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Brigada Eskwela Implementation of Secondary School Heads: An Enhanced Assessment Tool

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Abstract.
Aim: This study aimed to evaluate the implementation of Brigada Eskwela among secondary school heads during the pre-implementation, implementation, and post-implementation stages.
Methodology: A mixed-methods approach was employed, combining surveys and interviews to gather quantitative assessments and qualitative insights. Participants included thirty-two (32) school heads, eight (8) Schools Division Office (SDO) Brigada Eskwela focal persons, thirty-two (32) school coordinators, eight (8) local government representatives, and 800 teachers from eight SDOs in the National Capital Region. The top four Brigada Eskwela implementers from each selected division were also interviewed. Data were collected using modified questionnaires and analyzed using mean, standard deviation, ANOVA, Friedman Test, Mann-Whitney U Test, and Kruskal-Wallis Test.
Results: Findings revealed varying levels of implementation success, with challenges particularly evident in the post-implementation phase, such as sustaining stakeholder involvement and maintaining improvements. Despite these challenges, school heads exhibited resourcefulness and strong leadership in addressing logistical and engagement issues.
Conclusion: The study underscores the need for an enhanced assessment tool to improve the planning and monitoring of Brigada Eskwela activities, ensuring adaptability to evolving educational contexts.
Keywords: Brigada Eskwela; Community Engagement; School Heads; Stakeholder Involvement

INTRODUCTION

Across the globe, schools have increasingly evolved into not only centers of learning but also vital hubs of community participation and shared responsibility. Community-driven school improvement initiatives have successfully addressed educational disparities and promoted inclusive environments in countries like the United States, the United Kingdom, and Australia (OECD, 2020). In the Philippines, a similar spirit of community partnership is exemplified in Brigada Eskwela (BE)—a nationwide school maintenance initiative launched by the Department of Education (DepEd) in 2003.

Brigada Eskwela is more than just a volunteer clean-up effort—it is a manifestation of *bayanihan*, a cultural value of cooperation, mobilizing parents, teachers, local governments, and civil society to ensure that schools are safe, functional, and conducive to learning. Over the years, the program has evolved to address emerging educational challenges. In particular, the COVID-19 pandemic prompted DepEd to expand BE's scope to include promoting health protocols, mental well-being, and safe learning environments (DepEd Order No. 62, 2022). In 2024, under the theme *"Bayanihan para sa Matatag na Paaralan,"* BE once again garnered widespread support from multiple sectors, reflecting the program's continuing relevance and reach (DepEd, 2024). This evolution aligns with the principle that school-community initiatives thrive when leadership fosters a culture of collaboration and shared accountability (Carvajal et al., 2025).

At the center of this initiative are secondary school heads, who play a critical leadership role in planning, executing, and evaluating BE activities. They are tasked with organizing resources, fostering community partnerships, and aligning BE initiatives with school improvement plans. In resource-diverse and densely populated regions such as the National Capital Region (NCR), their leadership competencies become even more crucial. Schools in NCR face unique challenges—including overpopulation, limited physical space, and wide socio-economic disparities—that significantly influence BE implementation (Manila Bulletin, 2021). Leadership approaches that demonstrate adaptability, emotional

intelligence, and strategic resource management are often the driving force behind successful BE outcomes (Aranza, et al., 2024).

While studies such as Santos (2019) have acknowledged BE's contributions to infrastructure improvement and stakeholder engagement, more recent findings highlight inconsistencies in program execution across different regions and schools. These inconsistencies are often linked to variations in school leadership and the depth of community participation (Garcia, 2021). Current evaluation tools are predominantly output-based, measuring volunteer count, funds raised, and physical repairs. While these indicators are useful, they fail to capture critical aspects such as leadership strategies, stakeholder involvement, decision-making quality, and program sustainability—elements that define the long-term impact of school-community initiatives (Dulay et al., 2025).

This study addresses these gaps by evaluating Brigada Eskwela implementation among school heads in selected NCR Schools Division Offices (SDOs) and by proposing an Enhanced Assessment Tool. This tool will measure not only quantitative outputs but also qualitative leadership competencies, including stakeholder mobilization, problem-solving, effective resource use, and alignment with long-term educational goals.

The significance of this research lies in its potential to inform both policy and practice by providing a more holistic framework for evaluating Brigada Eskwela implementation. By shifting the focus from purely output-based metrics to a comprehensive assessment of school head leadership and strategic effectiveness, this study aims to strengthen school-community partnerships, enhance program sustainability, and ultimately improve the quality of public education in urban contexts. These outcomes align with ongoing efforts to cultivate research-informed practices that directly improve educational leadership and policy formulation (Carvajal et al., 2025).

Objectives

This study evaluated the implementation of Brigada Eskwela (BE) by secondary school heads in selected Schools Division Office (SDO) in the National Capital Region (NCR), as assessed by school heads, BE Division Focal Persons, BE School Coordinators, Local Government Unit (LGU)/Local School Board (LSB) representatives, and teachers.

Specifically, it sought to answer the following questions:
1. What is the profile of the school heads in terms of age, sex, civil status, position, and length of service?
2. What is the level of BE implementation in its different stages (pre-implementation, implementation, and post-implementation) as assessed by the respondents?
3. Is there a significant difference in the respondents' assessments of the BE implementation of the school heads across the different stages?
4. How do the participants describe and address the challenges experienced by school heads during the various stages of BE implementation?

Hypothesis

There is no significant difference in the respondents' assessments of the school heads' BE implementation across the different stages.

METHODS

Research Design

This study used a convergent mixed-method research design to comprehensively assess the implementation of Brigada Eskwela by secondary school heads and to provide a comprehensive understanding of the research problem. This approach combined a descriptive survey (quantitative) and a phenomenological design (qualitative) to capture measurable outcomes and lived experiences.

Population and Sampling

This study used a stratified sampling technique to ensure balanced and representative participation from key stakeholders involved in Brigada Eskwela implementation. Eight top-performing SDOs were purposively selected based on Brigada Eskwela performance from 2017 to 2022. Within these SDOs, a combination of purposive, random, and total enumeration sampling was used to select a total of 880 participants for the quantitative phase: 32 school heads (4 per SDO), 8 SDO focal persons (1 per SDO), 32 school BE coordinators (4 per SDO), 8 Local School Board representatives (1 per SDO), and 800 teachers (100 per SDO). For the qualitative phase, the study employed purposive sampling to select 20 participants (4 each from the categories of school heads, SDO focal persons, BE coordinators, LSB representatives, and teacher leaders), who were drawn from a broader range of schools within the same eight SDOs.

Instruments

To ensure the validity and reliability of the research instruments, the study employed a researcher-modified questionnaire for the quantitative phase and a researcher-made semi-structured interview guide for the qualitative phase.

The quantitative instrument was based on the Brigada Eskwela (BE) Manual developed by the Department of Education in 2008 and 2009.

Both instruments underwent a multi-stage validation process. Initially, they were reviewed by the research adviser for content clarity and alignment. Subsequently, three educational research and management experts evaluated the instruments for relevance, clarity, comprehensiveness, and alignment with research objectives. Their feedback led to several refinements, including rewording unclear items and adding or removing questions to improve content coverage. A pilot test was then conducted with a small group of participants resembling the study's target population, drawn from schools not included in the final sample. Reliability testing for the questionnaire using Cronbach's Alpha yielded a score of 0.70 or higher, confirming acceptable internal consistency.

Data Collection

The data-gathering process began with a formal request to from the school heads thru their respectives SDOs to distribute the survey questionnaires, personally administering and retrieving them with the help of school research coordinators. In the qualitative phase, five respondent types (school heads, focal persons, BE coordinators, teachers, and LSB/LGU representatives) were interviewed in person with informed consent, and interviews were recorded for accuracy. Recorded interviews were transcribed and translated when necessary.

Treatment of Data

To address the research questions, the data collected underwent appropriate statistical treatment. Frequency and percentage distribution were used to describe the respondents' demographic profiles. Mean and standard deviation measured the respondents' assessments of Brigada Eskwela (BE) implementation across its three stages: pre-implementation, implementation, and post-implementation. ANOVA was used to test for significant differences among the five independent respondent groups; if significant, a post hoc test (Multiple Comparison) identified which specific groups differed. The Friedman Test examined variations in BE implementation stages. Lastly, the Mann-Whitney U and Kruskal-Wallis tests were applied to determine significant differences based on the respondents' demographic profiles.

In the qualitative data, thematic Analysis was employed to identify the recurring themes and codes emerging from interviews. This approach enables the researcher to extract the implications and meanings associated with BE implementation, providing valuable insights for the qualitative section of this study.

RESULTS and DISCUSSION

This section provides on how stakeholders view and participate in Brigada Eskwela, analyzes stakeholder ratings statistically to assess their involvement and satisfaction during Pre-implementation, Implementation and Post-Implementation. This section also seeks to explain how stakeholders affect Brigada Eskwela's efficacy and sustainability and identifies the main factors that affect stakeholder engagement and offers practical methods in strengthening educational development , collaboration and community development.

Profile of the Participants

Table 1 presents the frequency and percentage distribution of the study participants' demographic profile. The demographic profile of school heads offers valuable insights into the nature of educational leadership within the examined environment. The results revealed that school leadership is comprised of experienced and mid-career professionals, bringing stability and deep institutional knowledge that are essential for effective management (Alcedo, 2019). However, the relatively small proportion of younger leaders raises concerns about succession planning and the integration of innovative practices that younger educators often contribute. This underscores the need to prepare the next generation of school leaders to ensure sustainability and adaptability to evolving educational demands.

Table 1. *Profile of the School Heads*

Variables	Frequency	Percentage (%)
Age		
31-40	5	15.60
41-50	12	37.50
51 and above	15	46.90
Sex		
Male	8	25.00
Female	24	75.00
Marital Status		
Single	3	9.40
Married	25	78.10

Separated	2	6.30
Widowed	2	6.30
Position		
Principal IV	3	9.40
Principal III	7	21.90
Principal II	16	50.00
Principal I	6	18.80
Length of Service		
5 yrs and below	2	6.30
6-10 years	15	46.90
11-15 years	12	37.50
16 years and above	3	9.40

Female school heads dominate leadership roles, reflecting a positive trend in women's representation in educational leadership globally (Atkin & Brooks, 2019). However, male leaders remain underrepresented, potentially due to sociocultural norms and institutional barriers that hinder their advancement. Addressing these challenges is crucial for fostering a more inclusive leadership environment. Additionally, the predominance of married leaders suggests links between marital status and perceived leadership stability, with diverse personal backgrounds contributing to a dynamic leadership approach (Barber & Mourshed, 2007; Carvajal et al., 2024). Most school heads hold mid-level leadership positions, indicating possible challenges in career progression due to limited opportunities or demanding qualifications. This highlights the importance of supporting career development through targeted training and mentorship (Armstrong, 2013; Sanchez et al., 2024). The tenure pattern shows a strong presence of experienced leaders but also points to the need to attract and retain new talent to avoid future leadership gaps.

To sustain effective school administration, policies should promote balanced leadership development across age, gender, rank, and experience. Encouraging younger educators to assume leadership roles, addressing gender-specific challenges, and providing clear advancement pathways are key to maintaining responsive and effective governance (Lloyd & Mertens, 2018; Carvajal, et al., 2023). Understanding these demographic trends enables stakeholders to design inclusive programs that foster equity, professional growth, and better educational outcomes(Pinto & Slevin, 2018; Sanchez, et al., 2024).

Level of Implementation in Different Stages of Brigada Eskwela

Pre-implementation Stage

Table 2 shows the Pre-Implementation Stage of Brigada Eskwela Implementation. Respondents' responses indicate a generally effective and structured approach to program planning, implementation, and evaluation within the school setting, with varying levels of execution across specific tasks.

Table 2. *Pre-Implementation Stage of Brigada Eskwela Mean Scores*

Specific Tasks	School Head	BE School Coordinator	BE Focal Person	LSB/LGU Representative	Teachers
1. Forms planning and evaluation committees	3.44	3.75	3.63	3.63	3.36
2. Orients members on roles and tasks	3.16	3.38	3.50	3.50	3.55
3. Organizes steering committee for implementation	3.63	3.59	3.88	3.75	3.16
4. Appoints PTCA president as co-chair; includes key stakeholders	3.31	3.66	3.88	3.88	3.72
5. Forms advocacy and marketing committee	3.25	3.34	3.50	3.75	3.49
6. Creates resource mobilization committee (materials, manpower)	3.69	3.53	4.00	4.00	3.36
7. Leads program implementation and activity monitoring	3.59	2.91	2.75	2.88	3.76
8. Sets up admin and finance	3.47	3.34	3.50	3.25	3.71

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Specific Tasks	School Head	BE School Coordinator	BE Focal Person	LSB/LGU Representative	Teachers
committee (fund management)					
9. Assigns documentation committee (report preparation)	3.50	3.16	2.50	2.75	3.30
10. Assesses physical facilities and maintenance needs	3.53	3.66	4.00	3.75	3.77
Overall	**3.46**	**3.43**	**3.51**	**3.51**	**3.52**

Note: 1.00 - 1.50 = Not Implemented, 1.51 - 2.50 = Less Implemented (LI), 2.51 - 3.50 = Implemented (I), 3.51 - 4.00 = Highly Implemented (HI)

High levels of implementation were observed in coordination and resource management activities. Tasks such as organizing steering committees, forming resource mobilization teams, conducting monitoring, and assessing school facility needs demonstrate strong leadership and a solid foundation of support for Brigada Eskwela. Other activities like committee formation, orientation, and personnel appointments are well-structured but less intensive. Support functions, including advocacy, finance, and documentation, show steady commitment, reflecting ongoing attention to logistics and accountability (Carvajal & Sanchez, 2024). The Brigada Eskwela School Coordinator exhibits effective governance through strong performance in planning, evaluation, leadership, key appointments, and facility assessment. Orientation, advocacy, finance, and documentation are well-managed, although program oversight requires improvement to enhance monitoring and adaptive management. Similarly, the Brigada Eskwela Focal Person excels in leadership and resource mobilization, particularly in steering committee formation, stakeholder appointments, and resource gathering. Administrative responsibilities such as orientation and finance are competently handled; however, oversight and documentation need strengthening to improve tracking and evaluation processes (Amihan, et al., 2023).

The Local School Board (LSB)/LGU Representative plays a key role in leadership and advocacy, especially in resource mobilization. Moderate involvement in orientation, finance, and documentation suggests areas for further development, particularly in internal processes and supervision. Teachers actively participate and lead in orientation, appointments, finance, monitoring, and facility assessment. While their involvement in committee formation, leadership, marketing, and documentation is adequate, enhancing documentation practices and community engagement could further improve the program's effectiveness (Sanchez, et al., 2022; Abenojar et al., 2025).

Implementation Stage

Table 3 presents the implementation stage of Brigada Eskwela Implementation. The responses from school heads highlight a structured and organized approach to implementing Brigada Eskwela, emphasizing both planning and recognition of contributors. Data from Brigada Eskwela stakeholders—including school heads, coordinators, focal persons, LGU representatives, and teachers—show strong commitment to planning, coordination, and volunteer recognition. School heads effectively manage task initiation, progress, and morale, though opening programs, team formation, and monitoring could benefit from improved coordination. Coordinators perform well in program presentation, delegation, and recognition, but can strengthen opening activities and final inspections.

Table 3. *Implementation Stage of Brigada Eskwela Mean Scores*

Specific Tasks	School Head	BE School Coordinator	BE Focal Person	LSB/LGU Representative	Teachers
1. Leads opening program to boost volunteer spirit	3.28	3.06	3.00	3.25	3.57
2. Invites key community and committee members	3.50	3.50	3.38	3.50	2.85
3. Explains Brigada Eskwela and activity plans	3.66	3.75	3.88	3.88	4.00
4. Assigns work teams and team leaders	3.31	3.59	3.88	3.88	3.43
5. Implements 6-day work schedule	3.66	3.31	3.50	4.00	3.57
6. Ensures committees do assigned tasks	3.44	3.31	3.00	2.88	3.41
7. Tracks daily accomplishments with forms	3.50	3.41	3.63	3.38	3.34
8. Conducts daily review and planning	3.28	3.38	3.88	3.25	3.57
9. Requests for final work	3.63	3.19	3.50	3.50	3.18

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Specific Tasks					
inspection					
10. Gives recognition to outstanding contributors	3.72	3.59	3.13	3.88	3.71
Overall	**3.50**	**3.41**	**3.48**	**3.54**	**3.46**

Note: 1.00 - 1.50 = Not Implemented, 1.51 - 2.50 = Less Implemented (LI), 2.51 - 3.50 = Implemented (I), 3.51 - 4.00 = Highly Implemented (HI)

Focal persons excel in communication, team organization, and debriefings, yet their role fulfillment and opening activities need clearer engagement strategies. LGU representatives demonstrate disciplined planning and task delegation but require more focus on motivating volunteers and fulfilling roles. Teachers lead strongly in program delivery and volunteer motivation but should enhance efforts to involve the community. Stakeholders exhibit solid planning and implementation, but there is room to improve team coordination, opening activities, and community engagement to maximize Brigada Eskwela's impact (Pangilinan, 2025; Sanchez, 2023).

Post-implementation Stage

Table 4 presents the Post-Implementation Stage of Brigada Eskwela Implementation. The responses from the school heads regarding their roles in the Brigada Eskwela program indicate a strong commitment to fostering collaboration and maintaining meaningful relationships within the community, as well as emphasizing the value placed on education.

Table 4. *Post-Implementation Stage of Brigada Eskwela Mean Scores*

Specific Tasks	School Head	BE School Coordinator	BE Focal Person	LSB/LGU Representative	Teachers
1. Documents teamwork, partnerships, and key achievements	3.53	3.59	3.50	3.88	3.49
2. Highlights community's strong value for education	3.19	3.44	3.13	4.00	3.36
3. Oversees final report preparation using school forms	3.16	3.47	3.00	2.88	3.78
4. Values volunteer work by computing service cost	3.44	3.59	3.63	3.38	3.72
5. Handles school data and photo documentation of Brigada Eskwela	3.69	3.28	3.88	3.13	3.30
6. Reports completed stakeholder-assisted projects to the SDO	3.78	3.53	3.50	3.38	3.74
7. Forwards completed forms to the SDO	3.28	3.69	3.13	2.88	3.57
8. Engages teachers, learners, and parents to fulfill their school roles	3.38	3.66	3.50	2.88	2.85
9. Sends thank-you letters to partners and volunteers	3.56	3.59	3.13	3.38	3.99
10. Maintains partnerships and alliances	3.69	3.31	3.50	3.25	3.44
	3.47	**3.52**	**3.39**	**3.30**	**3.52**

Note: 1.00 - 1.50 = Not Implemented, 1.51 - 2.50 = Less Implemented (LI), 2.51 - 3.50 = Implemented (I), 3.51 - 4.00 = Highly Implemented (HI)

Results revealed that school heads effectively document and recognize stakeholders, demonstrating accountability through proper reporting and partnership support. However, they could improve community engagement, oversight, and form processing. Brigada Eskwela coordinators perform well in volunteer recognition, internal engagement, and documentation but show gaps in sustaining partnerships and photo documentation. Focal persons display strengths in data management, volunteer valuation, and project reporting, though leadership in advocacy, supervision, and administrative tasks needs strengthening. LGU representatives show strong public engagement and documentation efforts but need to be more involved in internal operations, supervision, and stakeholder coordination. Teachers are highly accountable, excelling in reporting, letter facilitation, and valuing volunteer contributions. However, their engagement with other stakeholders and collaboration efforts could be enhanced. Stakeholders perform well in documentation and recognition, but improvements in community involvement and administrative coordination are key to further strengthening Brigada Eskwela implementation (Carvajal, et al., 2024; Sanchez, et al., 2024).

Difference in Respondents' Assessments of Brigada Eskwela Implementation

Table 5 reveals the difference in the respondents' assessments of the Brigada Eskwela implementation by the secondary school heads. Pre-implementation and post-implementation Brigada Eskwela program execution vary greatly. Descriptive statistics and inferential tests reveal stakeholders' perceptions and the program's impact.

Table 5. *Differences in the Implementation of Brigada Eskwela by Secondary School Heads as Assessed by Different Respondents*

Stages	Respondents	Mean	F-test	P	Decision	Interpretation
Pre-implementation Stage	BE Coor	3.43				
	BE Focal Person	3.51				
	LSB/LGU	3.51				
	Teacher	3.52	2.81	.025	Reject Ho	Significant
	School Heads	3.46				
	Total	**3.51**				
Implementation Stage	BE Coor	3.41				
	BE Focal Person	3.48				
	LSB/LGU	3.54	0.98	.419	Fail to Reject Ho	Not Significant
	Teacher	3.46				
	School Heads	3.50				
	Total	**3.46**				
Post Implementation Stage	BE Coor	3.52				
	BE Focal Person	3.39				
	LSB/LGU	3.30				
	Teacher	3.52	5.03	<.001	Reject Ho	Significant
	School Heads	3.47				
	Total	**3.52**				

During pre-implementation, BE Coordinators (3.43), BE Focal Persons (3.51), LSB/LGU (3.51), Teachers (3.52), and School Heads (3.46) had an average satisfaction score of 3.51. The F-test (2.81, p = .025) shows significant differences among groups, rejecting the null hypothesis and reflecting varied expectations early on (Alcedo, 2019; Garcia, 2021). At implementation, the average score slightly dropped to 3.46 with BE Coordinators (3.41), BE Focal Persons (3.48), LSB/LGU (3.54), Teachers (3.46), and School Heads (3.50) showing more aligned views. The F-test (0.98, p = 0.42) indicates no significant difference, so the null hypothesis stands, likely due to shared challenges and modifications during this phase (Abe et al., 2019; Rueda, 2019).

Post-implementation scores averaged 3.52, with BE Coordinators (3.52), BE Focal Persons (3.39), LSB/LGU (3.30), Teachers (3.52), and School Heads (3.47). The F-test (5.03, p < .001) reveals significant differences, rejecting the null hypothesis and indicating varied satisfaction based on how outcomes matched earlier expectations (De Villa & Manalo, 2020; Yocampo, 2019). The contrast between consistent views during implementation and differing perceptions before and after highlights stakeholders' changing roles and experiences. Early enthusiasm reflects goals and community bonding; the implementation phase shows practical challenges, and post-implementation reveals varied results (Balinas, 2018; Lacanilao, 2020; Carvajal et al., 2025).

Understanding these dynamics is key for future programs. Continuous stakeholder engagement and addressing their concerns can enhance satisfaction and effectiveness, consistent with findings on community-based education initiatives emphasizing communication, realistic goals, and flexible management (Ani, 2019; Legaspi, 2019; Sanchez et al., 2024). According to the report, Brigada Eskwela generally improves school infrastructure and community involvement. However, paying attention to stakeholder experiences at various phases might improve its impact and long-term sustainability (Abenojar et al., 2025).

Challenges Encountered on the Pre-implementation Stage of Brigada Eskwela

The data reveals the challenges, including resource constraints, effective stakeholder engagement, and the need for strategic planning and communication. These insights reflect the complexity of implementing Brigada Eskwela and underscore the importance of collaboration, creativity, and resourcefulness in addressing its multifaceted demands.

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Resource Coordination

Based on the responses gathered, the successful execution of Brigada Eskwela heavily depends on securing adequate resources. This involves obtaining sufficient funds, materials, and equipment for school maintenance and improvement activities.

"One of the primary challenges is securing resources for the Brigada Eskwela activities." (School Head 1)

"Ah, securing sufficient funding for the program can be a challenge, especially if there are limited resources available." (SDO Focal Person 4)

Participants noted that acquiring funding through donations, sponsorships, or negotiations with NGOs, private groups, and local government units is often a challenge. In addition to financial constraints, logistical difficulties arise when schools lack infrastructure or facilities to accommodate activities. This requires additional funding or strategic resource allocation to ensure readiness.

Stakeholders' Participation

Engaging stakeholders, such as teachers, parents, students, and community members, is critical yet challenging. Effective coordination requires establishing clear communication channels to inform stakeholders about their roles, responsibilities, and timelines. However, the complexity of aligning multiple stakeholders' schedules, priorities, and objectives can lead to misunderstandings or delays.

"Effective coordination among teachers, students, parents, and community members is essential for the success of Brigada Eskwela." (School Head 2)

"Encouraging participation from volunteers can be challenging, especially in communities where people have busy schedules or may not fully understand the importance of Brigada Eskwela." (School Head 3)

Encouraging volunteer participation, especially in communities with busy or disengaged populations, demands creative motivational strategies, such as recognition events or outreach programs. Ensuring volunteers' safety and security also emerged as a critical concern, necessitating risk assessments and safety protocols.

Budgetary challenges

Limited funding is a recurring issue, restricting the scale and scope of Brigada Eskwela activities. Participants highlighted that inadequate resources hinder essential school renovations, repairs, and other program needs. Addressing these financial constraints requires schools to build relationships with local communities and seek partnerships with external organizations.

"Limited funding can limit the scope and scale of the program, making it difficult to achieve the desired outcomes." (LGU Representative 1)

Time Management and Communication Issues

Effective outreach and communication are necessary to mobilize support and maximize available resources. Time constraints also pose significant pressure on school heads and coordinators, as they often need to complete activities before the academic year starts.

"With limited time before classes start, school heads often face pressure to complete Brigada Eskwela activities efficiently. Prioritizing tasks, delegating responsibilities, and effectively managing time are essential to overcome this challenge." (School Head 4)

"Preparing the school facilities within a limited time frame before the start of the new school year can be stressful, especially if there are delays or unexpected issues that arise." (Teacher 3)

"The pre-implementation stage of Brigada Eskwela often takes place during the rainy season in the Philippines, which can affect

Delegating tasks and prioritizing activities are essential for managing the limited timeframe. Communication issues, such as difficulty contacting participants or stakeholders, compound this challenge, leading to delays or inefficiencies. Weather conditions, particularly during the rainy season, can also disrupt outdoor tasks like painting and repairs, further straining timelines.

Needs Assessment and Program Planning

Identifying the school's specific needs and planning the program are labor-intensive processes. These involve conducting site visits, assessments, and developing detailed implementation plans. Coordinators noted the importance of aligning plans with available resources and involving teachers unfamiliar with the program to ensure comprehensive preparation. *"For me, challenges would include identifying the specific needs of the school and preparing for the program's implementation, which can be time-consuming, including site visits, conducting assessments, and creating a detailed plan."* (SDO Focal Person 3)

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Challenges Encountered on the Implementation Stage of Brigada Eskwela

The data explores key themes derived from the data on Brigada Eskwela implementation and emphasizes the challenges and strategies involved in resource management, stakeholder coordination, and facilities preparation. The themes are interconnected and highlight the essential responsibilities of school heads, volunteers, and other stakeholders in ensuring successful program execution.

Effective Resource Management in Implementation

One critical theme is allocating resources, including money, materials, and equipment. School heads noted the importance of ensuring that resources are distributed equitably across various school programs and activities. Effective resource management involves not only fair distribution but also optimizing the use of these resources to meet the diverse needs of the school.

"Pagdating naman sa implementation, effective resource management is essential throughout the implementation phase." (School Head 1)

As one school head explained, this responsibility ensures the continuity and effectiveness of Brigada Eskwela despite limited funds. This highlights the need for strategic planning in resource utilization, where school heads must align resources with the most pressing school needs while balancing the constraints of their budget and available materials. This careful balance is pivotal for sustaining the momentum of Brigada Eskwela activities.

Coordination, Communication, and Volunteer Participation

The success of Brigada Eskwela heavily relies on effective coordination, communication, and volunteer engagement. Stakeholders emphasized the complexity of managing multiple simultaneous activities, which requires close supervision and efficient delegation. School heads noted their role in resolving conflicts, ensuring tasks are completed on time, and addressing unforeseen challenges.

"As a school head, I have a responsibility to supervise volunteer labor, make sure assignments are finished on time, and resolve any problems or disputes that may come up. (School Head 2)

"The numerous Brigada Eskwela activities can be challenging to arrange, mainly when multiple events co-occur. (SDO BE Focal Person 1)

A key challenge in Brigada Eskwela is sustaining volunteer enthusiasm and participation. Volunteers need ongoing motivation, recognition, and a sense of ownership. Strategies include highlighting the program's value, acknowledging contributions, and fostering pride in involvement. Community engagement is also vital, as some members may not see the long-term impact of their efforts. School leaders must build trust and encourage community involvement (Legaspi, 2019; Galang, 2020). Effective implementation depends on strong communication and collaboration among teachers, administrators, and local officials (Atkin & Brooks, 2019). However, some educators struggle to engage diverse stakeholders. Tailored communication strategies can address this issue (Pitsoe, 2013). Maintaining volunteer commitment requires continuous support and emphasis on their role in school improvement (Legaspi, 2019).

Managing School Facilities Preparation

Identifying the school's specific needs and planning the program are labor-intensive processes. These involve conducting site visits, assessments, and developing detailed implementation plans. Coordinators noted the importance of aligning plans with available resources and involving teachers unfamiliar with the program to ensure comprehensive preparation.

"It can be stressful to prepare the school facilities in a short amount of time before the new school year begins, particularly if there are delays or unforeseen problems that crop up." (SDO Focal Person 4)

As a school head for so many years, Brigada Eskwela must guarantee the caliber of labor and products to make long-lasting improvements to school facilities." (School Head 4)

Challenges Encountered on the Post-implementation Stage of Brigada Eskwela

The data delves into the challenges and intricacies of implementing and sustaining Brigada Eskwela activities based on the themes identified, including Resource Allocation, Volunteer Participation, and Monitoring and Evaluating Issues. The responses highlight the importance of resource sustainability, volunteer engagement, and effective monitoring mechanisms to ensure the program's long-term success.

Resource Allocation and Volunteer Participation

Maintaining the progress achieved during Brigada Eskwela is a significant challenge for schools. Participants highlighted that resources such as cleaning materials, repair tools, and financial support are often limited post-implementation. Sustaining the improved facilities requires ongoing community involvement and additional resources, which may dwindle over time. As one school head noted, maintaining enthusiasm and commitment among volunteers

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throughout the year can be difficult due to competing priorities and limited interest. Without consistent resource allocation and active volunteer participation, schools may struggle to preserve the condition of classrooms and other infrastructure.

"We may not have enough supplies to maintain the improvements made during the Brigada Eskwela week, such as cleaning materials and repair tools." (School BE Coordinator 4)

"The enthusiasm of volunteers may wane over time, leading to a decrease in community involvement, as well as ensuring continuous engagement from volunteers can be challenging." (School BE Coordinator 1)

Volunteer participation is integral to Brigada Eskwela, yet sustaining enthusiasm over time remains challenging. While initial involvement is often high, interest may wane, or volunteers may face other commitments. Additionally, training for volunteers and school staff is essential to ensure effective implementation and lasting impact; without it, the program's quality may suffer. Coordination among stakeholders—including government agencies, private partners, and community members—is crucial but often tricky due to miscommunication, conflicting priorities, and misalignment. Seamless collaboration is needed to optimize resources, manage volunteers effectively, and achieve program goals.

Monitoring and Evaluation Issues

School heads and coordinators stressed the importance of properly monitoring and evaluating Brigada Eskwela activities to ensure alignment with the program's objectives. However, this process can be resource-intensive and complex, requiring effective coordination and data collection. Schools often lack systematic mechanisms for monitoring the program's long-term impact, particularly on school performance and student outcomes.

"For me, properly monitoring and evaluating the outcomes of Brigada Eskwela activities is necessary to ensure they meet the program's goals." (School Head 4)

"Properly documenting and reporting the activities and outcomes of Brigada Eskwela can be a bureaucratic challenge. Accurate records are necessary for accountability and future planning, but can be burdensome to maintain." (SDO Focal Person 4)

Accurate documentation of Brigada Eskwela activities is essential for accountability and planning, but it can be burdensome and bureaucratic, as noted by an SDO focal person. While proper records help secure future resources and ensure transparency, they demand effort and organizational capacity. Feedback collection is also vital for program improvement, but often gets overlooked, making it hard to address recurring issues. For example, structural repairs may not solve deeper problems, causing repeated expenses. Assessing Brigada Eskwela's long-term impact on school performance is equally challenging due to the lack of evaluation tools, limiting the ability to track outcomes and needed improvements.

Conclusions

The study concluded that there are important contributions regarding the dynamics of educational leadership and program execution of Brigada Eskwela implementation across the National Capital Region. Despite the diverse demographic backgrounds of school administrators, it was their professional roles, leadership styles. It shared commitment to community engagement that significantly influenced the program's effectiveness, rather than age, gender, or marital status. This highlighted the critical role of professional responsibility and collaboration in driving the success of educational initiatives. The detailed examination of the program's phases—from well-structured planning, through active and collaborative implementation, to ongoing sustainability efforts—highlighted the necessity of strong coordination among administrators, teachers, parents, and community members.

Recommendations

Future researches may consider expanding the study to include broader range of schools, including elementary and tertiary institutions, to gain more comprehensive understanding of Brigada Eskwela (BE) Implementation across different educational levels. Additionally, conducting a comparative analysis between urban and rural schools could provide insights into contextual differences affect BE execution. Future researchers should refine and validate the enhanced assessment tool proposed in this study by testing its effectiveness across various schools.

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