyone shares in looking after the school's welfare.

Moreover, Brigada Eskwela brought a lot of benefits to the school and community. It saves resources on the part of the school, it builds oneness and cooperation to all stakeholders where their camaraderie among them develops, the learnings of the students are ensured, the cleanliness of the facilities becomes pleasing and inviting and the school becomes safe and ready to serve Filipino learners. Also, the Brigada Eskwela successfully helps construct creative ways of improving the school facilities while highlighting Bayanihan. It makes people embrace the spirit of volunteering. With the act of Bayanihan, it is important to help each other out, especially for the improvement that benefits the quality of education of the youth. The heads of schools, who take part as the lead role in conducting activities, together with the volunteers, make the whole innovation possible (MNLtoday.Ph, 2019).

Post-Implementation Stage

A study by Catid (2022) explored was the importance of achieving success in implementing Brigada Eskwela focusing on how well its effectiveness influences its overall outcomes. Success in Brigada Eskwela plays an important in improving school facilities and creating a better learning environment for students. When the program succeeds, schools receive necessary repairs, maintenance, and enhancements that directly benefit students' well-being and academic performance. This highlights the importance of achieving positive outcomes in Brigada Eskwela to ensure schools provide a supportive environment for learning and growth.

In addition, Santos (2019) presented three main problems that many schools experience in implementing the Brigada Eskwela: very few volunteers, a lack of support from private institutions/persons, and a lack of support from the Local Government Unit. Further, Manila and Decano (2022) identified challenges, including locations of schools, difficulty obtaining resources and assistance, and forging partnerships.

Schools face obstacles that could jeopardize the program's success and these obstacles should be recognized and addressed to assist schools in mitigating problems and carrying out the responsibilities faced. However, coping mechanisms are important to alleviate these challenges, this includes positive well-being, openness to change, time management, supporting system and peer mentoring, and collaboration and partnership. These enable them to meet the program's demands and carry out their duties and obligations as internal and external stakeholders of the schools.

Statement of the Problem

This study aimed to determine the level of stakeholders' participation in the implementation of the Brigada Eskwela Program in Districts 2 and 3 of Manolo Fortich, Division of Bukidnon, during the School Year 2023-2024. The result served as the basis for an Intervention Plan. Particularly, this paper sought to answer the following questions:

1. What is the level of the respondents' participation in the Brigada Eskwela Program considering support and cooperation, information and training, extending time and money, discernment and values, and availability of school space and facilities?

2. How do the respondents assess the implementation of the Brigada Eskwela Program during the pre-implementation stage, implementation stage, and post-implementation stage?
3. Is there a significant relationship between the respondents' assessment of participation in the Brigada Eskwela Program and its implementation?
4. Based on the findings of the study, what intervention plan on the assessment of participation in the Brigada Eskwela Program can be designed?

Theoretical Framework

The findings of the study suggest that the successful implementation of the Brigada Eskwela Program is closely tied to how much stakeholders like teachers, parents, and community members get involved. When these groups actively support and work together, the program works better. They bring different resources, skills and a collective responsibility that helps the program achieve its goals. Their involvement makes sure initiatives are done well and can continue with everyone in the community working together to keep improving schools and the learning environment.

Furthermore, this strong support and cooperation create a feeling of responsibility among stakeholders which is important for the program to succeed in the long term. When stakeholders see real improvements from their help, like better school buildings and happier students, it makes them more committed and keeps them involved. This cycle of everyone pitching in and seeing good results makes a community that cares about the school's future. As a result, the program keeps getting help and support making it work well and have a lasting impact. Therefore, the close connection between how much stakeholders help and how well the program does shows why it is important to build strong community bonds and work together in programs like Brigada Eskwela.

This study was based on two DepEd Orders. The first is DepEd Order No. 21, s. 2023, called "2023 Brigada Eskwela Implementing Guidelines," which has the rules for Brigada Eskwela in the 2023-2024 school year. The second is DepEd Order No. 24, s. 2008, called the "Institutionalization of the Brigada Eskwela Program" or "National Schools Maintenance Week". Brigada Eskwela is a program where everyone helps get public schools ready for the start of classes. It lasts a week, and people from the community, parents, former students, civic groups, local businesses, NGOs, private individuals, teachers, and students all volunteer to do small to medium repairs and maintenance work in schools.

Scope and Limitations

The main purpose of this study was to determine the respondents' participation on the implementation of the Brigada Eskwela Program. The respondents of the study were the teachers, parents and community members who participated and attended the Brigada Eskwela Program in Manolo Fortich 2 and 3 District, Division of Bukidnon during the School Year 2023-2024. The study was delimited to the stakeholders' participation of Brigada Eskwela Program which consists of support and cooperation, information and training, extending time and money, discernment and values, and availability of school space and facilities. And also to the implementation of the Brigada Eskwela Program, which comprises sub-variables, namely, the pre-implementation stage, implementation stage and post-implementation stage.

Methodology

Research Design

The researcher employed a descriptive correlational design to evaluate the level of stakeholder participation in the Brigada Eskwela Program. This approach was effective in

detailing the program's implementation. Descriptive research aims to outline data and population characteristics. A quantitative method was used, involving the collection and analysis of numerical data to examine the relationships between variables. This technique provided the researcher with important insights into the study. In this study, the researcher presented and analyzed variables using quantitative descriptions, forming the foundation for interpreting and understanding the findings. Both independent and dependent variables were examined following the principles of descriptive-correlational research design. These variables were analyzed using descriptive and inferential statistics to address the study's research questions.

Study Setting

This study was conducted in the Municipality of Manolo Fortich, Province of Bukidnon. Bukidnon is a landlocked province in the Northern part of Mindanao. The province is surrounded clockwise from the north, including Misamis Oriental, Agusan del Sur, Davao del Norte, Cotabato, Lanao del Norte, and Lanao del Sur. Bukidnon, meaning "highlander" or "mountain dweller," occupies a vast plateau in the north-central part of Mindanao. Known as the region's food basket, the province is a significant producer of rice and corn. It also cultivates pineapples, bananas, and sugarcane on its plantations.

Manolo Fortich is a first-class municipality in Bukidnon. It serves as the gateway to Malaybalay City from Cagayan de Oro City and comprises twenty-two barangays. Barangay Tankulan, where the municipal administrative center is located, is considered a Barangay Poblacion, although residents prefer to retain its original name. Manolo Fortich hosts forested areas in two barangays along the Mt. Kitanglad Range. Mt. Kitanglad is home to a diverse array of rare and endemic flora and fauna, making it a potential site for tourism and biodiversity research. The municipality also boasts deposits of chromite as its major metallic mineral and semi-precious stones among its non-metallic resources, including clay, limestone, feldspar, silica quartz, and schist.

Study Population and Sampling Technique

The study involved ninety-four (94) teachers, ninety (90) parents, and seventy-seven (77) community members, with a total of two hundred sixty-one (261) respondents in the study. The respondents were purposively selected based on their characteristics. All three (3) groups were identified according to their direct involvement in the Brigada Eskwela Program.

Table A below shows the distribution of the respondents. There were two districts involved in the study, Manolo Fortich 2 and Manolo Fortich 3. Manolo Fortich 2 District is composed of eight (8) schools while Manolo Fortich 3 District is composed of ten (10) schools. Respondents of the study were the selected teachers, parents, and community members who were part of the implementation of the Brigada Eskwela Program of public elementary schools of Manolo Fortich 2 and 3 Districts, respectively of School Year 2023-2024.

The researcher used Slovin's formula in computing the number of respondents in each school in the district of Manolo Fortich 2 and Manolo Fortich 3, respectively in the Division of Bukidnon. After solving the sample size of the study, the researcher used a purposive sampling method in identifying and selecting of respondents in each school based on the numbers on the sample size calculation. Teachers, parents and community members who served as the respondents in this study were those who were directly involved in the Brigada Eskwela Program of the school, considering they perform such functions as part of the Brigada Eskwela Program of School Year 2023-2024.

Table A: Distribution of Respondents

Districts	Schools	Teachers	Parents	Community Members	Total Respondents
Manolo Fortich 2	Alae CES	12	12	10	34
	Mambatangan ES	10	10	9	29
	Awol IS	3	2	2	7
	Damilag IS	10	10	8	28
	Kitam-is ES	5	5	3	13
	Lunocan ES	5	5	4	14
	Mantibugao IS	5	5	5	15
	Minsuro ES	2	2	2	6
Manolo Fortich 3	Bagalangit ES	1	1	1	3
	Camp 1 ES	5	5	4	14
	Gauron ES	2	1	1	4
	Mampayag ES	3	2	1	6
	Plantation CES	10	10	9	29
	Sankan ES	5	5	5	15
	Dahilayan IS	4	4	3	11
	Kalugmanan ES	6	5	5	16
	Kibulawan ES	1	1	1	3
	Lindaban ES	5	5	4	14
	Total	94	90	77	261

Research Instruments

To obtain the needed answers to the research problems, a survey questionnaire was used to gather data from the teachers, parents and community members of Manolo Fortich 2 and 3 Districts, Division of Bukidnon. There were two parts of the questionnaire. Part I focused on the assessment of the respondents' participation of Brigada Eskwela Program. It was adapted and modified from the study of Celestial (2015), which was composed of eighty (80) indicators. It aimed to determine the stakeholders' participation that is measured by the following variables: support and cooperation, information training, extending time and money, discernment and values, and availability of school space and facilities. On the other hand, Part II elicited the respondents' assessment of the implementation of the Brigada Eskwela Program. The indicators used were based and taken from the DepEd Order No. 21, s. 2023, entitled, 2023 Brigada Eskwela Implementing Guidelines. This portion was divided into three (3) sets, namely: pre-implementation stage, implementation stage, and post-implementation stage.

Statistical Treatment of Data

The data gathered were tallied, scored, analyzed and presented in tabular forms. These data were subjected to appropriate statistical treatment to answer the problems raised in the study. For Problems 1 and 2 in the respondents' extent of participation and their assessment of the implementation of Brigada Eskwela, the mean and standard deviation were computed and used. For Problem 3, multiple regression analysis was used to determine the significant relationship between the respondents' assessment of participation and the implementation of the Brigada Eskwela Program.

Ethical Consideration

Following the rules is important in research. It helps keep things fair and respectful. For this study, everyone who took part knew what was happening and chose to join. Their

information was kept private, and their names were not used when talking about the results. The study made sure to protect everyone's rights and keep everything fair. The researcher sought permission from the adapted and modified survey questionnaire to understand and deeply respect the intellectual property associated with the instrument. The researcher assured that it was treated with utmost care and professionalism, adhered to any conditions or guidelines that may have been used for its use, and ensured that proper acknowledgment was given in any resulting publications or presentations.

In addition, maintaining objectivity and neutrality in the research is crucial. It diligently avoided favoritism or promotion of any particular technology or approach, and ensuring that findings were presented transparently and accurately, and free from biases. Also, research participants were given the opportunity to receive feedback on study results, and the findings will be shared with the community in a clear and understandable manner, contributing to a collaborative and informed educational environment once available. It sought ethical approval from the institution's ethics review board or committee is essential to ensure compliance with ethical guidelines and principles. This process helps to validate the ethical integrity of the research, thereby assuring both participants and the broader academic community of the research's ethical rigor and validity.

Finally, a proper acknowledgment and citation of the work of others, including previous research, were meticulously observed, and any potential conflicts of interest or sources of funding were transparently disclosed to maintain the highest ethical standards in academic inquiry. These ethical considerations collectively underpin the responsible and ethical conduct of research, respecting the rights and well-being of all participants and contributing valuable insights to the field of education.

Results and Discussion

Problem 1: What is the level of the respondents' participation of Brigada Eskwela Program considering support and cooperation, information and training, extending time and money, discernment and values, and availability of school space and facilities?

Table 1: Distribution of the Teacher-Respondents' Assessment of Participation in the Implementation of Brigada Eskwela Program

Variables	Mean	SD	Interpretation
Support and Cooperation	3.20	0.85	To Some Extent
Information and Training	3.33	0.79	To a Great Extent
Extending Time and Money	3.16	0.80	To Some Extent
Discernment and Values	3.63	0.57	To a Great Extent
Availability of School Space and Facilities	3.31	0.71	To a Great Extent
Overall	3.33	0.75	To a Great Extent

Legend: 3.26-4.00 (At all Times/To a Great Extent) 1.76-2.50 (Sometimes/Little Extent)
 2.51-3.25 (Most of the Time/To Some Extent) 1.00-1.75 (Never/Not at All)

Table 6 shows the summary distribution of the teacher-respondents' assessment of participation in the Brigada Eskwela Program with an overall mean of 3.33 (SD=0.75), interpreted as **To a Great Extent**. The standard deviation indicates a moderate level of variability in responses, implying that while there is generally strong participation across the board, there are some differences in the degree of involvement among individual respondents. This variability could be influenced by factors such as personal commitment, role within the school, or specific resources available to each teacher. The data indicates a positive and active

engagement of teachers in implementing the BEP, demonstrating their collective effort and dedication towards its successful execution. Besides, the data shows that teachers are very dedicated to the Brigada Eskwela Program. They work hard to support it by helping out, working with others, and making sure there are enough things for school. This shows they are all working together to make the school better.

Furthermore, the high scores in all areas suggest that teachers, school leaders, parents, and community members work closely together in Brigada Eskwela. This teamwork strengthens the bond between the school and the community and encourages everyone to take responsibility for the school's growth and care. It shows how dedicated teachers are, working together and believing in the Brigada Eskwela Program. They actively help create a good learning environment and are committed to making the school better all the time. This teamwork makes the program successful and improves how students learn at school.

The findings of the study closely mirror those observed in research conducted by Reyes (2022) indicating that stakeholders' strong involvement in such programs greatly impact for its success. Their involvement ensures schools are ready for the school year ahead. They see Brigada Eskwela as vital for improving the school environment for themselves and their students. They know that taking part in Brigada Eskwela directly helps create a good learning atmosphere. Teachers also appreciate how the program promotes a feeling of ownership and responsibility among staff and students. Teachers' dedication to Brigada Eskwela shows their strong commitment to providing the best possible education for their students.

The variable **discernment and values** obtained the **highest mean** of 3.63 (SD=0.57), interpreted as **To a Great Extent**. This is evidenced by the very high mean scores in all indicators as these can be gleaned in Table 4. This means that teachers are deeply dedicated to and aligned with Brigada Eskwela's goals and values. They see the program as essential and believe strongly in its ability to improve school facilities and involve the community. Their commitment shows how important Brigada Eskwela is for making schools better and caring for students. This information emphasizes how teachers' efforts greatly influence school progress and community teamwork, making education better for everyone involved.

Fernandez (2021) carried out research that looked into what people were involved in the Brigada Eskwela Program. The study found that stakeholders feel a strong sense of responsibility and dedication to the program. They understand how important education and community progress are, so they willingly give their support to make the program successful. This shows that how stakeholders see the program affects how much they get involved. Their positive attitude and commitment play a big role in making the Brigada Eskwela Program work well and make schools better. In essence, their beliefs and dedication foster teamwork in improving the school environment.

On the other hand, the variable **extending time and money** obtained the **lowest mean** of 3.16 (SD=0.80), interpreted as **To Some Extent**. This means that several insights into teachers' contributions and perceptions within the program. The lower mean score suggests that although teachers generally support the goals and principles of the BEP, they may face obstacles preventing them from fully investing additional time and money. These challenges might include personal financial constraints, conflicting work duties, or difficulties in finding extra time for program activities. This is reasonable given that other stakeholders, like parents and community members, typically contribute funds for program related activities.

Cruz et al. (2020) discovered that internal and external stakeholders are eager to help with programs like Brigada Eskwela. However, they discovered that many of these individuals struggle to find enough time and money to offer their complete support. This indicates that despite their desire to help, they might not be able to contribute as much as they would wish. It reveals that although people want to be involved, they sometimes encounter difficulties that limit their full participation. Therefore, it is crucial for schools and communities to work

together to find solutions to these challenges, enabling everyone to contribute more effectively to programs like Brigada Eskwela.

Table 2: Distribution of Parent-Respondents' Assessment of Participation on the Implementation of Brigada Eskwela Program

Variables	Mean	SD	Interpretation
Support and Cooperation	2.84	0.95	To Some Extent
Information and Training	2.93	0.89	To Some Extent
Extending Time and Money	2.81	0.91	To Some Extent
Discernment and Values	3.35	0.70	To a Great Extent
Availability of School Space and Facilities	3.10	0.83	To Some Extent
Overall	3.00	0.85	To Some Extent

Legend: 3.26-4.00 (At all Times/To a Great Extent) 1.76-2.50 (Sometimes/Little Extent)
2.51-3.25 (Most of the Time/To Some Extent) 1.00-1.75 (Never/Not at All)

Table 2 presents the summary distribution of the parent-respondents' assessment of participation in the Brigada Eskwela Program with an overall mean of 3.00 (SD=0.85), interpreted as **To Some Extent**. The standard deviation indicates a moderate level of variability in responses, implying that while the average participation is somewhat limited, there are varying degrees of involvement among individual parents. This variability might be due to different levels of awareness about the BEP and varying availability because of work or other commitments or differing views on the importance of the program. The data shows that while some parents are involved in the BEP, there is potential for more involvement and support to make the program more effective and impactful.

Furthermore, the finding suggests that while parents do contribute to different parts of the program there is potential for them to get more involved. The data implies that parents are willing to participate but may face challenges that limit their full involvement. Factors like time constraints, competing responsibilities or unclear communication about how to get involved could affect this moderate level of participation. By enhancing outreach efforts, offering more structured roles for parents and improving communication channels, their involvement and contributions to the program could be strengthened.

In addition, the result shows that there are limitations in the parents' participation in BEP. As observed, some parents are so preoccupied with their livelihood or work that they find it hard to fully participate in the BEP activities. As a matter of fact, only a few parents are seen participating and supporting the activities of BEP. Mercado (2021) suggested that parents involvement varies in their participation in Brigada Eskwela Program. They show support and cooperation but only limited by helping with activities and ensuring the school is ready and safe for the learners in start of the school year. Their participation also emphasizes the importance of collaboration between families and schools to improve the learning environment for everyone.

Particularly, the variable **discernment and values** got the highest mean of 3.35 (SD=0.70), interpreted as **To a Great Extent**. This finding indicates that parents are very supportive of the goals and values of BEP, such as working together with the community, collaborating, and improving schools. It shows that parents are actively engaged in making the school environment better. They believe in community efforts, making fair choices, and upgrading school facilities and resources for the benefit of students.

Additionally, this data implies that parents influence their own beliefs about Brigada Eskwela by joining community activities and seeing how it helps their area. Their involvement in Brigada Eskwela shows they care about their community and take pride in keeping shared

places nice. By taking part, parents help create closer ties in the community and encourage everyone to take care of public places like schools together.

The study of Pabico (2019) closely aligns with the findings of the present study stated that parents strongly support Brigada Eskwela because they understand how it helps their children. They make participating in Brigada Eskwela a priority because they know it directly helps maintain and improve school facilities for better learning environments. Also, parents value Brigada Eskwela for its chance to work with the community and collaborate. They see it as a way to teach their children important values like responsibility and community involvement. The active participation of parents show their strong dedication in improving schools and their belief in education's ability to make positive changes.

Meanwhile, the variable **extending of time or money** got the lowest mean of 2.81 (SD=0.91), interpreted as **To Some Extent**. This finding shows parents understand it is important to help with Brigada Eskwela by giving time or money. But sometimes, they cannot do as much as they want because maybe they do not have enough money, have other things they need to do, or find it hard to get involved because of where they live or how they travel.

In addition, the result indicates that parents are somewhat involved in giving time or money to Brigada Eskwela. There is a chance to improve how we encourage parents to get more involved. The schools can do this by explaining better how their help makes a difference, giving them more flexible ways to join in and making it clear how they can give money to support Brigada Eskwela.

The research by Kim et al. (2018) supports the present study, showing that when parents do not have enough time to support a program, it can affect how well it works. This also applies to parents' involvement in Brigada Eskwela which may be limited because they have other commitments or financial challenges. How much parents understand the importance of Brigada Eskwela activities also affects how much they can contribute. Cultural and social factors also play a role in how parents can help with Brigada Eskwela. It is important to consider these factors when looking at how involved parents are. Despite these challenges, it shows the need to make it easier for parents to take part in Brigada Eskwela. This ensures their contributions can still make a positive difference in schools.

Table 3: Distribution of Community Member-Respondents' Assessment of Participation in the Brigada Eskwela Program

Variables	Mean	SD	Interpretation
Support and Cooperation	3.30	0.67	To a Great Extent
Information and Training	3.33	0.68	To a Great Extent
Extending Time and Money	3.25	0.72	To Some Extent
Discernment and Values	3.47	0.58	To a Great Extent
Availability of School Space and Facilities	3.40	0.66	To a Great Extent
Overall	3.35	0.66	To a Great Extent

Legend: 3.26-4.00 (At all Times/To a Great Extent) 1.76-2.50 (Sometimes/Little Extent)
 2.51-3.25 (Most of the Time/To Some Extent) 1.00-1.75 (Never/Not at All)

Table 3 shows the summary distribution of the community member-respondents' assessment of **participation in the Brigada Eskwela Program** with an **overall mean** of 3.35 (SD=0.66), interpreted as **To a Great Extent**. At a glimpse in the data in Table 6, the teacher-respondents have also manifested their participation to a great extent which is similar to that of the community members. This implies that these two groups are in agreement on assessing their extent of participation in the BEP. The result suggests that community members have been deeply involved in different parts of the program showing a strong dedication to helping the schools on the implementation of Brigada Eskwela Program. It indicates widespread

participation in improving school facilities, supporting educational activities and making the learning environment better overall. Moreover, this finding emphasizes how important community members are in working together, using resources well and promoting high quality education. These highlight how effectively the community has gathered support and resources, stressing the ongoing importance of community partnerships in improving schools and bringing the community closer together through joint efforts in Brigada Eskwela activities.

This finding resonates with the existing study, as highlighted by Torres (2021), which emphasized that external stakeholders consistently join Brigada Eskwela activities because they know it is vital to support the schools which affects the well being of their community. Participating in Brigada Eskwela helps them create a better learning place for their children. It also gives them pride in improving their neighborhood school. Their ongoing involvement shows their strong commitment to supporting education locally and working together to strengthen their community.

Particularly, the variable **discernment and values** got the highest mean of 3.47 (SD=0.58), interpreted as **To a Great Extent**. This reveals that community members strongly believe in the values of Brigada Eskwela, such as working together, improving schools and making fair decisions. They think Brigada Eskwela is very important in improving schools and helping the community grow. They are committed to supporting and improving education through Brigada Eskwela. This shows how much they care about working together and making a big difference in schools and communities. Their strong belief in the goals of Brigada Eskwela means they will continue to work together to improve schools and involve everyone in making education better for everyone.

In Aquino's (2019) study on Brigada Eskwela, it was found that external stakeholders are important in understanding why the program matters. They see it as a way to help their children and their community. These stakeholders think it is important to teach kids how to work together and be responsible through Brigada Eskwela. Their participation shows their dedication to fostering a supportive learning atmosphere. Their involvement underscores the importance of cooperation between schools and their communities.

On the other hand, the variable **extending of time and money** got the lowest mean of 3.25 (SD=0.72), interpreted as **To Some Extent**. This finding suggests that community members' contributions vary in their willingness to support the program. This shows there is room to get more involved and give more time and money to Brigada Eskwela activities. By showing how contributions help and giving more ways to take part and explaining the benefits better, more people might get involved. It is important to get more community members to join in Brigada Eskwela to make the schools better.

Evangelista (2019) found that involving external stakeholders enhances program effectiveness. Businesses and community organizations bring valuable resources and expertise to the process, leading to cost savings, improved efficiency and access to specialized skills. Partnering with external stakeholders helps organizations adapt to market changes and technological advances.

Table 4: Summary of the Respondents' Assessment of Participation of Brigada Eskwela Program

Variables	Teachers			Parents			Community Members		
	Mean	SD	Interp.	Mean	SD	Interp.	Mean	SD	Interp.
Support and Cooperation	3.20	0.85	TSE	2.84	0.95	TSE	3.30	0.67	TGE
Information and Training	3.33	0.79	TGE	2.93	0.89	TSE	3.33	0.68	TGE
Extending Time and Money	3.16	0.80	TSE	2.81	0.91	TSE	3.25	0.72	TSE
Discernment and Values	3.63	0.57	TGE	3.35	0.70	TGE	3.47	0.58	TGE
Availability of School Space and Facilities	3.31	0.71	TGE	3.10	0.83	TSE	3.40	0.66	TGE
	3.33	0.75	TGE	3.00	0.85	TSE	3.35	0.66	TGE

Legend: TSE – To Some Extent TGE – To a Great Extent

Table 4 illustrates the summary of respondents' assessment of participation in their overall **assessment of participation** in the Brigada Eskwela Program. The result discloses that both the teacher and community member respondents have manifested their highest assessment of participation as reflected in their overall mean scores of 3.33 (SD=0.75) and 3.35 (SD=0.66), interpreted as **To a Great Extent**. The results show that both teachers and community members are highly involved and dedicated to the program. This shows they care about improving school facilities and preparing for the new school year. Their strong commitment suggests they take ownership of the program's goals. This collaboration between educators and the community is promising as it could lead to better education and stronger bonds between the school and the community. Teachers and community members participate actively in Brigada Eskwela because they value the school and its students. They believe that together they can make the school a better place to learn. Their involvement shows their dedication in creating a safe and friendly environment for everyone. Teachers and community members are proud of their joint efforts to enhance the school and build stronger community connections.

The results can be associated with the study of Jungay (2019) that volunteerism among stakeholders has always been at a high level. Also, Lacanilao (2020) determined that a significant difference has been registered in the stakeholder's participation in school activities like Brigada Eskwela in terms of planning, decision-making, information drive, and implementation. In the study of Galang (2020), it was discovered that school leaders' activities such as capacity-building programs, resource mobilization, intense engagement, frequent communication, support and cooperation, and teamwork emerged as noteworthy aspects in implementing Brigada Eskwela.

On the other hand, the **parent-respondents** have an overall mean of 3.00 (SD=0.85), interpreted as **To Some Extent**. This indicates that parents are somewhat involved but less so compared to teachers and community members. The lower mean score and slightly higher variation suggest that parent participation levels vary, possibly influenced by factors like

awareness, availability, or their perceived role in the program. While their involvement is positive, there may be opportunities to encourage and empower parents to participate more actively in the BE Program in promoting closer collaboration between schools and families. This finding emphasizes the need for specific strategies to boost parent engagement, aiming to maximize the benefits of the program for school improvement and community unity.

According to the study by Requina (2022), the BE program would require cooperative parents to volunteer for the activities. The school is looking for volunteers who can devote time, effort, and enthusiasm to improving school infrastructure.

Specifically, the variable **discernment and values** got the highest mean of 3.63 (SD=0.67) by the teacher-respondents, 3.35 (SD=0.70) by the parent-respondents, and 3.47 (SD=0.58) by the community-respondents, interpreted as **To a Great Extent** belief on the Brigada Eskwela Program initiative. This combined outcome indicates a strong basis of trust and dedication among stakeholders, essential for maintaining the effectiveness of the program and influence in the long run. Moreover, the widespread acceptance of the program's values indicates a fertile ground for building stronger partnerships among schools, families and communities. Educational institutions can capitalize on these positive beliefs to increase parent and community engagement, enhancing the impact of the program on school improvements and creating a supportive learning atmosphere. The consistently high ratings also suggest opportunities for targeted actions to deepen stakeholder involvement based on shared values. By nurturing these beliefs through ongoing communication, collaboration and recognition, the Brigada Eskwela Program can not only meet its immediate goals but also cultivate a lasting culture of community driven educational enhancement. Teachers, parents and community members support Brigada Eskwela because they see it improves the school environment. They value working together to maintain and enhance the school because it fosters a positive place to learn. Their participation shows dedication in supporting education and community growth. They believe their efforts boost students' pride in their school and encourage learning.

According to Beri et al. (2020), setting up a committee involving all stakeholders for existing programs needs careful planning, full participation and good relationships. Teachers, parents, and community members value building strong relationships during Brigada Eskwela because they know that teamwork creates a supportive and united school community. They believe that strong connections help them work together better and make Brigada Eskwela successful for everyone involved.

In contrast, the variable **extending time and money** got the lowest mean of 3.16 (SD=0.80) by the teacher-respondents, 2.81 (SD=0.91) by the parent-respondents, and 3.25 (SD=0.72), interpreted as **To Some Extent**. This indicates that the lower mean scores among all groups suggest difficulties in gathering widespread volunteering and financial backing for the Brigada Eskwela Program. Understanding the reasons for these views, whether due to financial limitations, time constraints or other factors are vital for developing strategies to boost participation. Addressing these obstacles offers a chance to improve community engagement efforts, such as better explaining the benefits and its positive effects on school. By promoting a deeper understanding and recognition of the benefits gained from investing time and money in the program, stakeholders may be motivated to increase their involvement over time.

Furthermore, these results highlight the importance of specific efforts to get more people involved in the Brigada Eskwela Program. This might mean offering rewards for volunteering, making resources easier to access and supporting community led projects that match local needs and abilities. By focusing on these areas, schools can build stronger and longer-lasting partnerships with teachers, parents and community members. This can make the program more effective in improving schools and enriching education for everyone involved.

In the study by Cruz et al. (2020) pointed out that most of the parents and stakeholders have limited time to participate in the implementation of Brigada Eskwela. Managing

responsibilities at work, with family and personal commitments can make it difficult to find time for program activities.

Problem 2. How do the respondents assess the implementation of Brigada Eskwela Program during the pre-implementation stage, implementation stage, and post-implementation stage?

Table 5: Distribution of the Teacher-Respondents' Assessment of the Three Stages on the Implementation of Brigada Eskwela Program

Variables	Mean	SD	Interpretation
Pre-Implementation Stage	3.39	0.69	Very High
Implementation Stage	3.44	0.66	Very High
Post Implementation Stage	3.34	0.71	Very High
Overall	3.39	0.69	Very High

Legend: 3.26-4.00 (At all Times/To a Great Extent) 1.76-2.50 (Sometimes/Little Extent)
2.51-3.25 (Most of the Time/To Some Extent) 1.00-1.75 (Never/Not at All)

Table 5 shows the summary distribution of the teacher-respondents assessment of the **three stages of the implementation of Brigada Eskwela Program** with an **overall mean** of 3.39 (SD=0.69), interpreted as **Very High**. This data shows that the program received positive assessment across all stages; before, during, and after implementation. The data indicates strong agreement among respondents showing consistent satisfaction and support for the processes and results of the program. This overall positive assessment emphasizes how effective the program is in involving teachers and improving school facilities and community participation showing it successfully meets its goals.

Additionally, teachers in Manolo Fortich 2 and 3 Districts rated the Brigada Eskwela Program highly because they actively plan and carry out its activities directly seeing its impact. Their involvement allows them to witness real improvements in school facilities and positive changes for students. Teachers value Brigada Eskwela for creating a better learning environment and understand its role in enhancing students' well being and academic success. They also appreciate how the program fosters collaboration among teachers, parents, and the community to improve the school together. Overall, teachers' assessment shows their strong dedication in improving education and their active participation in achieving these goals.

The result of the study closely resembles the study of Rivera (2021), indicating that teachers actively join the Brigada Eskwela Program to maintain school environment conducive for learning. They show dedication to creating a safe environment by investing time and effort. Participation fosters pride and ownership in their school. It strengthens school-community ties and boosts teamwork skills. Their role is vital for a positive learning environment and community engagement.

The variable **implementation stage** obtained the **highest mean** of 3.44 (SD=0.66), interpreted as **Very High**. This data indicates that teachers had very positive views about this stage. The standard deviation shows that there was some variation in the responses, but overall, most participants rated it very high. This rating suggests that the activities and strategies used during the implementation stage were effective. The lower variability indicates consistent satisfaction among the participants, reflecting a successful and smoothly executed implementation process.

According to Dela Cruz (2021), teachers are very important in making the Brigada Eskwela program successful. The study highlights that teachers actively organize and gather resources for school upkeep and improvements. Their commitment ensures school needs are

addressed and enhancing the learning environment. This collective effort leads to better school environment and a greater feeling of togetherness.

On the other hand, the variable **post-implementation stage** obtained the **lowest mean** of 3.34 (SD=0.71), interpreted as **Very High**. Even though this was the lowest mean, it still falls into the very high rating suggesting positive views from teachers. The standard deviation for this stage indicates a bit more variation in responses compared to the implementation stage. This slight decrease in the mean and the increased variability might imply that while the outcomes of the program were still viewed positively, there were more diverse opinions on the effectiveness of the activities carried out after the initial implementation. This could suggest areas for improvement in maintaining engagement and effectiveness in the post-implementation phase.

Concepcion (2022) found that the involvement of internal stakeholders, such as teachers continues to be important even after the Brigada Eskwela program has been implemented. The study shows that teachers help in maintaining the improvements made during the program and ensure that the school facilities are kept in good condition. Their ongoing efforts also encourage students to take care of their learning environment. This continued participation of teachers and other stakeholders leads to a cleaner, safer and more pleasant school environment.

Table 6: Distribution of the Parent-Respondents' Assessment of the Three Stages in the Implementation of Brigada Eskwela Program

Variables	Mean	SD	Interpretation
Pre-Implementation Stage	3.08	0.81	High
Implementation Stage	3.06	0.80	High
Post Implementation Stage	3.00	0.82	High
Overall	3.05	0.81	High
Legend: 3.26-4.00 (At all Times/Very High)		1.76-2.50 (Sometimes/Low)	
2.51-3.25 (Most of the Time/High)		1.00-1.75 (Never/Very Low)	

Table 6 shows the summary distribution of the parent-respondents assessment of the **three stages of the implementation of the Brigada Eskwela Program** in terms of all the variables mentioned with an **overall mean** of 3.05 (SD=0.81), described as **Most of the Time** and interpreted as **High**. The standard deviation suggests moderate variability in responses indicating that while the average assessment is positive, there are some differences in how individual parents perceive the implementation. This variability could be influenced by factors such as varying levels of engagement or communication from the school differing expectations about its outcomes or personal experiences with specific stages of the implementation. The data suggests a generally favorable view among parents regarding the implementation of BEP. Moreover, the result implies that parents perceive the program positively in terms of its ability to improve school facilities, fostering community participation and contribute to educational enhancements.

In the study of Espinosa (2019), it was noted that parents may not fully support or participate in the Brigada Eskwela Program because they may not understand its goals or benefits. Additionally, challenges like transportation issues or conflicting work schedules can make it hard for parents to join activities. Some parents might feel unsure about how they can help or may think their contributions are not important enough. Cultural or financial reasons could also affect their involvement. Despite these challenges, improving communication between schools and parents could help. Clear information about the program and flexible ways for parents to participate could encourage more involvement. Recognizing and appreciating the different ways parents can contribute to Brigada Eskwela could also increase their engagement.

The variable **pre-implementation stage** obtained the **highest mean** of 3.08 (SD=0.81), interpreted as **High**. This means that parents had positive views about this stage. The standard deviation shows there was some variation in the responses, but overall, most participants rated it positively. This data suggests that the planning and preparations before starting the program were effective and appreciated by the community. The variation in responses indicates that while many participants were satisfied, there were some differing opinions on the pre-implementation stage.

Ocampo (2019) discovered that parents, local businesses, and community members play a significant role in getting ready for the Brigada Eskwela Program. They give materials, money and time to help the school get ready. This helps make sure the school has what it needs for the program. Their involvement also builds good relationships between the school and the community which makes support and cooperation better.

On the other hand, the variable **post-implementation stage** obtained the **lowest mean** of 3.00 (SD=0.82), interpreted as **High**. Despite this stage got the lowest mean, it is still interpreted as high indicating positive views from participants. The standard deviation shows there was a bit more variation in responses compared to the pre-implementation stage. This lower mean and increased variability might imply that while the outcomes were still seen positively, there were more mixed feelings about the effectiveness of the activities carried out after the main implementation of the program. This could suggest areas for improvement to maintain or increase satisfaction in the post-implementation phase.

Castillo (2022) emphasized that, external stakeholders stay involved even after Brigada Eskwela ends. They work to keep up the improvements made in the school by volunteering their time and resources to keep the environment clean and safe. This ongoing help ensures the school stays a great place for learning and community activities.

Table 7: Distribution of the Community Member-Respondents' Assessment of the Three Stages on the Implementation of Brigada Eskwela Program

Variables	Mean	SD	Interpretation
Pre-Implementation Stage	3.37	0.65	Very High
Implementation Stage	3.42	0.64	Very High
Post Implementation Stage	3.37	0.70	Very High
Overall	3.39	0.66	Very High
Legend: 3.26-4.00 (At all Times/Very High)		1.76-2.50 (Sometimes/Low)	
2.51-3.25 (Most of the Time/High)		1.00-1.75 (Never/Very Low)	

Table 7 shows the summary distribution of the community member-respondents assessment of the **three stages of the implementation of Brigada Eskwela Program** with an **overall mean** of 3.39 (SD=0.66), interpreted as **Very High**. This shows that most community members consistently view the BEP positively across its stages. Their high assessment likely reflects their positive perceptions of its impact and benefits. It indicates strong community support and satisfaction with how BEP improves education and involves the community. The data underscores the positive view and strong approval of the Brigada Eskwela Program, emphasizing its significant contributions to education and community growth.

Additionally, the findings suggest that community members widely see the program as effective and beneficial across its components. They strongly support enhancing school facilities, engaging the community and backing educational initiatives through Brigada Eskwela. This perception is evident in Manolo Fortich 2 and 3 Districts, where community members believe in the ability of the program to meet school and community needs. They feel pride in their contributions and show a commitment in supporting the school environment for students. This positive view fosters collaboration and strengthens relationships in promoting

collective responsibility for education. External stakeholders, including parents and community members are crucial in identifying school and community needs. Their involvement enriches the program with diverse resources and expertise and ensure a positive learning environment and sustainable impact.

The variable **implementation stage** obtained the **highest mean** of 3.42 (SD=0.64), interpreted as **Very High**. This means that community members had very positive views about this stage. The standard deviation shows that there was some variation in the responses, but most participants rated it highly. This data suggests that the activities and efforts during the implementation stage were effective and it indicates a successful execution of the Brigada Eskwela Program. The low variability in responses implies consistent satisfaction among participants, reflecting a well-organized and efficiently managed implementation process. This could also indicate that the strategies and methods used during this stage could be used as a model for future programs.

Banaag (2019) explained how community members, including local businesses and other external stakeholders actively participate in the implementation of the Brigada Eskwela Program. These community members contribute by donating materials and volunteering their time to help improve the school. Their involvement ensures that the school is well prepared and equipped for the activities. Stakeholders helping out like this makes the school and the community closer which makes the school to have a better learning environment.

On the other hand, both the variable **pre-implementation stage** and **post-implementation stage** obtained the **lowest means** of 3.37 (SD=0.65) and 3.37 (SD=0.70), interpreted as **Very High**. This data indicates very positive views from participants. The standard deviations for these stages shows some variation in responses. The slightly lower means and increased variability might suggest that while both stages were viewed positively, there were more mixed opinions about their effectiveness. This could point to areas for improvement to maintain high satisfaction in both the implementation and post-implementation stages of Brigada Eskwela Program. The higher variability in the post-implementation stage suggests that participants had differing experiences or outcomes which could highlight the need for more consistent follow up activities and support after the main program activities are completed.

According to Flores (2019), neighbors and local businesses support schools before and after the Brigada Eskwela Program. They give materials and time to improve schools making it a conducive for learning. When everyone helps out, schools become stronger and closer to the community which creates to have a positive learning environment.

Table 8: Summary of the Respondents' Assessment on the Implementation Stages of Brigada Eskwela Program

Variables	Teachers			Parents			Community Members		
	Mean	SD	Interp.	Mean	SD	Interp.	Mean	SD	Interp.
Pre-Implementation Stage	3.39	0.69	VHI	3.08	0.81	HI	3.37	0.65	VHI
Implementation Stage	3.44	0.66	VHI	3.06	0.80	HI	3.42	0.64	VHI
Post-Implementation Stage	3.34	0.71	VHI	3.00	0.82	HI	3.37	0.70	VHI
Overall	3.39	0.69	VHI	3.05	0.81	HI	3.38	0.66	VHI

Legend: VHI - Very Highly Implemented

HI - Highly Implemented

Table 8 shows a summary distribution of the respondents' assessment on the implementation of Brigada Eskwela Program. During the **pre-implementation stage**, the **teachers** and the **community members** have similar assessment which described as **Very High** indicated in all the overall mean. Meanwhile, the **parents** have **High** assessment towards the program. These findings show that while all groups generally perceive the program positively before implementation begins, teachers and community members may have a slightly more enthusiastic endorsement compared to parents. These assessments highlight varying levels of engagement and perspectives among different stakeholder groups regarding the initial stage and its anticipated impact on school and community involvement.

Moreover, the data reveals how teachers, parents and community members in Manolo Fortich 2 and 3 Districts perceive the Brigada Eskwela Program before it starts. Teachers and community members show very high readiness and support for the program indicating optimism about its potential to improve school facilities and involve the community. In contrast, parents' assessment, though still high, shows a slightly cautious view compared to teachers and community members. This suggests an opportunity to improve communication and engagement to better align parental perspectives with community expectations. Overall, the data highlights strong community unity and active involvement in education initiatives, promising collaborative efforts to improve education and maintain community support during the Brigada Eskwela Program in these districts.

Rueda et al. (2019) reinforced these findings, emphasizing the pivotal roles of internal and external stakeholders in shaping efforts to improve schools, their close ties to the school environment and strong community bonds enable them to recognize the urgency of enhancing facilities and resources. In contrast, some parents may have a slightly lower assessment during this phase, possibly due to fewer opportunities for direct involvement or less awareness of specific program details. This contrast emphasizes the importance of boosting parental engagement and communication to ensure everyone understands and supports Brigada Eskwela initiatives fully. Encouraging greater parental participation can lead to more effective and long lasting improvements in school environments.

A similar trend is noted during the **implementation stage** as well as in the **post-implementation stage**. The teachers and community members have both a **Very High** assessment on the program while the parents have **High** assessment. This implies that teachers and community members consistently show strong support and enthusiasm for the Brigada Eskwela Program indicating their enduring belief in its effectiveness for improving school facilities and engaging the community. However, parents, while generally positive in their assessment, may benefit from increased involvement and clearer communication to align their understanding with that of teachers and community members. It is crucial to foster ongoing collaboration and communication among all stakeholders to maximize its impact. By addressing any disparities in perception and ensuring consistent engagement, the program can effectively enhance educational environments and strengthen community support throughout its implementation.

Carmelo (2022) echoed similar findings, that both internal and external stakeholders of the school are very important for making schools better. People inside the school, like teachers and staff, know what the school needs every day. They can see what needs to be fixed and can push for those changes. People outside the school, like parents, community members, and local businesses, are also important. They know the school from their own experiences, like their kids going to school, community events, or business deals. These people can help by giving resources, volunteering, and making sure changes fit the community's needs. When everyone works together, they can make programs like Brigada Eskwela work well, making sure improvements last and help the whole community.

Problem 3. Is there a significant relationship between the respondents' assessment of participation of Brigada Eskwela Program and its implementation?

Table 9: Test of Relationship between the Respondents' Assessment of Participation of Brigada Eskwela Program and their Implementation

Participation in Brigada Eskwela Program	Implementation of Brigada Eskwela Program											
	Pre-Implementation Stage			Implementation Stage			Post Implementation Stage			Overall Mean (Implementation)		
	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>
Support and Cooperation	.642**	.000	S	.617**	.000	S	.716**	.000	S	.670**	.000	S
Information and Training	.652**	.000	S	.730**	.000	S	.732**	.000	S	.690**	.000	S
Extending Time and Money	.636**	.000	S	.621**	.000	S	.734**	.000	S	.664**	.000	S
Discernment and Values	.673**	.000	S	.645**	.000	S	.487**	.000	S	.618**	.000	S
Availability of School Space and Facilities	.714**	.000	S	.729**	.000	S	.750**	.000	S	.769**	.000	S
Overall Mean	.738**	.000	S	.719**	.000	S	.781**	.000	S	.766**	.000	S

****.** Correlation is significant at the 0.01 level

Legend: S - Significant NS - Not Significant

Table 9 presents the **Test of Relationship between the Respondents' Assessment of Participation of Brigada Eskwela Program and their Implementation**. The result indicates that there exists a **significant relationship** between the respondents' assessment of participation of Brigada Eskwela Program and its implementation considering pre-implementation, implementation, and post-implementation. This is evidenced in all of the variables which have a p-value of .000, which is lesser than 0.01 level of significance. Hence, the null hypothesis is rejected.

The p-value of .000 for all variables in the relationship between participation in the Brigada Eskwela Program and its implementation implies that there is a very strong evidence against the null hypothesis. This means that there is a significant relationship between participation of Brigada Eskwela Program and the implementation of the program. The way stakeholders participate in the program through support and cooperation, information and training, extending time and money, discernment and values, and availability of school space and facilities significantly affects how well the program is implemented.

Moreover, the finding suggests how the participants feel they contribute to Brigada Eskwela links closely with how well the program works at different times. This shows how important it is for teachers, parents, and community members to keep supporting and taking part in the program to make schools better and keep everyone involved in the community. Also, when everyone like teachers, parents, and community members helps out and spends their time, money and things, Brigada Eskwela can work better. This helps to make schools

nicer and easier for students to learn. The data also reveals strong link showing that when these things get better, it makes the program work even better. For example, better talking and learning can help people understand more, and having enough space and things for school can make everything go more smoothly. Overall, the results show that everyone involved needs to keep working together and stay informed to achieve the desired outcomes of Brigada Eskwela.

The assessment of participation from stakeholders greatly influences how well the Brigada Eskwela Program is carried out in schools of Manolo Fortich Districts 2 and 3, Division of Bukidnon. When parents, teachers, and the community support and cooperate with each other, the program tends to run smoothly. For example, when parents help clean classrooms or repair facilities, and teachers organize activities, it makes a big difference. Additionally, when stakeholders have access to helpful information and training sessions, they can contribute more effectively. For instance, if they learn about proper maintenance techniques or how to create a safe learning environment, they can apply these skills during the program. Moreover, when stakeholders are willing to invest their time and money, the program can accomplish more. Another, if community members volunteer their time to paint classrooms or donate materials, it benefits everyone involved. Furthermore, when stakeholders value education and understand the importance of the program, they are more likely to actively participate. If they see how Brigada Eskwela improves schools and helps students, they will be motivated to get involved. Lastly, having enough school space and facilities is crucial for the program's success. If schools lack necessary resources or have limited space, it can hinder activities and limit participation. If the teachers, parents and community members from each school in Manolo Fortich Districts 2 and 3 should work together and must be well informed, invest time and resources, value education and have adequate facilities, the Brigada Eskwela Program can achieve its goals effectively.

Miranda (2022) found that taking part actively is really important for making a program work well. This shows how understanding how people take part and what they think about it is key for the Brigada Eskwela Program. The study shows that when people join in and say how they feel about Brigada Eskwela, it is really important for making sure the program keeps going well and does good things for schools.

The collaborative efforts of these groups leads to a better and longer lasting way to make schools better, making the program work better overall. When teachers, parents, and community members join in the Brigada Eskwela Program, it builds a strong feeling of owning and being proud of what they do. This taking part not only keeps up the support and interest but also makes the program stronger. The close connection among these groups makes the Brigada Eskwela Program more robust.

Problem 4. Based on the findings of the study, what intervention plan on the assessment of participation of Brigada Eskwela Program can be designed?

Table 10: Proposed Intervention Plan for the Brigada Eskwela (BE) Program

Areas of Concern	Specific Objectives	Possible Intervention/ Course of Action	Time Frame	Person/s Involved	Source of Fund/ Cost Estimation	Success Indicators
Extending Time and Money	Conduct a comprehensive assessment to identify critical needs for school supplies	Hold budget planning meetings to review the assessment findings and	Before the implementation of BE Program	School Head, Teachers, External Stakeholders, Financial Committee	MOOE Fund 10,000	Narrative Report and Accomplishment Report,

	and materials required during BE activities.	discuss funding priorities.		Chairperson and members		Attendance, Received Letters, Documentations
	To increase the number of external stakeholders actively participating in BE Program.	Distribution of Letter of Request, Meet-up with Stakeholders	1 week before the BE Program implementation	School Head, Brigada Eskwela Coordinator and Stakeholders, all BE Program committee such Social Mobilization Committee, Registration Committee and Documentation Committee	Generated Income from other stakeholders 1,000	Generated Resource Report, Acknowledgement Report
	To strengthen community engagement to collaborative initiatives within the Brigada Eskwela framework.	Organize community workshops and events for Brigada Eskwela Program.	Whole year round	School Head, Brigada Eskwela Coordinator, Teachers, External Stakeholders	MOOE Fund 5,000	Accomplishment Report, Attendance, Received Letters, Documentations
Post-Implementation of BE Program	To improve coordination and communication among stakeholders involved in Brigada Eskwela.	Conduct of meetings and forums to share ideas, feedback, and best practices for enhancing the Brigada Eskwela Program.	After the BE Program implementation	School Head, Teachers, External Stakeholders,	SPTA Fund 3,000	Minutes of Meeting, Accomplishment Report, Attendance, Documentations
	To allocate financial fund for trainings and seminars for BE Program.	Conduct team building and post strategic planning for the sustainability of the program.	Whole year round	School Head, Brigada Eskwela Coordinator, Teachers, External Stakeholders	MOOE Fund 5,000	Minutes of Meeting, Accomplishment Report, Attendance, Documentations

Conclusions

Based on the results and discussions that have been presented, the following conclusions were made:

This study investigated the relationship between stakeholders' participation and their assessment of the implementation of Brigada Eskwela Program. Data were collected from teachers, parents, and community members, who were chosen for their direct involvement in

the program. The findings revealed that teachers and community members highly rated their participation and contribution to the BEP, highlighting a strong commitment to improving educational environments. However, parents, while supportive, were less involved, primarily due to socio-economic constraints limiting their ability to participate fully.

On the variables, the findings revealed that there is a significant relationship between the respondents' participation on the implementation of Brigada Eskwela Program. The study concluded that active stakeholder involvement is vital for the successful implementation of BEP. Therefore, active stakeholders' participation is crucial for the successful implementation of the Brigada Eskwela Program. Despite some challenges, particularly for parents, the overall commitment and collaboration among teachers, parents, and community members significantly enhance its outcome.

Recommendations

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. Internal and external stakeholders should comprehensively assess and identify critical needs for school supplies and materials for the BE Program. By prioritizing these essentials, it ensures that resources are allocated effectively to support the educational needs of the learners.
2. Teachers should develop a compelling communication strategy that highlights the benefits of partnering with Brigada Eskwela, such as improving school facilities, enhancing community engagement, and fostering goodwill among stakeholders.
3. Parents and community members should engage in open communication with school administrators and teachers to stay informed about Brigada Eskwela initiatives and opportunities for involvement. Participate in meetings and forums to share ideas, feedback, and best practices for enhancing the Brigada Eskwela Program.
4. All public schools in the Division of Bukidnon should adopt the designed intervention plan to enhance the Brigada Eskwela Program. By implementing this plan, schools can foster better collaboration among stakeholders, ensure effective monitoring of activities, and ultimately improve the impact of the program.

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