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## Experiential Mindsets in the Implementation of the Brigada Eskwela Program

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### Abstract

**Aim:** Education is a critical pillar of national development, and the Philippines has undertaken numerous reforms to enhance the quality of its educational system. One such initiative is the Brigada Eskwela program, led by the Department of Education (DepEd), which promotes community involvement in school maintenance and preparation for the academic year. This study examined the motivations, challenges, and future outlook of program implementers.

**Methodology:** This study used a phenomenological research design to explore the lived experiences of Brigada Eskwela coordinators and school administrators in Minalabac District Schools, Camarines Sur.

**Results:** Findings indicate that both intrinsic motivations—such as a sense of duty, commitment to student welfare, and professional fulfillment—and extrinsic factors—such as community collaboration, resource acquisition, and compliance with DepEd mandates—drive the active participation of coordinators and administrators. However, challenges persist, including inconsistent parental involvement, insufficient government funding, and logistical difficulties in organizing program activities. Despite these obstacles, implementers remain optimistic, emphasizing the need for stronger financial support, sustained community engagement, and a renewed focus on the program's core mission to benefit learners rather than foster competition among schools.

**Conclusions:** The findings suggest that the active participation of coordinators and administrators is driven by both intrinsic and extrinsic motivations, reinforcing their dedication to student welfare and program success. While challenges such as inconsistent parental involvement, limited funding, and logistical hurdles persist, implementers remain optimistic about the program's future.

**Keywords:** Brigada Eskwela, Community Engagement, Educational Reform, Motivations, Philippines

### INTRODUCTION

Education is a cornerstone of national development, and the Philippines has consistently introduced reforms and initiatives to enhance the quality of its educational system. Spearheaded by the Department of Education (DepEd), these efforts include curriculum updates and targeted programs designed to address specific educational needs. However, the effectiveness of these programs relies heavily on strategic planning and implementation, requiring the active participation of teachers and administrators to ensure their success.

Teachers and administrators play a pivotal role in the education system, translating DepEd's vision and goals into concrete actions that shape students' learning experiences. They serve as frontline implementers of policies and programs, transforming abstract educational plans into meaningful daily practices. The success of these initiatives depends on their perspectives, collaboration, and strategies. Gaining insights into how teachers and administrators perceive their roles in planning and executing DepEd-initiated programs is crucial for understanding program dynamics and identifying areas for improvement.

One such initiative that highlights the collaborative spirit of the Philippine education system is Brigada Eskwela. Launched in 2003 by DepEd, this nationwide initiative mobilizes teachers, administrators, parents, and community members to prepare public schools for the academic year. Rooted in the spirit of Bayanihan and aligned with Republic Act



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8525 (Adopt-A-School Act of 1998), the program fosters volunteerism and public-private partnerships to support public schools. Over time, Brigada Eskwela has evolved beyond infrastructure improvement, integrating values formation and civic responsibility among stakeholders. Since its institutionalization in 2008, it has served as a model of community involvement, demonstrating how collaborative efforts between government agencies, local government units (LGUs), private organizations, and community volunteers can enhance public education (Brigada Eskwela Manual, 2009).

Despite its successes, Brigada Eskwela faces several challenges that hinder its full potential. The COVID-19 pandemic revealed technological limitations that disrupted traditional face-to-face collaboration, exposing gaps in digital infrastructure that constrained communication and volunteer coordination (Haack et al., 2023). Additionally, material shortages, inadequate professional development, and insufficient administrative support place a burden on teachers, many of whom take on additional responsibilities without the necessary resources. Community engagement also remains a persistent challenge, as misconceptions about the program's benefits, socio-economic constraints, and cultural dynamics deter parental involvement (Vongsachang et al., 2020).

Addressing these challenges requires stronger leadership, sustained community engagement, and resilience-building measures. Studies highlight the importance of transformational leadership, strategic partnerships, and capacity-building initiatives in sustaining program success (Lynch et al., 2019). Applying community engagement theory, which emphasizes collaborative action among stakeholders, can further enhance Brigada Eskwela's impact, ensuring long-term school improvements and better student outcomes.

## Objectives

This study explored on the experiential mindsets of the implementors of the Brigada Eskwela Program. Specifically, it answered the following questions:

1. What are the intrinsic and extrinsic motivations of the implementors of the Brigada Eskwela Program?
2. What are the challenges experienced by the implementors of the Brigada Eskwela Program?
3. How do the implementors foresee the future of Brigada Eskwela Program implementation?
4. What action plan may be proposed based from the results of the study?

## METHODS

### Research Design

This study employed a phenomenological research design to examine the lived experiences of Brigada Eskwela coordinators, focusing on their motivations, challenges, and perspectives regarding the program's implementation. Phenomenology was used to uncover how participants make sense of their experiences, capturing the essence of their involvement. By exploring personal narratives, this approach provided rich, detailed insights into the factors influencing participation, the impact of Brigada Eskwela, and the broader implications for school-community engagement. To maintain objectivity, bracketing was applied, ensuring that the researcher's preconceptions did not influence data interpretation. This method allowed for a deeper understanding of how coordinators and administrators perceive their roles within the program and how their experiences shape its effectiveness.

### Population and Sampling

The study involved 22 participants, comprising 11 Brigada Eskwela coordinators and 11 school administrators from Minalabac District Schools, Camarines Sur. A purposive sampling method was used to ensure a diverse representation of school types, professional backgrounds, and program experiences. Participants had varying levels of engagement, with seven coordinators and administrators (32%) having 1–3 years of experience, twelve (55%) with 4–9 years, and three (14%) having more than 10 years, indicating that long-term involvement in the program is relatively uncommon. In terms of gender distribution, men (12) slightly outnumbered women (10). Among administrators, men (7) were more prevalent than women (4), whereas among coordinators, women (6) slightly outnumbered men (5), reflecting a balance in leadership roles. Regarding educational attainment, six coordinators and four administrators (45%) held only a bachelor's degree, suggesting a potential need for professional development. Meanwhile, ten participants (45%) had a master's degree, and two (one coordinator, one administrator) held a doctorate, highlighting a limited focus on research-based decision-making in program implementation.



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## Instrument

A semi-structured interview guide was used to capture the lived experiences of participants, ensuring a balance between structured inquiry and open-ended responses. The questions were designed to elicit detailed reflections on the motivations driving participation, the challenges encountered in program execution, and the perceived impact of Brigada Eskwela on schools, students, and the broader community. The interviews explored participants' perspectives on volunteerism, leadership, and collaboration, as well as their aspirations for the program's sustainability and improvement. The flexibility of the instrument allowed for follow-up questions, ensuring that participants could provide context and depth to their responses.

## Data Collection

A structured data collection process was followed, ensuring compliance with ethical and institutional guidelines. Before the interviews were conducted, approval was secured from the Dean of the Universidad de Sta. Isabel Graduate School and the Department of Education Camarines Sur Schools Division Superintendent. Each participant was informed of the study's purpose and provided with informed consent before participation. Interviews were conducted in a conversational manner, ensuring that participants felt comfortable sharing their experiences. To enhance accuracy, audio recordings were made with consent, and all interviews were transcribed verbatim, preserving the depth of participants' responses. The recorded data facilitated a thorough analysis of key themes and patterns, allowing for a nuanced understanding of how Brigada Eskwela coordinators and administrators navigate program implementation.

## Data Analysis

The data were analyzed using thematic analysis, following the six-phase framework outlined by Braun and Clarke (2006). This approach allowed for a systematic identification of patterns, ensuring that the findings reflected the authentic experiences of participants. The analysis began with familiarization with the data, followed by the generation of initial codes, which were then reviewed and refined to identify key themes. These themes were defined, structured, and synthesized to align with the study's objectives, providing a clear picture of the motivations, challenges, and future perspectives of program implementers. The use of thematic analysis ensured that subjective experiences were systematically examined, allowing for evidence-based conclusions regarding the program's impact and areas for improvement.

## Ethical Consideration

Several ethical measures were implemented to protect participant confidentiality, anonymity, and informed consent. No personally identifiable information, such as names, addresses, or contact details, was collected to ensure anonymity. All data were securely stored, and only the researcher had access to raw transcripts and recordings. Participants were informed that their involvement was voluntary, and they had the right to withdraw from the study at any time without consequences. The study adhered to ethical research standards, ensuring that all perspectives were represented objectively and without bias.

## RESULTS and DISCUSSION

This section presents the analyses and interpretation of data obtained from the participants of the study. The information is presented in themes with interpretation and implication. The presentation is organized based on the order of the problems in the statement of the problem

### 1. Intrinsic and extrinsic motivations of the implementers of the Brigada Eskwela Program

#### A. Administrators

##### Themes

*Collective effort and support from the community*  
*Need for additional resources*  
*Ensure the school is ready for the new academic year*  
*Compliance with DepEd mandates*  
*A deep sense of duty and responsibility towards the school and students*



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### 1.A.1. Collective effort and support from the community

School administrators derive motivation from the collective support and shared responsibility fostered through community collaboration. Programs like Brigada Eskwela exemplify this, uniting administrators, teachers, and stakeholders to enhance school environments. One participant highlighted this, stating, *"In participating in the Brigada Eskwela program, it is one of the DepEd programs which help the school in collaboration with the community"* (Participant 2, 2024). Beyond school personnel, former students and local volunteers actively contribute, reinforcing social cohesion and a sense of belonging. As the same participant noted, *"It brings everyone together, not just the school personnel but the community, even previous students tend to help"* (Participant 2, 2024). These interactions align with Vygotsky's sociocultural theory, which emphasizes the role of community in shaping learning experiences, and Epstein's framework, which highlights how school-community partnerships improve educational outcomes. Brown et al. (2019) further stress that strategic collaborations between schools and communities create a sustainable collective impact, while Alozie (2020) underscores the role of school leaders in mobilizing resources and fostering long-term engagement.

This shared sense of responsibility not only strengthens administrators' motivation but also enhances school operations and student outcomes. Brigada Eskwela serves as a model of community-driven school improvement, where visible public support reinforces administrators' commitment to creating a thriving learning environment. Plank (2020) highlights how professional learning communities (PLCs) cultivate collaboration and continuous development among educators, further strengthening institutional growth. Additionally, community capacity-building reduces administrative stress, increasing self-efficacy and job satisfaction. A supportive school-community relationship enables administrators to lead effectively, fostering a culture of resilience, shared responsibility, and long-term educational success. Ultimately, Brigada Eskwela exemplifies how collective action transforms schools, ensuring sustained institutional progress and student-centered development.

### 1.A.2. The need for additional resources

School administrators actively seek donations and external support to address both operational and developmental needs, reflecting an extrinsic motivation driven by financial and material resources. Fundraising initiatives, such as parades, fun runs, and Zumba events, not only generate funds but also foster collaboration and shared responsibility within the community. One participant emphasized this, stating, *"We seek donations to improve the school. We also do parades, fun runs, and Zumba to solicit funds"* (Participant 2, 2024). Beyond financial contributions, transparency and accountability in resource management are essential for maintaining community trust and engagement. As the same participant noted, *"We liquidate and account for all the donations, labor, and materials"* (Participant 2, 2024). Government support is also seen as critical for sustaining educational initiatives, with another participant highlighting the need for greater involvement from public agencies in providing financial and material assistance (Participant 6, 2024). This underscores the importance of multi-sectoral collaboration, where schools, communities, and government agencies collectively work toward educational development and resource sustainability.

Strategic resource mobilization plays a crucial role in enhancing educational opportunities, particularly in underprivileged areas, as seen in other studies. These efforts not only enhance educational quality but also cultivate creativity and problem-solving skills among students. In alternative school settings, administrators take proactive measures to secure resources, ensuring that diverse student needs are met (Duke & Tenuto, 2020). Similarly, collaborative partnerships between charity schools, Buddhist temples, and local communities provide sustained educational and moral support despite financial limitations (Thammachoto, 2021). Recognizing and appreciating community contributions through public acknowledgments, awards, and community events further strengthens engagement, motivating stakeholders to continue their involvement in school improvement initiatives. By fostering accountability, transparency, and collaboration, administrators create sustainable educational environments that benefit both students and the broader community.



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### 1.A.3. Ensuring the school is ready for the new academic year

School administrators are driven by the imperative to ensure school readiness, blending intrinsic and extrinsic motivations to create an environment conducive to student success. Extrinsic factors, such as operational expectations and external support, play a significant role in preparing schools for the academic year. This process involves logistical planning, resource management, and fostering a safe learning environment, as emphasized by one participant: *"The school is being prepared for the incoming school year. Some give donations like hygiene kits"* (Participant 15, 2024). The direct impact of preparation on student outcomes reinforces administrators' commitment to optimizing learning conditions. Another participant highlighted the significance of these efforts, stating, *"Seeing the school prepared for a conducive learning environment is very important"* (Participant 6, 2024). These insights underscore the proactive role of school leaders in shaping the educational environment and ensuring that students and teachers start the academic year with confidence. Effective preparation not only enhances learning outcomes but also strengthens community trust in the school's capacity to deliver quality education.

The importance of school preparedness is supported by Bronfenbrenner's ecological systems theory, which highlights the role of the environment in student success, and Dewey's educational philosophy, which emphasizes the impact of surroundings on learning experiences. Beyond infrastructure, effective induction and mentoring programs play a crucial role in school readiness. Kutsyruba and Walker (2020) assert that structured mentorship programs improve teacher retention and enhance student achievement, ensuring alignment with institutional goals and classroom adaptation. A positive educational climate significantly influences student success, requiring administrators to maintain both physical and psychological safety within the school. By addressing these needs, school leaders strengthen institutional capacity, promote academic excellence, and sustain an environment that fosters student growth and achievement.

### 1.A.4. Compliance with DepEd mandates

Compliance with Department of Education (DepEd) mandates serves as a significant motivational factor for school administrators, emphasizing institutional responsibility and accountability. This extrinsic motivation is framed as both a duty and an obligation, ensuring schools meet national standards and operational expectations. One participant highlighted this perspective, stating, *"It is mandated, for the preparation and encouragement of students, more enrollment, and improvement of the program"* (Participant 15, 2024). Similarly, another participant reinforced this obligation, stating, *"It is our duty and obligation to comply with the program mandated by DepEd"* (Participant 6, 2024). While compliance ensures educational integrity and program effectiveness, its impact on motivation depends on how mandates align with educators' values and professional goals. Deci and Ryan (2000) argue that externally imposed requirements can diminish intrinsic motivation if perceived as controlling; however, when policies align with educators' core values, they become integrated extrinsic motivators, fostering long-term commitment and improved outcomes. Compliance also plays a role in institutional governance, influencing adherence to policies and operational standards. Hina et al. (2019) assert that well-structured institutional governance strengthens employee motivation to comply with guidelines, a concept applicable to education, where adherence to DepEd policies fosters a culture of accountability and excellence.

Beyond regulatory adherence, compliance serves as a strategic tool for institutional growth, ensuring continuous improvement in educational programs. One participant described this necessity, stating, *"Even though implementing new programs is challenging, following DepEd mandates ensures that we maintain the school's standards and improve our services"* (Participant 9, 2024). Research supports this, as Joosen et al. (2019) found that adherence to industry-specific guidelines leads to better program outcomes, which in education translates to increased enrollment and improved student engagement. Rosenbloom et al. (2022) highlight that compliance management in public administration, including educational institutions, is essential for maintaining legitimacy and operational effectiveness. As one administrator noted, *"We need to comply with DepEd policies to show that our school operates with integrity and meets the standards expected of us"* (Participant 8, 2024). Fostering a culture of compliance within educational institutions is equally important, as emphasized by one administrator: *"We need to instill in everyone the mindset that following DepEd guidelines isn't just*



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*a rule but a shared commitment to quality education*" (Participant 3, 2024). This sentiment underscores that compliance is not merely about meeting regulatory demands but about upholding institutional credibility and ensuring continuous growth. As one participant concluded, *"Following DepEd policies is not just about compliance; it's about ensuring that our school continuously grows and improves for our students' future"* (Participant 14, 2024). Ultimately, compliance serves as a driving force for institutional success, fostering educational excellence, accountability, and long-term development.

### 1.A.5. Deep sense of duty and responsibility towards the school and students

School administrators are driven by a profound sense of duty and responsibility, motivating them to actively lead and participate in Brigada Eskwela and other school initiatives. This intrinsic motivation is evident in their commitment to school readiness, as one participant stated, *"It is a duty and responsibility to conduct Brigada Eskwela and prepare the school for the opening of classes"* (Participant 15, 2024). Beyond obligation, their participation reflects personal honor and dedication, as another administrator shared, *"It is my honor to make that happen. It is a yearly event, and the sense of responsibility and purpose keeps me coming back"* (Participant 11, 2024). These reflections highlight how school leaders view their roles not only as professional responsibilities but also as meaningful personal endeavors. Their continuous engagement in such initiatives underscores sustained dedication and the significant impact of leadership on school success. Research supports this perspective, as Aydin et al. (2020) assert that public servants, including school administrators, possess an inherent sense of duty toward their communities, compelling them to enhance institutional development and student achievement. This commitment became even more evident during the COVID-19 pandemic, when administrators' supervisory competencies played a crucial role in sustaining educational operations despite challenges (Pastrano & Decano, 2021).

The social responsibility of school administrators is further reinforced by their adherence to ethical standards, shaping a positive school culture and fostering accountability. emphasizes that morality, integrity, and professional ethics guide administrators' decisions, ensuring they act in the best interests of students and the community. Additionally, their intrinsic motivation extends to professional growth, as Lynov et al. (2022) found that role satisfaction and self-realization opportunities are key drivers for school leaders. This aligns with the sense of fulfillment expressed by administrators, who view their involvement in Brigada Eskwela not merely as an obligation but as an opportunity for personal and professional growth. By consistently leading these initiatives, administrators strengthen school operations, enhance student learning experiences, and reinforce their commitment to educational excellence. Ultimately, their intrinsic motivation, ethical leadership, and sense of public service create a lasting impact, ensuring that schools remain well-supported, student-centered, and responsive to community needs.

#### A. Coordinators

##### Themes

*Brigada Eskwela is mandated by DepEd*

*Better and safer environment for learners*

*Obligation but later recognize its advantages and importance*

*The need for continued and enhanced participation from the community and stakeholders*

#### 1.B.1. Participation is mandated by DepEd

Teachers' participation in Brigada Eskwela is primarily driven by extrinsic motivation, as it is mandated by the Department of Education (DepEd), making compliance an obligation rather than a voluntary act. This compulsory nature is reflected in participant insights, as one teacher noted, *"As Brigada Coordinator assigned, kaipuhan saro sa DepEd program to submit a report and a requirement to comply"* (Participant 1, 2024). Similarly, another participant reinforced this directive, stating, *"As being Brigada Coordinator, we have to participate because it's mandatory"* (Participant 13, 2024), while Participant 16 simply stated, *"Because it is mandated by DepEd"* (Participant 16, 2024). These responses highlight



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the authoritative directive behind the program and the institutional expectation for compliance. While mandates ensure uniform implementation across schools, there is a risk that engagement may remain superficial if teachers participate solely out of obligation rather than intrinsic motivation. To promote meaningful involvement, the program must align with educators' personal values and emphasize its long-term benefits for schools and communities. Research supports this compliance-driven approach, as Requina (2022) found that most schools in Laguna closely adhered to Brigada Eskwela guidelines, aligning with DepEd Memorandum No. 24, S. 2008, which enforces structured participation. Similarly, Garcia (2021) identified best practices in Batangas Province, emphasizing the role of community collaboration and the vital contribution of teachers in mobilizing volunteers. These findings reinforce that while mandated participation ensures program consistency, sustained effectiveness depends on fostering genuine teacher engagement beyond compliance.

### 1.B.2. Better and safer environment for learners

The Brigada Eskwela program enhances the learning environment, reduces teacher workload, and strengthens community collaboration, reflecting intrinsic motivation among coordinators who recognize its direct benefits. This motivation stems from the tangible improvements the program brings to school communities, as one participant emphasized, *"It is a great help in school, provides a better and conducive environment for the learners before classes start"* (Participant 5, 2024). Similarly, another participant highlighted its organizational impact, stating, *"It has a big impact on ensuring a well-prepared and organized school environment"* (Participant 16, 2024). These insights demonstrate how coordinators are driven by a commitment to student well-being, as a well-maintained school fosters a supportive learning atmosphere. Research supports this, with Garcia (2021) noting that Brigada Eskwela's community-led efforts in school repairs, cleaning, and maintenance create safer and more conducive learning spaces. Additionally, Requina (2022) highlights how the program ensures school preparedness, addressing issues such as infrastructure deterioration and inadequate maintenance before the academic year begins. The active participation of community members in maintaining school facilities fosters a sense of shared responsibility, directly benefiting both students and educators. This connection between improved physical conditions and enhanced educational experiences serves as a key motivator for coordinators' sustained engagement in Brigada Eskwela, reinforcing its role as a critical driver of school development and student success.

### 1.B.3. Recognition of its advantages and importance

Coordinators often begin Brigada Eskwela with a sense of obligation, viewing it as a mandated task, but over time, they internalize its benefits, leading to a shift from extrinsic to intrinsic motivation. Initially, participation is seen as "just an assignment," as one coordinator noted, *"At first, it was just an assignment, but as time goes by, there is the advantage, maganda ang program"* (Participant 8, 2024). This perspective illustrates how initial compliance evolves into genuine appreciation, as coordinators begin to recognize the program's positive impact on both the school environment and the wider community. Research supports this transformation, with Herzberg's Two-Factor Theory, as cited in Peramatzis, G., & Galanakis, M. (2022), explaining how extrinsic motivators (e.g., mandated participation) provide the foundation for involvement, but intrinsic factors (e.g., recognizing the program's long-term benefits) drive sustained engagement. Additionally, Transformative Learning Theory (2018) highlights how experience and reflection reshape perceptions and values, fostering a deeper commitment to Brigada Eskwela's goals. This shift underscores the importance of long-term engagement, demonstrating that when coordinators personally connect with a program's mission, their motivation transforms from compliance to proactive leadership, ensuring more innovative and impactful implementation.

### 1.B.4. Sustainability and effectiveness in the future

The motivation of Brigada Eskwela coordinators is deeply tied to the need for sustained community participation and stakeholder engagement, reflecting both intrinsic and extrinsic drivers. Intrinsic motivation is evident in coordinators' belief that Brigada Eskwela benefits future generations, while extrinsic motivation is reflected in their reliance on community members, stakeholders, and NGOs for support. This engagement is crucial for the program's long-term sustainability, as one coordinator stated, *"Brigada Eskwela in the coming years continues, productive, active, enhance, there is the participation of the community, stakeholders, NGOs, and other related stakeholders"* (Participant 18, 2024). Another participant reinforced the intrinsic motivation behind their commitment, stating, *"With or without the contest, we should do it for the sake of our future generation"* (Participant 18, 2024). This perspective highlights a long-term vision, where participation is driven not by incentives but by a shared responsibility to create lasting educational improvements.



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Sustaining active stakeholder involvement requires transparent communication, visible outcomes, and shared ownership, ensuring that Brigada Eskwela remains a collective effort benefiting both schools and their communities. The significance of stakeholder collaboration in program sustainability is reflected globally, as seen in Uganda's community health worker programs, where Musoke et al. (2021) found that capacity building, supervision, and motivation enhanced long-term program effectiveness. Similarly, Wong (2019) emphasized that meaningful engagement with various ministries and stakeholders was essential in achieving Sustainable Development Goals (SDGs), reinforcing the universal importance of sustained collaboration in ensuring community-driven initiatives remain adaptable, relevant, and impactful over time.

### 1.C. Shared Motivations of Brigada Eskwela Program Implementers

The motivations of administrators and coordinators in implementing Brigada Eskwela reflect a shared commitment to creating a supportive and resource-rich school environment, yet their roles shape distinct motivational perspectives. Both groups are extrinsically motivated by the mandate to comply with DepEd policies, ensuring uniformity and standardization across schools. However, coordinators are primarily driven by compliance and the immediate benefits the program brings to school operations, whereas administrators focus on strategic resource mobilization and community engagement as essential to the program's success. Despite these differences, both coordinators and administrators demonstrate intrinsic motivation, particularly in their commitment to fostering a better learning environment. Their shared belief in the long-term impact of Brigada Eskwela highlights their dedication to student well-being and strengthening community trust in schools, ensuring that the program continues to serve as a catalyst for educational and social development.

## 2.Challenges experienced by the implementers of the Brigada Eskwela Program

### A. Administrators

#### Themes

*Lack of active participation from some parents*  
*Need for more substantial financial and material support from government agencies*

The analysis identifies two major themes: Participation Challenges and Financial Support. These themes encapsulate critical issues impacting the successful implementation and sustainability of initiatives aimed at fostering community engagement.

#### 2.A.1. Lack of active participation from some parents

The lack of consistent parental participation, particularly when parents are assigned specific tasks on designated days, poses a significant challenge in the effective implementation of school-based programs. While some parents actively engage, others demonstrate low commitment, ultimately affecting the program's overall success. One participant noted, *"Some parents are not participating well, especially if assigned on a particular day"* (Participant 12, 2024), highlighting the irregularity in engagement. In contrast, another respondent emphasized the importance of proactive encouragement, stating, *"We need to tap and encourage them. Seeing many voluntarily participate and give because they see the importance"* (Participant 4, 2024). This contrast underscores the challenge of fostering uniform commitment among parents. Addressing practical barriers to participation is essential, as obstacles such as work commitments, transportation difficulties, and childcare responsibilities often prevent active involvement. Schools can mitigate these issues by offering flexible meeting times, providing transportation assistance, or arranging on-site childcare during school events, making engagement more accessible and inclusive. By reducing logistical barriers, schools can enhance parental participation, ensuring stronger support for school-based initiatives and fostering a more engaged and collaborative educational community.

#### 2.A.2. Lack of substantial financial and material support

The lack of substantial financial and material support from government agencies remains a significant barrier to the effective implementation of school-based programs, particularly in initiatives like Brigada Eskwela. As a nationwide volunteer effort, its success heavily depends on external support, rather than consistent government funding, placing a





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burden on school administrators and communities. One participant expressed this responsibility, stating, *"It is a duty and responsibility to conduct Brigada Eskwela and prepare the school for the opening of classes"* (Participant 15, 2024). Another participant reinforced this dedication, sharing, *"It is my honor to make that happen. It is a yearly event, and the sense of responsibility and purpose keeps me coming back"* (Participant 11, 2024). While these statements reflect strong personal commitment, they also highlight systemic issues, as reliance on individual dedication and volunteerism cannot substitute for sustained governmental funding. Financial constraints hinder program execution, particularly in underfunded regions, where schools struggle to bridge resource gaps. Islamic educational institutions face similar challenges due to limited funding sources and minimal community support, necessitating meticulous financial planning and diversified funding strategies. Similarly, Koliada et al. (2021) emphasized how school financing effectiveness depends on budget allocations and financial management, with many schools lacking financial autonomy and relying heavily on government distributions and external sponsors. This dependency limits their ability to address financial challenges independently, underscoring the need for more consistent financial support to sustain and enhance school-based programs like Brigada Eskwela.

## B. Coordinators

### Theme

*Organizing resources, scheduling, and planning activities*

The successful implementation of school-based programs requires meticulous planning, scheduling, and resource management, yet these aspects present significant challenges for program coordinators. Participants emphasized the logistical difficulties of organizing activities, as one noted, *"Planning and team assignment for flyers, and posting tarpaulins"* (Participant 16, 2024), highlighting the need for structured task delegation. Another participant underscored the complexities of budgeting and scheduling, stating, *"Time schedule, budget like food for the participation during Brigada Eskwela"* (Participant 18, 2024), reflecting the intricate coordination required to allocate resources effectively. Research supports these challenges, as Nugraha and Onuegbu. (2024) noted that educational initiatives demand extensive leadership meetings, scheduling, and budget planning, all of which require collaborative coordination. Similarly, Fashlah et al. (2021) emphasized that inclusive education settings amplify these complexities, necessitating detailed planning to accommodate diverse needs and optimize resource allocation. School leadership plays a critical role in overcoming logistical barriers, as seen in the Adiwiyata program, where principals facilitate resource mobilization and stakeholder engagement (Lasno et al., 2019). However, ineffective participation and logistical constraints often hinder these processes, reinforcing the need for strategic management frameworks to enhance efficiency. Habibi et al. (2019) proposed an integrated framework for project scheduling and resource management, addressing coordination challenges and minimizing conflicts in program execution. The concerns raised by participants align with these findings, demonstrating that robust organizational strategies and efficient leadership are essential for navigating the complexities of school-based program implementation.

### 2.C. Shared Challenges of Brigada Eskwela Implementers

The challenges faced by coordinators and administrators in implementing Brigada Eskwela highlight both shared concerns and role-specific obstacles, primarily centered on resource management and stakeholder engagement. While both groups struggle with resource limitations, the nature of their challenges varies based on their responsibilities. Coordinators, who oversee logistical execution, face operational complexities such as team assignments, distribution of informational materials, and budget planning for essentials like food and supplies. Participant feedback emphasizes the importance of meticulous planning and organization to prevent disruptions during program implementation, reflecting the execution-focused nature of their role. In contrast, administrators focus on strategic engagement, securing external support from government agencies, community stakeholders, and sponsors to sustain program effectiveness. This distinction underscores the need for targeted interventions that address each group's specific challenges. By aligning support mechanisms with their distinct roles, schools can enhance Brigada Eskwela's efficiency, ensuring that both logistical operations and stakeholder engagement are effectively managed for long-term success.

## 3. How implementers foresee the future of Brigada Eskwela Program implementation

### A. Administrators



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## Themes

***More substantial and consistent financial backing  
Focus on the core mission of the program***

### 3.A.1. Secure more substantial and consistent financial backing

Administrators emphasize the urgent need for substantial and consistent financial backing to enhance the effectiveness and sustainability of school-based programs like Brigada Eskwela. They stress that relying solely on volunteerism and community contributions is insufficient, advocating for greater financial and material support from government agencies to sustain program quality. One administrator highlighted this concern, stating, *"More participation from government agencies, especially in providing financial and material support"* (Participant 6, 2024), underscoring the dependency on external funding to achieve educational objectives. Without adequate financial support, schools struggle to implement and maintain initiatives that drive long-term educational success. The sustainability of school-based programs is directly linked to consistent financial and material resources, as the lack of structured funding threatens program continuity, particularly as enrollment grows and infrastructure deteriorates. Increased government involvement through formalized funding allocations could reduce dependence on ad hoc donations, ensuring that Brigada Eskwela remains a viable, well-supported initiative capable of addressing evolving educational needs.

### 3.A.2. Focus on the core mission of the program

Program implementers emphasize the importance of prioritizing the core mission of Brigada Eskwela—serving learners effectively without the distraction of competition. Administrators stress that the program should remain focused on its fundamental purpose of ensuring a prepared and supportive educational environment, rather than becoming a contest-driven initiative. One participant articulated this belief, stating, *"With or without the contest, we should do it for the sake of our future generation, our client—the learners"* (Participant 20, 2024), highlighting the true objective of educational programs: enhancing student learning experiences and outcomes. However, the pressure to compete can divert attention from this mission, potentially compromising program integrity and effectiveness. Research supports the need for mission-driven educational initiatives, as Sulaeman et al. (2023) found that institutions focusing on planning, organizing, monitoring, and evaluation—without competitive distractions—are better positioned to achieve their goals. Similarly, Pujiyati (2020) emphasized that educational leadership should focus on resource management and productivity rather than external recognition. Reframing Brigada Eskwela as a non-competitive, collaboration-centered initiative would allow schools to redirect efforts toward improving learning environments and expanding educational access. By fostering equity across schools, particularly in underprivileged areas, and emphasizing community impact, the program can inspire broader participation and long-term commitment, ensuring its continued success in creating meaningful educational opportunities.

## A. Coordinators

### Theme

*Sustainability and effectiveness*

The aspirations of Brigada Eskwela coordinators center on ensuring the program's sustainability and long-term effectiveness, reflecting a deep commitment to preserving its relevance and expanding its impact for future generations. A forward-thinking vision prioritizes continuous community engagement and proactive collaboration with stakeholders, including non-governmental organizations (NGOs) and local communities, to maintain the program's momentum and productivity. One participant emphasized this, stating, *"Brigada Eskwela in the coming years continues, productive, active, enhance, there is the participation of the community, stakeholders, NGOs, and other related stakeholders"* (Participant 18, 2024), highlighting the critical role of collective involvement in sustaining educational initiatives. Another participant reinforced this long-term perspective, stating, *"With or without the contest, we should do it for the sake of our future generation"* (Participant 18, 2024), emphasizing that program efforts should focus on lasting educational development rather than temporary recognition. Research supports this collaborative approach. By integrating diverse stakeholders into



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Brigada Eskwela's framework, the program can adapt to changing school and community needs, ensuring its continued impact and success.

### 3.C. Shared Implementers' aspirations on the future of Brigada Eskwela Program

The aspirations of coordinators and administrators for Brigada Eskwela reflect both shared goals and distinct priorities, shaped by their unique roles and perspectives. Both groups emphasize the importance of sustainability and long-term impact, recognizing the program's critical role in shaping positive educational outcomes for future generations. However, their approaches to achieving sustainability differ based on their specific responsibilities. Coordinators prioritize fostering continuous and expanded engagement from the community, stakeholders, and non-governmental organizations (NGOs), believing that collective participation is essential for maintaining the program's relevance and effectiveness. This perspective underscores the view that grassroots involvement drives the program's momentum, ensuring that Brigada Eskwela remains a meaningful initiative beyond external incentives such as contests or recognition. Their commitment to community ownership and social responsibility positions the program as a long-term investment in educational and societal well-being, reinforcing its primary purpose of benefiting future generations rather than serving as a competitive endeavor.

### 4. PROPOSED ACTION PLAN

The action plan for enhancing Brigada Eskwela is designed to strengthen community involvement and support for schools in the Philippines through a structured framework that outlines objectives, action steps, timelines, key performance indicators (KPIs), and assigned responsibilities. This approach ensures clarity, accountability, and measurable progress in key areas such as community engagement, professional development, communication, recognition, training, fundraising, government advocacy, compliance, administrative support, program monitoring, parental involvement, sustainable funding, and resource management. A core focus of the plan is community engagement, facilitated through regular meetings, volunteer opportunities, and partnerships with local organizations, with KPIs measuring meeting frequency, volunteer participation rates, and the number of partnerships established. Additionally, professional development for educators and administrators is prioritized, with initiatives such as communities of practice and ongoing training programs aimed at enhancing skills and fostering collaboration. Success in this area is measured by the number of workshops conducted and attendance rates, ensuring continuous improvement in educational standards. Furthermore, the action plan incorporates clear communication strategies and recognition programs to motivate and engage educators and community members, fostering a cohesive and supportive school environment. Through strategic leadership and data-driven evaluation, Brigada Eskwela can be sustained and continuously improved, ensuring its long-term impact on educational development and community participation.

### Conclusions:

The Brigada Eskwela Program is driven by a combination of intrinsic and extrinsic motivations, with administrators and coordinators recognizing community collaboration as essential to improving school operations and fostering shared responsibility for educational success. Their motivation is further reinforced by the need for additional resources, which they secure through donations and community support to meet operational and developmental needs. Additionally, preparation for the new academic year and adherence to DepEd mandates serve as key motivators, ensuring a conducive learning environment and educational integrity. Beyond external obligations, intrinsic motivation plays a crucial role, as a deep sense of duty toward the school and students drives their continued commitment to the program. However, implementers face significant challenges, including inconsistent parental participation, insufficient financial support from government agencies, and logistical difficulties in scheduling and resource management. These obstacles hinder the program's full potential, emphasizing the need for stronger engagement strategies, increased financial backing, and improved resource coordination. Looking ahead, administrators stress the importance of securing consistent funding and strengthening community participation to ensure the program's long-term sustainability. By maintaining a clear focus on Brigada Eskwela's core mission—benefiting students—while minimizing competitive pressures, implementers can foster a more inclusive, impactful, and enduring initiative.



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## Recommendations:

To strengthen the Brigada Eskwela Program, schools should enhance community engagement by establishing clear communication channels, offering flexible participation options, and recognizing volunteers to encourage sustained involvement. Additionally, prioritizing professional development for both educators and administrators through ongoing learning opportunities and collaboration will help improve program implementation. Diversifying funding strategies by forming partnerships with local businesses, NGOs, and advocating for increased government support can address financial constraints and ensure long-term sustainability. Strengthening organizational and resource management strategies will help alleviate logistical challenges, allowing for more efficient program execution. Compliance with DepEd mandates should remain a priority to uphold program integrity and educational standards. By reinforcing financial sustainability, investing in leadership training, and maintaining a strong community network, Brigada Eskwela can be better equipped to achieve its objectives and ensure long-term success in fostering a supportive learning environment.

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