

A Multivariate Analysis of the Implementation and Impact of Brigada Eskwela Among Stakeholders in Candijay District, Bohol, Philippines

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Abstract - Brigada Eskwela (BE) is one of the school activities implemented by the Department of Education (DepEd) to better prepare school facilities for the upcoming school year. This study aimed to determine the extent of BE implementation and its impact on public elementary schools in the Candijay District, Bohol, for the 2019-2020 school year. A descriptive correlational quantitative research design was employed, utilizing a standardized and researcher-made instrument that was pilot-tested. The collected data were organized, analyzed, and interpreted using statistical methods. The respondents of the study were 479 stakeholders, including PTA officers, teachers, and barangay officials, from three (3) medium-sized public elementary schools and nineteen (19) small public elementary schools in the Municipality of Candijay. The study revealed that the BE Program in Candijay elementary schools was implemented to a very high extent across all stages - pre-implementation, implementation, and post-implementation - according to the perceptions of parents, teachers, and barangay officials in both small and medium schools. Stakeholders also agreed that the program had a very high impact on pupil participation and learning, community engagement, and the overall school environment. However, significant differences in perceptions were found between stakeholder groups. Notably, parents and barangay officials, as well as teachers and barangay officials, had differing views on the extent of implementation. Additionally, significant differences were observed between small and medium schools regarding the extent of program implementation and its impact. The study found a strong correlation between the implementation of the BE Program and its overall impact, emphasizing its effectiveness in these schools. It concluded that the Brigada Eskwela program was highly implemented across all stages, with the implementation stage receiving the most emphasis. Schools that effectively implemented BE had a positive impact on student participation, learning, community involvement, and the school environment, particularly in medium-sized schools. However, perceptions of the program's success varied, with parents and teachers viewing it more favorably than barangay officials. Overall, greater implementation led to a higher positive impact on schools.

Keywords: Brigada Eskwela (BE), Implementation, Elementary Schools, Stakeholders, Impacts

I. INTRODUCTION

Brigada Eskwela (BE) is one of the school activities implemented by the Department of Education (DepEd)

aimed at better preparing school facilities for the upcoming school year through the joint efforts of teachers, parents, barangay officials, and other stakeholders who engage their time in fulfilling their roles in maintaining the school. BE has become DepEd's model of genuine public and private partnerships (DepEd, 2008). This annual activity ensures the smooth opening of classes as teachers and pupils will not need to clean and set up their classrooms on the first day of school (Olaivar, 2017).

The Division of Bohol launches BE every May before the start of classes in June. The initiative includes cleaning classrooms and school surroundings, repairing equipment, and inspecting electrical wiring. In Candijay, Bohol, BE is carried out by various stakeholders, particularly teachers, parents, and barangay officials. These volunteers support children's education and training by creating school environments conducive to learning.

One of the best practices to sustain Brigada Eskwela (BE) is the annual search for the Best Implementing School, which gives due recognition to schools for their efforts in implementing the BE program and awards them in specific categories. Small schools comprise those with nine teachers or fewer, medium schools include 10-29 teachers, large schools consist of 30-50 teachers, and mega schools have 51 or more teachers.

The BE program is an excellent manifestation of the relationship between schools and their communities. Additionally, it satisfies the community and the students, which is an important factor in estimating a school's productivity and adequacy (Micabalo *et al.*, 2020).

The challenge, however, lies in how administrators utilize effective procedures to help stakeholders understand what schools are doing to attract community support, provide quality education, and make schools responsive to the community's needs and problems.

The BE implementation in the Division of Bohol is widely supported by different stakeholders. However, as with any program, challenges may be encountered before, during,

and after implementation. These challenges may impact the school environment, student participation, and the community.

Given this scenario, the researcher aims to determine the implementation of BE and its impact on public elementary schools. To this end, a BE enhancement program was proposed for more effective implementation to address the challenges encountered. This would provide schools with a reference for the proper conduct of the program, with careful consideration of the activities involved.

II. OBJECTIVES OF THE STUDY

The main goal of this study was to determine the extent of Brigada Eskwela’s (BE) implementation and its impact on public elementary schools in the Candijay District, Bohol, during the 2019-2020 school year. The study’s findings served as the basis for proposing an enhancement program. Specifically, it aimed to answer the following questions.

1. What is the extent of BE implementation in the elementary schools of Candijay as perceived by PTA officers, teachers, and barangay officials?
2. What is the extent of BE implementation in the elementary schools of Candijay in terms of the following stages: pre-implementation and post-implementation?
3. What is the impact of the BE program as perceived by different stakeholders in terms of the school environment, students’ participation and learning, and the community?
4. Is there a significant variance among the perceptions of different groups of stakeholders regarding the extent of implementation and impact?
5. Is there a significant difference between small and medium elementary schools in terms of the extent of implementation and impact?
6. Is there a significant correlation between the extent of BE implementation and its impact?

TABLE I TOTAL NUMBER OF RESPONDENTS

Size	Number of Schools	Respondents			Total Respondents
		Teachers	PTA Officers	Barangay Officials	
Medium	3	47	21	21	89
Small	19	131	133	126	390
Total	22	178	154	147	479

The small schools had 390 respondents, which was higher than the 89 respondents from the medium schools. Thus, the total number of respondents was 479.

D. Research Instrument: The researcher utilized two research instruments. The first instrument was a standardized tool adapted from Celestial’s (2015) study, Extent of Implementation of BE: Basis for Action Plan, to determine the extent of Brigada Eskwela’s (BE) implementation.

III. MATERIALS AND METHODS

A. Research Design: This study employed a descriptive correlational research design. A descriptive survey was utilized to determine the level of implementation and the impact of the Brigada Eskwela (BE) Program in public elementary schools. The study examined significant differences in the level of implementation of the BE Program with corresponding indicators. Additionally, the correlational research design was used to assess the relationship between the variables.

B. Research Environment: The study was conducted in the municipality of Candijay, Bohol. The findings will assist school administrators in improving or sustaining BE implementation within the town. Candijay comprises 22 elementary schools, with three classified as medium-sized and 19 as small elementary schools. Small schools have nine or fewer teachers, while medium schools have 10-29 teachers.

The medium schools included in this study are Candijay ES, Can-olin ES, and Cogtong ES. The small schools are Abihilan ES, Anoling ES, Boyoan ES, Cadapdapan ES, Cambane ES, Canawa ES, La Union ES, Luan ES, Lungsodaan ES, Mahangin ES, Pagahat ES, Panadاران ES, Panas ES, Pang-pang ES, San Isidro ES, Tambongan ES, Tawid ES, Tubod ES, and Tugay ES.

There are no industrial establishments operating in the area, making it smoke-free and pollutant-free.

C. Research Respondents: The study’s respondents were determined by enumerating all parents represented by the PTA officials, teachers, and barangay officials in all three medium-sized public elementary schools and 19 small public elementary schools in the Municipality of Candijay. The table below presents the study’s population categorized by school size.

The second instrument was a researcher-developed tool designed to measure BE’s impact on the school environment, student participation and learning, and the community. These areas were identified in the BE Implementing Guidelines outlined in DepEd Memorandum No. 036, s. 2019.

The second set of questionnaires was pre-validated and pilot-tested on six elementary school teachers, seven parents (PTA officials), and seven barangay officials. The

instrument's reliability was confirmed with a Cronbach's Alpha score of 0.9338, indicating a high level of reliability.

E. Data Gathering Procedure: The researcher followed the steps outlined below for data collection: First, permission was obtained from the School District Supervisor of the Municipality of Candijay to conduct the study across the 22 public elementary schools in the municipality.

Second, permission from the school heads was secured to distribute the questionnaire on the implementation of the Brigada Eskwela (BE) Program to the 22 public elementary schools. With the school heads' approval, the researcher personally distributed and administered the questionnaire to the teachers and parent respondents.

Third, the researcher also sought permission from the barangay captains to distribute the questionnaire to the barangay officials.

F. Statistical Treatment of Data: The following statistical tools were used to compute the data and test the hypotheses:

1. *Frequency and Percentage Distribution:* This tool was employed to determine the percentage distribution for the profile of elementary schools in Candijay based on school size.
2. *Mean:* The mean was used to assess the extent of BE Program implementation as perceived by the different

stakeholder groups, the extent of implementation at different stages of the BE Program, the level of BE after implementation, and the impact of BE as perceived by various stakeholders in terms of the school environment, student participation and learning, and community.

3. *T-Test:* This test was utilized to identify significant differences in the extent of implementation and impact of BE when analyzed by school size.
4. *Pearson Product-Moment Coefficient of Correlation:* This coefficient was calculated to determine the significant degree of correlation between the extent of implementation and its impact.
5. *Analysis of Variance (ANOVA):* ANOVA was employed to test the significant degree of variance among the perceptions of different stakeholder groups regarding the extent and impact of BE implementation and among the areas concerning the extent and impact of BE.

IV. RESULTS AND DISCUSSION

A. The Extent of Implementation of BE

Tables II, III, and IV show data on the extent of BE implementation in small schools with nine teachers or fewer.

TABLE II THE EXTENT OF BE IMPLEMENTATION IN SMALL SCHOOLS IN THE PRE-IMPLEMENTATION STAGE

Activities	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
A. Pre-Implementation Stage								
1. Every year, the preparation for the successful implementation of the BE begins as early as January.	4.05	HE	4.21	VHE	4.22	VHE	4.16	HE
2. The students, teachers, parents, LGUs, and other stakeholders are involved in the planning for BE Week.	4.52	VHE	4.59	VHE	4.63	VHE	4.58	VHE
3. The School Head acts as the chair of the committee and spearheads the planning and organizing of committees.	4.77	VHE	4.84	VHE	4.63	VHE	4.75	VHE
4. The School Head orients the members of each committee yearly.	4.69	VHE	4.75	VHE	4.52	VHE	4.65	VHE
5. The School Head ensures that the advocacy marketing committee produces materials such as flyers, posters, recorders, etc.	4.47	VHE	4.43	VHE	4.17	HE	4.36	VHE
6. The School Head assists the resource mobilization committee in listing potential partners with corresponding skills, services, and resources the school needs.	4.54	VHE	4.63	VHE	4.11	HE	4.43	VHE
7. The School Head ensures that the pledges and commitments of partners are delivered.	4.55	VHE	4.66	VHE	4.15	HE	4.45	VHE
8. The School Head shares responsibility with the PTA/SGC in administering and managing the funds generated for the program.	4.62	VHE	4.75	VHE	4.61	VHE	4.66	VHE
9. All activities, especially the improvements made to the schools, are documented through photos and video footage.	4.88	VHE	4.79	VHE	4.56	VHE	4.74	VHE
10. Different BE forms are summarized and consolidated for submission.	4.86	VHE	4.85	VHE	4.61	VHE	4.77	VHE
Composite Mean	4.60	VHE	4.65	VHE	4.42	VHE	4.56	VHE

B. Pre-Implementation Stage

Preparation for a successful implementation begins as early as January (Glickman & Gordon, 2009). Regarding parents' responses to the pre-implementation stage, Item 9, "All the activities, especially the improvements done on the schools, are documented through photos and video footage," received the highest weighted mean of 4.88, described as a very high extent (VHE). This indicates that parents perceive the implementation related to this indicator as very high and compliant with the standard requirements outlined in DepEd Memorandum Order No. 36, s. 2019. Parents are aware that activities are properly documented. This result aligns with Celestial's (2015) study, which stated that this area was highly manifested. Documentation through photos and video footage is now highly regarded by stakeholders, serving as motivation to ensure thorough documentation.

Conversely, the item with the lowest weighted mean was Item 1: "Every year, the preparation for the successful implementation of the BE starts as early as January," which had a weighted mean of 4.05, described as a high extent (HE). This implies that parents believe some improvements are needed in the pre-implementation activities that begin in January. This finding aligns with Celestial's (2015) study, which indicated that early planning was not fully prioritized by school heads, contradicting the BE Manual's instruction that planning should start as early as January to ensure full readiness for the May implementation. Overall, nine out of 10 activities in this stage were rated as VHE, with a composite mean of 4.60, implying that parents perceive schools as highly implementing BE in the pre-implementation stage.

Teachers in small-sized schools rated all activities in the pre-implementation stage within the highest range, with a composite mean of 4.65, described as a very high extent. This suggests that BE activities in the pre-implementation stage were implemented to a very high extent and met the required standards outlined in the implementing rules and guidelines of BE implementation. Responses indicated that Item 10, "Different BE forms are summarized and consolidated for submission," had the highest weighted mean of 4.85, described as VHE. This suggests that teachers perceive the consolidation and submission of required forms as meeting the standard requirements outlined in the BE guidelines. Celestial's (2015) study supported this finding, showing that this area was highly implemented, indicating the person in charge was eager to complete the tasks. Conversely, Item 1, "Every year, the preparation for the successful implementation of the BE starts as early as January," had the lowest weighted mean of 4.21, described as VHE. Although teachers rated this item the lowest, they still believed the pre-implementation beginning in January was implemented to a very high extent and met the required standards.

The responses from the barangay officials show that 7 of the 10 activities in the pre-implementation stage were rated as

very high extent (VHE), and three (3) items were rated as high extent (HE). The composite mean was 4.42, which indicates a very high extent. This suggests that barangay officials observed that BE was highly implemented in the schools, though some activities require improvement. It was also evident that Item 2, "The students, teachers, parents, LGUs, and other stakeholders are involved in the planning for BE Week," and Item 3, "The School Head acts as the chair of the committee and spearheads the planning and organizing of committees," both received the highest weighted mean of 4.63, with a description of very great extent. This indicates that barangay officials believe stakeholders were highly involved in planning BE Week and that the school head's role in leading the planning and organizing of committees was effectively implemented. This assessment shows that they were aware of the involvement of students, teachers, parents, LGUs, and other stakeholders in the planning for BE Week. This finding aligns with Celestial's (2015) study, which revealed that the school head's role as committee chair was also highly implemented. This result supports the notion that the school head is the primary leader of the BE program.

In contrast, the item that received the lowest weighted mean of 4.11, described as great extent, was Item 6: "The School Head assists the resource mobilization committee in listing potential partners with corresponding skills/services and resources the school needs." This suggests that barangay officials believe some improvements are needed in this area. It implies that stakeholders feel the school head's role in assisting the resource mobilization committee to find potential partners for BE activities needs further development. This finding is associated with Celestial's (2015) study, which indicated that this area was highly manifested, suggesting that schools successfully engaged stakeholders who were willing to share their resources to support the program.

The stakeholders of the small-sized schools rated nine activities in the pre-implementation stage as being in the highest range, with only one activity identified as needing improvement. Similarly, the overall composite mean of 4.56, categorized as a very high extent, suggests that stakeholders perceive that BE activities in the small schools were thoroughly implemented before the start of the program. This finding supports Celestial's (2015) study, which found that five activities in the pre-implementation stage were highly rated. This indicates that the activities undertaken before the implementation of BE were effectively carried out. Adelman and Taylor (2010) state that when a broad range of stakeholders is motivated to work together toward a shared vision, they develop more innovative and effective strategies than any guidebook or toolkit can provide. Preparation varied between schools, as each school had its own set of prioritized activities to undertake.

Furthermore, Item 10, "Different BE forms are summarized and consolidated for submission," received the highest

weighted mean of 4.77, described as a very high extent. This suggests that small schools highly practiced consolidating and summarizing the forms needed for submission before implementing BE. Conversely, the item with the lowest weighted mean was Item 1: “Every year, the preparation for the successful implementation of BE starts as early as January,” which received a weighted mean of

4.16 and was described as a high extent. While this result is the lowest rating, it still implies that small schools began the pre-implementation of BE in January. Overall, community service programs should be adjusted each year to ensure sustainability in community-driven programs like Brigada Eskwela (Micabalo & Montilla, 2020).

TABLE III THE EXTENT OF BE IMPLEMENTATION IN SMALL SCHOOLS IN THE IMPLEMENTATION STAGE

Activities	Parents		Teachers		Barangay Officials		Average		
	WM	D	WM	D	WM	D	WM	D	
B. Implementation Stage									
1. The kickoff ceremony is initiated during the opening of the first day of BE Week each year.	4.56	VHE	4.60	VHE	4.18	HE	4.45	VHE	
2. The School Head appoints team leaders and conducts a briefing on the program of activities.	4.56	VHE	4.59	VHE	4.52	VHE	4.56	VHE	
3. Donations and commitments received are posted on the transparency board.	4.55	VHE	4.61	VHE	4.36	VHE	4.51	VHE	
4. The spirit of volunteerism, or Bayanihan, among the stakeholders is manifested throughout BE Week each year.	4.72	VHE	4.82	VHE	4.31	VHE	4.62	VHE	
5. The School Head monitors the recording of the daily accomplishments of the volunteers.	4.81	VHE	4.83	VHE	4.56	VHE	4.73	VHE	
6. The School Head directs the daily updating of records on donations or resources received during the course of Brigada Week each year.	4.61	VHE	4.69	VHE	4.42	VHE	4.57	VHE	
7. An inventory of all materials is conducted regularly.	4.51	VHE	4.71	VHE	4.21	VHE	4.48	VHE	
8. Daily updating of BE forms is monitored and checked.	4.70	VHE	4.73	VHE	4.52	VHE	4.65	VHE	
9. Accomplishments, such as the report of resources generated and their utilization, the total number of volunteers, and the number of hours/days rendered, are presented and adequately tracked.	4.66	VHE	4.85	VHE	4.29	VHE	4.60	VHE	
10. Certificates of recognition are awarded to partners and donors during the closing program.	4.18	HE	4.40	VHE	4.30	VHE	4.29	VHE	
Composite Mean	4.59	VHE	4.68	VHE	4.37	VHE	4.55	VHE	

C. Implementation Stage

This is the actual implementation stage during BE Week, also called the “National School Maintenance Week” (NSMW). It is typically conducted in the third week of May before the opening of classes. This is when all marketing, advocacy, and resource mobilization efforts from the pre-implementation stage bear fruit. It is also the time when plans are executed by the school with the support of volunteer stakeholders and partners. Since the school takes center stage during BE Week, the school head becomes the leader of the event. It was emphasized that school administrators play a crucial role in providing teachers with professional development in family and community involvement (Mueller, 2004).

The parents’ responses in the implementation stage show that the item with the highest weighted mean was Item 5: “The School Head monitors the recording of the daily accomplishments of the volunteers,” which received the highest weighted mean of 4.81 and a description of very high extent. The teachers perceive that the BE activity of recording the daily accomplishments of volunteers, which is done by the school head, has been implemented to a very

high extent. This finding aligns with the findings of Celestial (2015), which revealed that this area was often implemented during the BE. However, parents rated Item 10, “Certificates of recognition are awarded to partners and donors during the closing program,” with a weighted mean of 4.18 and a description of great extent. This suggests that while giving recognition certificates to partners and donors is practiced during the closing program, parents believe it needs some improvements. As supported by Epstein (2002), a school must be receptive and appreciative of community involvement. Community members value expressions of gratitude they receive through formal acknowledgment, thank-you letters or notes, calls, citations, awards, newsletters, emails, etc. Sustaining people’s commitment is a significant responsibility for any educational institution if it wants to maintain positive community relations. Furthermore, the composite mean is 4.59, indicating a very high extent. This suggests that parents perceived the implementation of BE activities in the school as having been realized to a very high extent.

The teachers’ responses in the implementation stage show that Item 9, “Accomplishments such as the report of resources generated and its utilization, the total number of

volunteers, and the number of hours/days rendered are presented and properly tracked,” received the highest weighted mean of 4.85 with a description of very high extent. This emphasizes that the teachers perceived accomplishment reports submitted for BE activities have consistently been implemented. The result aligns with the study by Celestial (2015), which revealed that the tracking of accomplishments, such as the report of resources generated and their utilization and the number of hours/days rendered, was manifested at a very high level. In Yaoundé, Cameroon, where the school system relies heavily on volunteers and donations to run effectively - just like any other public school around the world - volunteers, whether parents, grandparents, or community members, are required to complete a form. This recording and tracking serve the purpose of proper documentation (Jordon, Orozco, & Averett, 2001).

On the other hand, the item with the lowest weighted mean was Item 10, “Certificates of recognition are awarded to partners and donors during the closing program,” which received a weighted mean of 4.40 and a description of very high extent. This suggests that, although teachers rated this

area the lowest, they still believe the BE activity of awarding certificates of recognition to partners and donors during the closing program has been implemented to a very high extent. The composite mean is 4.68, describing a very high extent. This indicates that teachers think small schools consistently implemented BE activities to a very high extent.

The Barangay officials rated Item 5, “The recording of the daily accomplishments of the volunteers is monitored by the School Head,” with a weighted mean of 4.56 and a description of very high extent. This implies that, like the teachers, barangay officials perceive this activity as highly implemented during BE. Conversely, Item 1, “The kickoff ceremony is initiated during the opening of the first day of BE Week yearly,” received a weighted mean of 4.18 and a description of great extent, indicating that barangay officials perceive the implementation of the kickoff ceremony needs some improvements. In Celestial’s (2015) study, this area was highly manifested. The composite mean is 4.37, with a description of “Always.” This suggests that barangay officials believe small schools consistently implemented BE activities to a very high extent.

TABLE IV THE EXTENT OF BE IMPLEMENTATION IN SMALL SCHOOLS IN THE POST-IMPLEMENTATION STAGE

Activities	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
C. Post-Implementation Stage								
1. The School Head/committee chair sends letters of gratitude to partners and donors for their contributions to the conduct of BE Week.	4.16	O	4.25	A	3.25	SO	3.89	O
2. The School Head/committee chair convenes all the BE committee members to assess the level of success of the BE implementation each year.	4.46	A	4.41	A	4.15	O	4.34	A
3. The School Head/committee chair evaluates the school’s implementation.	4.67	A	4.71	A	4.51	A	4.63	A
4. The School Head/committee chair identifies other needs not covered during BE Week each year.	4.53	A	4.63	A	4.25	A	4.47	A
5. BE documents/reports for submission are checked.	4.74	A	4.91	A	4.68	A	4.78	A
BE reports are submitted to the Division Office on time.	4.57	A	4.77	A	4.42	A	4.59	A
6. The School Head/committee chair disseminates accomplishments to the stakeholders through school publications and letters.	4.41	A	4.47	A	4.08	O	4.32	A
7. The School Head/committee chair invites parents and other stakeholders to visit the school in celebration of the success of BE.	4.37	A	4.57	A	3.98	O	4.31	A
8. The School Head/committee chair welcomes the DepEd officials who monitor and evaluate the school’s implementation of BE.	4.73	A	4.81	A	4.63	A	4.72	A
9. The School Head/committee chair aligns all BE-related activities with continuous school improvement in terms of increasing participation rates, reducing dropout rates, and increasing student competition and achievement rates.	4.71	A	4.85	A	4.21	A	4.59	A
Composite Mean	4.54	A	4.64	A	4.22	A	4.47	A
Overall Mean	4.58	A	4.66	A	4.34	A	4.53	A

Looking at the average rating from the three groups of respondents, Item 5, “The School Head monitors the recording of the daily accomplishments of the volunteers,” received the highest weighted mean of 4.73 and was described as very high extent. This shows that the school head practiced and implemented monitoring and recording

daily accomplishments during BE. On the other hand, Item 10, “Certificates of recognition are awarded to partners and donors during the closing program,” received the lowest weighted mean of 4.29, described as great extent. This suggests that stakeholders in small schools believe the BE activity of awarding certificates of recognition to partners

and donors during the closing program has consistently been implemented to a very high extent. The implementation stage has an overall composite mean of 4.55, which is a very high extent. Stakeholders believe that all BE activities have consistently been implemented to a very high extent.

The post-implementation stage highlights the school's success in implementing BE, which should be acknowledged. It also conveys the community's strong commitment to valuing education. Therefore, it is essential that these efforts are documented and reported. The post-BE period begins after the last day of the week-long activities. During this time, all data are compiled and replicated in various forms.

The completed forms are submitted to different working committees, particularly the Documentation Committee, which consolidates all forms for the school's accomplishment report (BE Manual, 2009). In the post-implementation stage, parents, teachers, and barangay officials unanimously indicated that nine activities were highly practiced, while only one needed improvement in implementing BE. The composite means of 4.54, 4.64, and 4.22 suggest that stakeholders perceived that schools consistently implemented BE activities to a very high extent. Celestial's (2015) study also revealed that the activities under the post-implementation stage are highly implemented.

Notably, Item 5, "BE documents/reports for submission are checked," received the highest weighted mean scores of 4.74, 4.91, and 4.68 as rated by parents, teachers, and barangay officials, respectively, all of which indicate a very high extent. This finding implies that all three groups – parents, teachers, and barangay officials – agree that the submission and checking of reports and documents have consistently been implemented to a very high extent. This aligns with Celestial's (2015) findings, which indicated that submitting and checking BE documentation were highly implemented. It can be inferred that this item is highly implemented because schools are required to submit documentation of the implementation for assessment and evaluation of the entire program, following a specific schedule and flowchart: June 15 from the BE Documentation Committee to the school head; June 30 to the District Supervisor; July 31 to the Division BE Coordinator; and August 31 to the Adopt-a-School Program (ASP) National Secretariat (Brigada Eskwela Manual for School Heads, 2009).

However, parents, teachers, and barangay officials unanimously gave Item 1 the lowest rating, with weighted mean scores of 4.16 (high extent), 4.25 (very high extent), and 3.25 (moderate extent), respectively. This item states, "The School Head/committee chair sends letters of gratitude to partners and donors for their contribution to the conduct of BE Week." While teachers indicated that this activity is implemented to a very high extent, parents and barangay officials believed that this activity requires improvement. This suggests that school heads/committee chairs only moderately implemented this aspect.

TABLE V EXTENT OF BE IMPLEMENTATION IN MEDIUM SCHOOLS IN THE PRE-IMPLEMENTATION STAGE

Activities	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
A. Pre-Implementation Stage								
1. Every year, the preparation for the successful implementation of BE begins as early as January.	4.76	VHE	4.47	VHE	4.86	VHE	4.70	VHE
2. Students, teachers, parents, LGUs, and other stakeholders are involved in planning for BE Week.	4.76	VHE	4.62	VHE	4.76	VHE	4.71	VHE
3. The School Head acts as the chair of the committee and spearheads the planning and organization of committees.	4.67	VHE	4.79	VHE	4.90	VHE	4.79	VHE
4. The School Head orients the members of each committee annually.	4.71	VHE	4.62	VHE	4.81	VHE	4.71	VHE
5. The School Head ensures that the advocacy marketing committee produces materials such as flyers, posters, recorders, etc.	4.52	VHE	4.55	VHE	4.19	HE	4.42	VHE
6. The School Head assists the resource mobilization committee in listing potential partners with corresponding skills/services and resources needed by the school.	4.67	VHE	4.64	VHE	4.24	VHE	4.52	VHE
7. The School Head ensures that the pledges and commitments of partners are fulfilled.	4.62	VHE	4.66	VHE	4.57	VHE	4.62	VHE
8. The School Head shares responsibility with the PTA/SGC in administering and managing the funds generated for the program.	4.86	VHE	4.62	VHE	4.57	VHE	4.68	VHE
9. All activities, especially school improvements, are documented through photos and video footage.	4.81	VHE	4.79	VHE	4.48	VHE	4.69	VHE
10. Various BE forms are summarized and consolidated for submission.	4.90	VHE	4.77	VHE	4.76	VHE	4.81	VHE
Composite Mean	4.73	VHE	4.65	VHE	4.61	VHE	4.66	VHE

Tables V, VI, and VII display data on the extent of BE implementation evaluated by stakeholders in medium schools with 10-29 teachers.

D. Pre-Implementation Stage

The parents of medium-sized schools rated activities in the pre-implementation stage in the highest range, with a composite mean of 4.73, described as a very high extent. This indicates that they perceive all BE activities in the pre-implementation stage were implemented to a very high extent. Among the responses, it is evident that item 10, “different BE forms are summarized and consolidated for submission,” received the highest weighted mean of 4.90. Conversely, item 5, “the School Head ensures that the advocacy and marketing committee produces materials like flyers, posters, recorders, etc.,” received the lowest weighted mean of 4.52.

Similar to the parents, the teachers also found all BE activities in the pre-implementation stage to have consistently been implemented to a very high extent, with a composite mean of 4.65. Among their responses, item 3, “the School Head acts as the chair of the committee and he/she spearheads the planning and organizing of committees,” and item 9, “all activities, especially the improvements done to the schools, are documented through photos and video footage,” received the highest weighted mean of 4.79, described as a very high extent. This suggests that school heads in medium-sized schools effectively carried out their tasks of spearheading, planning, and organizing important working groups for BE implementation. Additionally, it shows that BE implementation in medium-sized schools was properly concluded and documented, adding value to the entire process. Goda (2014) stated that documenting efforts, progress, and results is essential, as it brings closure and value to the whole process.

On the contrary, the item that received the lowest weighted mean was item 1, “every year, the preparation for the successful implementation of the BE starts as early as January,” which had a weighted mean of 4.47 and was described as a very high extent. Although it obtained the lowest rating among the items, it is evident that most teachers understand that BE implementation preparation starts as early as January.

As shown in Table V, the barangay officials’ responses revealed that nine activities were rated as being implemented to a very high extent, while one activity needed some improvement. The composite mean is 4.61, described as a very high extent. This indicates that barangay officials believed that BE activities were highly implemented in the pre-implementation stage. Additionally, it shows that item 3, “the School Head acts as the chair of the committee and he/she spearheads the planning and organizing of committees,” received the highest weighted mean of 4.90 and was described as a very high extent. Item

5, “the School Head ensures that the advocacy and marketing committee produces materials like flyers, posters, recorders, etc.,” received the lowest weighted mean of 4.19 from the barangay officials. This suggests that while the barangay officials perceive medium-sized schools to have implemented BE in this area to a high extent, some improvements are needed.

The three groups of stakeholders rated item 10, “different BE forms are summarized and consolidated for submission,” with the highest weighted mean of 4.81, described as a very high extent. This indicates that medium-sized schools highly practiced consolidating and summarizing the forms needed for submission before the implementation of BE. On the other hand, the item with the lowest weighted mean of 4.42 was item 5, “the School Head ensures that the advocacy and marketing committee produces materials like flyers, posters, recorders, etc.” Although this item was rated the lowest by the three groups of stakeholders, it was still seen as being implemented to a very high extent. The overall composite mean is 4.66, described as a very high extent. This implies that stakeholders believed that BE activities in the pre-implementation stage were consistently implemented to a very high extent. This finding aligns with Celestial’s (2015) study, which showed that the implementation of the BE program in terms of its pre-implementation stage was highly manifested.

E. Implementation Stage

During the implementation stage, parents’ responses indicate that item 4, “the spirit of volunteerism or *bayanihan* among the stakeholders is manifested throughout BE Week yearly,” received the highest weighted mean of 4.86, described as a very high extent. This finding aligns with Celestial’s (2015) study, which also revealed that this area was highly implemented. Conversely, item 10, “certificates of recognition for partners and donors are awarded during the closing program,” had the lowest weighted mean of 4.43, still described as a very high extent. This indicates that implementation in this area met DepEd’s standard requirements, which surpasses the results of Celestial’s (2015) study, where this area was only moderately implemented. Overall, the composite mean is 4.70, suggesting that parents of children in medium-sized schools perceived BE activities to be implemented to a very high extent during the implementation stage.

Teachers’ responses show that item 5, “the recording of the daily accomplishments of the volunteers is monitored by the School Head,” received the highest weighted mean of 4.87, described as a very high extent. The lowest weighted mean was for item 10, “certificates of recognition for partners and donors are awarded during the closing program,” at 4.47, also described as a very high extent. Overall, the composite mean is 4.70, indicating that teachers believed medium-sized schools consistently implemented BE activities to a very high extent during the implementation stage.

The barangay officials perceived that all implementation stage activities were carried out to a very high extent, with all items rated in the highest range and a composite mean of 4.71. This indicates that barangay officials believed medium-sized schools met the standard requirements set by DepEd for BE implementation and that BE activities achieved more than 75% of the established goals during this stage. Among their responses, item 4, “the spirit of volunteerism or *bayanihan* among the stakeholders is manifested throughout BE Week yearly,” item 5, “the recording of the daily accomplishments of the volunteers is

monitored by the School Head,” and item 9, “accomplishments such as the report of resources generated and its utilization, total number of volunteers, and number of hours/days rendered are presented and properly tracked,” received the highest weighted mean of 4.86, described as a very high extent. Item 7, “inventory of all materials is conducted regularly,” had the lowest weighted mean of 4.38, still described as a very high extent. This implies that barangay officials perceived all areas as consistently implemented to a very high extent.

TABLE VI EXTENT OF BE IMPLEMENTATION IN MEDIUM SCHOOLS IN THE IMPLEMENTATION STAGE

Activities	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
B. Implementation Stage								
1. The kickoff ceremony is initiated during the opening of the first day of BE Week each year.	4.81	VHE	4.74	VHE	4.81	VHE	4.79	VHE
2. The School Head appoints team leaders and conducts a briefing on the program of activities.	4.76	VHE	4.72	VHE	4.52	VHE	4.67	VHE
3. Donations and commitments received are posted on the transparency board.	4.52	VHE	4.55	VHE	4.76	VHE	4.61	VHE
4. The spirit of volunteerism, or <i>bayanihan</i> , among the stakeholders is manifested throughout BE Week each year.	4.86	VHE	4.83	VHE	4.86	VHE	4.85	VHE
5. The recording of the daily accomplishments of the volunteers is monitored by the School Head.	4.76	VHE	4.87	VHE	4.86	VHE	4.70	VHE
6. The School Head directs the daily updating of records on donations or resources received during Brigada Week each year.	4.67	VHE	4.66	VHE	4.67	VHE	4.67	VHE
7. An inventory of all materials is conducted regularly.	4.71	VHE	4.57	VHE	4.38	VHE	4.55	VHE
8. The daily updating of BE forms is monitored and checked.	4.71	VHE	4.79	VHE	4.76	VHE	4.77	VHE
9. Accomplishments, such as the report of resources generated and their utilization, the total number of volunteers, and the number of hours/days rendered, are presented and properly tracked.	4.71	VHE	4.74	VHE	4.86	VHE	4.77	VHE
10. Certificates of recognition for partners and donors are awarded during the closing program.	4.43	VHE	4.47	VHE	4.67	VHE	4.52	VHE
Composite Mean	4.70	VHE	4.70	VHE	4.71	VHE	4.70	VHE

Table VI shows that, on average, all activities in the implementation stage were rated within the highest range, with an overall composite mean of 4.70, described as a very high extent. This suggests that stakeholders perceived all BE activities in the implementation stage to have been consistently implemented to a very high extent. This finding aligns, to some extent, with Celestial (2015), which showed that activities in the implementation stage were often implemented. Additionally, item 4, “the spirit of volunteerism or *bayanihan* among the stakeholders is manifested throughout BE Week yearly,” received the highest weighted mean of 4.85. This indicates that during the implementation of BE, the spirit of volunteerism or *bayanihan* among stakeholders was evident, aligning with one of BE’s objectives. However, item 10, “certificates of recognition for partners and donors are awarded during the closing program,” received the lowest weighted mean of 4.52. Although rated lowest, stakeholders of medium-sized schools still believed that the BE activity of awarding certificates of recognition to partners and donors during the closing program was implemented to a very high extent.

F. Post-Implementation Stage

In the post-implementation stage, parents, teachers, and barangay officials rated all items as being implemented to a very high extent, with an overall composite mean of 4.70. This indicates that all respondents perceived post-implementation activities as being carried out to a very high extent.

For the parents’ responses, item 9, “The School Head/committee chair welcomes the DepEd officials who monitor and evaluate the school implementation of the BE,” received the highest weighted mean of 4.90. Conversely, item 1, “The School Head/committee chair sends letters of gratitude to partners and donors for their contribution in the conduct of BE Week,” had the lowest weighted mean of 4.29, still described as a very high extent.

In the teachers’ responses, item 10, “The School Head/committee chair aligns all BE and related activities to continuous school improvement in terms of increasing

participation rate, reducing dropout rate, and increasing student competition and achievement rate,” achieved the highest weighted mean of 4.85, described as a very high extent. This aligns with the concept that student performance and achievement are influenced by three social factors: the school, parents, and the community (Epstein *et*

al., 2002). Item 1, “The School Head/committee chair sends letters of gratitude to partners and donors for their contribution in the conduct of BE Week,” had the lowest weighted mean of 4.40 but was still described as a very high extent. This suggests that medium schools also implemented this aspect to a very high extent.

TABLE VII EXTENT OF BE IMPLEMENTATION IN MEDIUM SCHOOLS IN THE POST-IMPLEMENTATION STAGE

Activities	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
C. Post-Implementation Stage								
1. The School Head/committee chair sends letters of gratitude to partners and donors for their contributions to the conduct of BE Week.	4.29	VHE	4.40	VHE	4.71	VHE	4.47	VHE
2. The School Head/committee chair convenes all BE committee members to assess the level of success of BE implementation annually.	4.52	VHE	4.51	VHE	4.71	VHE	4.58	VHE
3. The School Head/committee chair evaluates the school’s BE implementation.	4.67	VHE	4.72	VHE	4.86	VHE	4.75	VHE
4. The School Head/committee chair identifies other needs not covered during BE Week annually.	4.57	VHE	4.60	VHE	4.67	VHE	4.61	VHE
5. BE documents/reports for submission are reviewed.	4.86	VHE	4.74	VHE	4.76	VHE	4.79	VHE
6. BE reports are submitted to the division office on time.	4.76	VHE	4.77	VHE	5.00	VHE	4.84	VHE
7. The School Head/committee chair disseminates accomplishments to stakeholders through school publications and/or letters.	4.67	VHE	4.51	VHE	4.71	VHE	4.63	VHE
8. The School Head/committee chair invites parents and other stakeholders to visit the school in celebration of BE’s success.	4.76	VHE	4.68	VHE	4.67	VHE	4.70	VHE
9. The School Head/committee chair welcomes DepEd officials who monitor and evaluate the school’s BE implementation.	4.90	VHE	4.60	VHE	4.90	VHE	4.80	VHE
10. The School Head/committee chair aligns all BE and related activities with continuous school improvement goals, such as increasing participation rates, reducing dropout rates, and enhancing student competition and achievement rates.	4.76	VHE	4.85	VHE	4.90	VHE	4.84	VHE
Composite Mean	4.68	VHE	4.64	VHE	4.79	VHE	4.70	VHE
Overall Mean	4.70	VHE	4.66	VHE	4.70	VHE	4.69	VHE
Legend	Range	Descriptive Level		Range	Descriptive		Level	
	4.20-5.00	Very High Extent (VHE)		1.80-2.59	Low Extent		(LE)	
	3.40-4.19	High Extent (HE)		1.00-1.79	Very Low Extent		(VLE)	
	2.60-3.39	Moderate Extent (ME)						

Barangay officials’ responses showed that item 6, “BE reports are submitted to the division office on time,” received the highest weighted mean of 5.00, described as a very high extent. The lowest weighted means were item 4, “The School Head/committee chair identifies other needs not covered during BE Week yearly,” and item 8, “The School Head/committee chair invites parents and other stakeholders to visit the school in celebration of the success of the BE,” each with a weighted mean of 4.67, described as a very high extent. This implies that barangay officials perceived these areas as being consistently implemented to a very high extent.

On average, item 6, “BE reports are submitted to the division office on time,” had the highest overall weighted mean of 4.84. This indicates that medium schools ensured timely submission of BE reports.

Conversely, item 1, “The School Head/committee chair sends letters of gratitude to partners and donors for their contribution in the conduct of BE Week,” had the lowest overall weighted mean. This suggests that school heads in medium schools consistently recognized and thanked donors for their contributions during BE Week.

TABLE VIII SUMMARY OF EXTENT OF IMPLEMENTATION OF BE PROGRAM AS EVALUATED BY STAKEHOLDERS

Stakeholders	Small Schools		Medium Schools		Average	
	Weighted Mean	Description	Weighted Mean	Description	Weighted Mean	Description
1. Parents	4.58	VHE	4.70	VHE	4.64	VHE
2. Teachers	4.66	VHE	4.66	VHE	4.66	VHE
3. Barangay Officials	4.34	VHE	4.70	VHE	4.52	VHE
Overall Mean	4.53	VHE	4.69	VHE	4.61	VHE

Table VIII illustrates a summary of the extent of implementation of BE in small schools. Results show that parents, teachers, and barangay officials from both small

and medium schools believe that BE activities have consistently been implemented to a very high extent in their respective school communities.

TABLE IX SUMMARY OF EXTENT OF IMPLEMENTATION OF BE PROGRAM IN THE THREE STAGES

Stages of Implementation	Small Schools		Medium Schools		Average	
	Weighted Mean	Description	Weighted Mean	Description	Weighted Mean	Description
1. Pre-implementation Stage	4.56	VHE	4.66	VHE	4.61	VHE
2. Implementation Stage	4.55	VHE	4.70	VHE	4.63	VHE
3. Post-implementation Stage	4.47	VHE	4.70	VHE	4.59	VHE
Overall Mean	4.53	VHE	4.69	VHE	4.61	VHE

As shown in Table IX, all stakeholders - parents, teachers, and barangay officials - in both small and medium schools perceive that BE activities were implemented to a very high extent. Similarly, Table IX indicates that BE activities in all three stages of implementation in both small and medium schools were also carried out to a very high extent. These findings align with those of Celestial (2015), who found that the BE program is highly implemented in public elementary schools. The high level of BE implementation aligns with the statistical report published on the DepEd website, which notes that since its inception in 2003, when it had a 31% implementation rate, BE reached a 100% implementation rate by 2008. More than 7 million volunteers, including

parents, teachers, employees, local government units, alumni associations, and civic organizations, participated in BE in 2009 alone, according to DepEd updates released on May 24, 2010.

G. Impact of BE

The following section discusses the perceived impact of BE in small and medium schools as viewed by parents, teachers, and barangay officials. The impact of BE is evaluated in terms of the school environment, student participation and learning, and the community.

TABLE X IMPACT OF BE PROGRAM TO THE SCHOOL ENVIRONMENT IN SMALL SCHOOLS

Impact	Parents		Teachers		Barangay Officials		Average		
	WM	D	WM	D	WM	D	WM	D	
A. School Environment									
Brigada Eskwela helps in...									
1. Repairing or upgrading the school's electrical systems to prevent fires.	4.25	VHI	4.31	VHI	4.31	VHI	4.29	VHI	
2. Repairing classroom damage, such as broken windows, doors, blackboards, roofs, etc.	4.32	VHI	4.26	VHI	4.02	HI	4.20	VHI	
3. Making fire suppression equipment or resources, such as fire extinguishers, water sources, and other indigenous materials, available.	3.91	HI	3.64	HI	3.53	HI	3.69	HI	
4. Cleaning, clearing, covering, and providing necessary warnings for drainage systems.	4.11	HI	4.11	HI	3.86	HI	4.03	HI	
5. Providing evacuation/exit plans and directional signage on every floor of the building.	4.16	HI	4.09	HI	3.75	HI	4.00	HI	
6. Cutting trees to prevent entanglement with electrical wiring and to avoid potential harm to life and property.	4.42	VHI	4.50	VHI	4.29	VHI	4.40	VHI	
7. Posting warning signs or labels around the school campus.	4.19	HI	4.02	HI	4.02	HI	4.08	HI	
8. Ensuring that all comfort rooms and hand-washing areas are fully functional.	4.36	VHI	4.44	VHI	4.08	HI	4.29	VHI	
9. Removing obstructions from corridors and pathways.	4.39	VHI	4.53	VHI	4.38	VHI	4.43	VHI	
10. Organizing a school disaster risk reduction committee.	4.51	VHI	4.63	VHI	4.37	VHI	4.50	VHI	
Composite Mean	4.26	VHI	4.25	VHI	4.06	HI	4.19	HI	

H. School Environment

The parents and teachers are unanimous in their responses, giving the highest weighted mean to item 10, “organizing the school disaster risk reduction committee,” with scores of 4.51 and 4.63, respectively. Both values are described as having a very high impact. This implies that parents and teachers perceived that, through the implementation of BE, the school was able to organize disaster risk reduction committees. These two stakeholders also agreed in giving item 3, “availability of fire suppression equipment or resources such as fire extinguishers, water sources, and other indigenous materials,” the lowest weighted mean of 3.91 and 3.64, respectively, with a description of high impact. This indicates that BE implementation has helped some schools acquire fire suppression equipment or resources, such as fire extinguishers, water sources, and other indigenous materials, to reduce risks posed by certain catastrophes. Overall, the composite means for the responses of parents and teachers were 4.26 and 4.25. This suggests that parents and teachers believe the impact of the BE program on the school environment is indeed very high.

Looking at the barangay officials’ responses, item 9, “removing obstructions from corridors and pathways,” with a score of 4.38 and a description of very high impact, ranked highest among the items. It can be inferred that barangay officials believed that, through the implementation of BE, this area was given attention. The lowest weighted mean was for item 3, “availability of fire suppression equipment or resources such as fire extinguishers, water sources, and other indigenous materials,” with a score of 3.53 and a description of high impact. Overall, the composite mean was 4.06, indicating that barangay officials strongly agree that the impact of the BE program on the school environment is high.

On average, item 10, “organizing the school disaster risk reduction committee,” received the highest weighted mean of 4.50, with a description of very high impact. This implies that, through the implementation of BE, small schools were able to organize a disaster risk reduction committee, which is essential in a school or any institution. The lowest weighted mean was for item 3, “availability of fire suppression equipment or resources such as fire extinguishers, water sources, and other indigenous materials,” with a weighted mean of 3.69 and a description of high impact. This indicates that the implementation of BE in this area has a high impact on the stakeholders in many or most cases.

The overall composite mean of 4.19 indicates that all three sectors - parents, teachers, and barangay officials - perceived that BE activities had a high impact on the school environment, helping to provide children with a safer place to stay during classes. These findings support the conclusions of Olaivar (2017), who stated that classroom repairs, furniture repainting, and school ground cleaning are some of the BE activities aimed at making schools disaster-prepared, ecologically conscious, and conducive to learning. These results also align with the findings of Celestial (2015), which emphasized the importance of keeping schools safe and ready to withstand strong winds and major earthquakes, as communities often seek refuge in schools during disasters. If the school environment is welcoming and the teachers are supportive, students will be more eager to study. This was further emphasized by Celestial, who noted that a good learning environment can reduce school problems like absenteeism and truancy. When students have a positive outlook, they are less likely to cut classes or be absent because they see the school as a place where they can relax and learn.

TABLE XI IMPACT OF BE PROGRAM ON THE STUDENTS’ PARTICIPATION AND LEARNING IN SMALL SCHOOLS

Impact	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
B. Student Participation and Learning								
Brigada Eskwela helps in...								
1. Encouraging the students to maintain the cleanliness of the school.	4.73	VHI	4.80	VHI	4.79	VHI	4.77	VHI
2. Raising the students’ awareness to take care of the school properties and belongings.	4.71	VHI	4.69	VHI	4.57	VHI	4.66	VHI
3. Strengthening the students’ cooperation with the teachers, parents and other stakeholders.	4.68	VHI	4.69	VHI	4.40	VHI	4.59	VHI
4. Providing students a conducive environment in which they can gain lifelong learning.	4.71	VHI	4.72	VHI	4.29	VHI	4.57	VHI
5. Securing the students’ safety inside the school	4.69	VHI	4.79	VHI	4.37	VHI	4.62	VHI
6. Safeguarding the students’ shelter in school through minor and major repairs of classrooms.	4.65	VHI	4.73	VHI	4.25	VHI	4.54	VHI
7. Uplifting the mood or the atmosphere of the school thus, encouraging students to Participate and learn better.	4.65	VHI	4.75	VHI	4.46	VHI	4.62	VHI
8. Accessing high-quality facilities and equipment needed in the teaching-learning process.	4.61	VHI	4.71	VHI	4.22	VHI	4.51	VHI
9. Teaching the value of appreciation for the things that the government has provided for the students and school in general.	4.72	VHI	4.76	VHI	4.10	HI	4.53	VHI
10. Decreasing the students’ dropout rates.	4.66	VHI	4.73	VHI	3.91	HI	4.43	VHI
Composite Mean	4.68	VHI	4.74	VHI	4.34	VHI	4.59	VHI

I. Students' Participation and Learning

Considering the parents' responses on students' participation and learning, the highest weighted mean was for item 1, "encouraging the students to maintain the cleanliness of the school," with a weighted mean of 4.73 and a description of very high impact on students' participation in maintaining the cleanliness of the school. However, item 8, "accessing high-quality facilities and equipment needed in the teaching-learning process," received the lowest weighted mean of 4.61, with a description of very high impact. Parents perceived that BE can help students access high-quality facilities and equipment needed for the teaching-learning process. Generally, the composite mean is 4.68, indicating that parents believed the impact of the BE program on students' participation and learning is very high.

The teachers' responses reveal that item 1, "encouraging the students to maintain the cleanliness of the school," received the highest weighted mean of 4.80, with a description of very high impact. Similar to the parents, the teachers perceived that BE has a very high impact on students. Students are encouraged to maintain the cleanliness of the school. The lowest weighted mean was for item 2, "raising the students' awareness to take care of the school properties and belongings," and item 3, "strengthening the students' cooperation with the teachers, parents, and other stakeholders," both with a weighted mean of 4.69. This suggests that teachers strongly agreed that BE had a very high impact on student participation in these areas.

This result aligns with the study by Sibayan (2012), which stated that BE amplifies the idea that the proper care and maintenance of school facilities and properties are not solely the responsibility of the administrators and their personnel but also of the stakeholders. The composite mean is 4.74, indicating that teachers believed the BE program highly influenced students' participation and learning. Additionally, student satisfaction has long been regarded as a crucial barometer of the standard of management institutions. Students are in the best position to determine the kinds of services an institution will offer because they are the primary recipients of educational services (Micabalo *et al.*, 2023).

J. Barangay Officials' Responses

The barangay officials' responses show that item 1, "encouraging the students to maintain the cleanliness of the school," received the highest weighted mean of 4.79, with a description of very high impact. The lowest weighted mean was observed for item 10, "decreasing the students' dropout rates," with a weighted mean of 3.91 and a description of high impact. Additionally, the composite mean is 4.34. This indicates that barangay officials believed the impact of the BE program on students' participation and learning is very high. The average mean of the three stakeholders shows that the highest weighted mean was for item 1, "encouraging the

students to maintain the cleanliness of the school," with a mean of 4.77 and a description of very high impact. Through the implementation of BE, children learned to maintain the cleanliness of the school. The lowest weighted mean (4.43) was for item 10, "decreasing the students' dropout rates," which also had a description of very high impact. Although it was the lowest, it still indicates that it has a very high impact on students' participation and learning, as it helps decrease the students' dropout rates. The overall composite mean of 4.59 revealed that all three sectors - parents, teachers, and barangay officials - believed the BE activities had a very high impact on students' participation and learning.

K. Community

The parents' responses regarding the community suggest that the highest weighted mean was for item 2, "fostering the understanding of the community of the importance of preparedness before the opening of the school," and item 10, "giving the community an opportunity to share their resources and become a good example to their children," both with a weighted mean of 4.59 and a description of very high impact.

The lowest weighted mean was observed for item 6, "establishing local small businesses in selling food and beverage snacks to the volunteers," with a mean of 4.32 and a description of very high impact. BE also affects local small businesses by facilitating the sale of food and beverage snacks to the volunteers. The composite mean is 4.51, which shows that parents believed the impact of the BE program on the community is very high.

Looking at the teachers' responses, item 10, "giving the community an opportunity to share their resources and become a good example to their children," received the highest weighted mean of 4.72, with a description of very high impact. The lowest weighted mean (4.32) was observed for item 6, "establishing local small businesses in selling food and beverage snacks to the volunteers," which also had a description of very high impact. Teachers believed that BE implementation positively affects local small businesses by encouraging them to sell food and beverage snacks to the volunteers. The composite mean of 4.60 further indicates that teachers perceived the impact of the BE program on the community as very high.

Regarding the barangay officials' responses, item 4, "raising local awareness of the current priority needs of the school," received the highest weighted mean of 4.46, with a description of very high impact. BE implementation raises awareness among local officials about the needs of the schools. The lowest weighted mean was for item 8, "strengthening the relationship between the host community and school that creates solid camaraderie," with a mean of 3.83 and a description of high impact. The composite mean of 4.13 indicates that barangay officials believed the impact of the BE program on the community was high.

TABLE XII IMPACT OF BE PROGRAM TO THE COMMUNITY (SMALL SCHOOLS)

Impact	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
C. Community								
Brigada Eskwela helps in...								
1. Encouraging the community to participate in all BE Activities.	4.50	VHI	4.63	VHI	4.15	HI	4.43	VHI
2. Fostering the understanding of the community of the importance of preparedness before the opening of the school.	4.59	VHI	4.64	VHI	4.17	HI	4.47	VHI
3. Adding to the vitality of communities in many ways by participating in the activities.	4.49	VHI	4.60	VHI	4.44	VHI	4.51	VHI
4. Raising local awareness of the current priority needs of the school.	4.48	VHI	4.65	VHI	4.46	VHI	4.53	VHI
5. Creating opportunities to learn new skills in repairing any broken object or materials in school.	4.51	VHI	4.63	VHI	4.14	HI	4.43	VHI
6. Establishing local small businesses in selling foods and beverage snacks to the volunteers.	4.32	VHI	4.32	VHI	3.86	HI	4.17	HI
7. Giving the community recognition and self-fulfillment after participating in the activity.	4.56	VHI	4.54	VHI	3.86	HI	4.32	VHI
8. Strengthening the relationship between the host community and school that creates solid camaraderie.	4.54	VHI	4.60	VHI	3.83	HI	4.32	VHI
9. Creating a culture of teamwork between the school and the community that will be adopted to the future volunteers.	4.53	VHI	4.66	VHI	4.22	VHI	4.47	VHI
10. Giving the community an opportunity to share their resources and become a good example for their children.	4.59	VHI	4.72	VHI	4.16	HI	4.49	VHI
Composite Mean	4.51	VHI	4.60	VHI	4.13	HI	4.41	VHI
Overall Mean	4.48	VHI	4.53	VHI	4.18	HI	4.40	VHI

As for the average, the item with the highest weighted mean was item 4, “raising local awareness of the current priority needs of the school,” with a mean of 4.53 and a description of very high impact. BE implementation raises awareness among local officials about the needs of the schools. The lowest weighted mean was for item 6, “establishing local small businesses in selling food and beverage snacks to the volunteers,” which received a mean of 4.17 and a description of high impact. Stakeholders believed that BE

implementation positively affects local small businesses by encouraging them to sell food and beverage snacks to the volunteers.

Table XII shows that all three sectors observed that the BE activities had a very high impact on the community, as indicated by the overall composite mean of 4.41, described as very high impact.

TABLE XIII IMPACT OF BE PROGRAM TO SCHOOL ENVIRONMENT IN MEDIUM SCHOOLS

Statements	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
A. School Environment								
Brigada Eskwela helps in...								
1. Repairing/upgrading the school’s electrical systems to prevent fires.	4.62	VHI	4.53	VHI	4.81	VHI	4.65	VHI
2. Repairing classroom damages, such as broken windows, doors, blackboards, roofs, etc.	4.62	VHI	4.57	VHI	4.76	VHI	4.65	VHI
3. Ensuring the availability of fire suppression equipment or resources, like fire extinguishers, water sources and other indigenous materials.	4.48	VHI	4.32	VHI	4.71	VHI	4.50	VHI
4. Cleaning, clearing, covering, and providing necessary warnings for the drainage.	4.57	VHI	4.62	VHI	4.81	VHI	4.67	VHI
5. Providing evacuation/exit plans and directional signage on every floor of the building.	4.57	VHI	4.51	VHI	4.76	VHI	4.61	VHI
6. Cutting trees to avoid entanglement with electrical wiring, thereby preventing potential harm to life and property.	4.76	VHI	4.72	VHI	4.76	VHI	4.75	VHI
7. Posting warning signs/labels around the school campus.	4.67	VHI	4.49	VHI	4.43	VHI	4.53	VHI
8. Ensuring all comfort rooms and handwashing areas are well-functioning.	4.67	VHI	4.77	VHI	4.71	VHI	4.72	VHI
9. Removing obstructions from the corridors and pathways.	4.62	VHI	4.68	VHI	4.76	VHI	4.69	VHI
10. Organizing the school disaster risk reduction committee.	4.76	VHI	4.81	VHI	4.86	VHI	4.81	VHI
Composite Mean	4.63	VHI	4.60	VHI	4.74	VHI	4.66	VHI

L. School Environment

In terms of parents' responses regarding the school environment, item 6, "cutting the trees to avoid entanglement with electrical wiring to prevent potential harm to life and property," and item 10, "organizing a school disaster risk reduction committee," received the highest weighted mean of 4.76, with a description of very high impact. This result indicates that parents perceived the implementation of BE as having a very high impact on the school environment, ensuring the safety of children by removing potential hazards and establishing a workforce dedicated to the school's risk reduction program. Conversely, item 3, "availability of fire suppression equipment or resources such as fire extinguishers, water sources, and other indigenous materials," had the lowest weighted mean of 4.48, still with a description of very high impact. This suggests that BE implementation has a very high impact in enhancing the safety of the school environment for children and school staff alike. The composite mean of 4.63 indicates that parents believed the impact of the BE program on the school environment is indeed very high. Evaluating teachers' responses, item 10, "organizing a school disaster risk reduction committee," received the highest weighted mean of 4.81, described as having a very high impact. The implementation of BE has a significant impact on the school environment by forming a group responsible for disaster risk reduction. The lowest weighted mean of 4.32 was observed for item 3, "availability of fire suppression equipment or resources such as fire extinguishers, water sources, and other indigenous materials," still described as having a very high impact. The composite mean of 4.60 indicates that teachers believe the impact of the BE program on the school environment is very high. These results show that, similar to parents, teachers also perceive the implementation of BE as having a substantial impact on the school environment. The availability of fire suppression equipment and resources contributes to a safer school environment.

The barangay officials' responses show that item 10, "organizing a school disaster risk reduction committee," received the highest weighted mean of 4.86, with a description of very high impact. It is noteworthy that all three groups of stakeholders consistently chose this item as the highest. This underscores that BE implementation has a significant impact on the school environment, given that it has led to the formation of a disaster risk reduction committee. This committee plays a crucial role in ensuring the safety of children, particularly in the face of unexpected natural calamities. On the other hand, item 7, "posting warning signs/labels around the school campus," had the lowest weighted mean of 4.43, still described as having a very high impact. The composite mean of 4.74 indicates that barangay officials believe the impact of the BE program on the school environment is very high. The highest average weighted mean of 4.81 was for item 10, "organizing a school disaster risk reduction committee," while the lowest average weighted mean of 4.5 was for item 3, "availability

of fire suppression equipment or resources such as fire extinguishers, water sources, and other indigenous materials," both described as having a very high impact. The overall composite mean of 4.66 implies that parents, teachers, and barangay officials all believe that BE activities have a very high impact on the school environment, providing children with a safer place during classes. This finding aligns with the study by Seri Illano (2009), which highlights issues such as leaking roofs, dilapidated desks and chairs, unpaved grounds, and vandalized, flaking walls as characteristic of many public schools in the Philippines. The existing BE program significantly helps address these problems facing the school environment. In this regard, BE can be considered a solution to this longstanding issue (Dioko, 2008).

M. Students' Participation and Learning

Regarding parents' responses on student participation and learning, item 1, "encouraging the students to maintain the cleanliness of the school," item 2, "raising the students' awareness to take care of the school properties and belongings," and item 3, "strengthening the students' cooperation with the teachers, parents, and other stakeholders," received the highest weighted mean of 4.81. This suggests that parents fully agree that BE has a very high impact on students' participation and learning in these areas. The items with the lowest weighted mean were item 6, "safeguarding the students' shelter in school through minor and major repairs of classrooms," and item 8, "accessing high-quality facilities and equipment needed in the teaching-learning process," both with a mean of 4.62 and described as having a very high impact. The composite mean of 4.71 clearly indicates that BE significantly influences students' learning and participation in school, as perceived by the parents.

The teachers' responses on student participation and learning show that the highest weighted mean is for item 5, "securing the students' safety inside the school," with 4.94 and a description of very high impact. BE implementation ensures students' participation and learning by providing safety within the school. Conversely, item 8, "accessing high-quality facilities and equipment needed in the teaching-learning process," and item 10, "decreasing the students' dropout rates," have the lowest weighted mean of 4.77, though still described as having a very high impact. Teachers believe that BE implementation allows students to access high-quality facilities and equipment necessary for the teaching-learning process and contributes to decreasing dropout rates. The composite mean is 4.87, demonstrating that teachers perceive the impact of the BE program on student participation and learning as very high.

The barangay officials' responses indicate that item 1, "encouraging the students to maintain the cleanliness of the school," received the highest weighted mean of 5.00, with a description of very high impact. Barangay officials strongly believe that BE implementation encourages students to

maintain school cleanliness. The lowest weighted mean is for item 10, “decreasing the students’ dropout rates,” with 4.57. The composite mean is 4.75, indicating that barangay

officials perceive the impact of the BE program on student participation and learning as very high.

TABLE XIV IMPACT OF BE PROGRAM TO STUDENTS’ PARTICIPATION AND LEARNING IN MEDIUM SCHOOLS

Statements	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
B. Student Participation and Learning								
Brigada Eskwela helps in...								
1. Encouraging the students to maintain the cleanliness of the school.	4.81	VHI	4.87	VHI	5.00	VHI	4.89	VHI
2. Raising the students’ awareness to take care of the school properties and belongings.	4.81	VHI	4.91	VHI	4.90	VHI	4.87	VHI
3. Strengthening the students’ cooperation with the teachers, parents and other stakeholders.	4.81	VHI	4.87	VHI	4.71	VHI	4.80	VHI
4. Providing students a conducive environment in which they can gain lifelong learning.	4.71	VHI	4.87	VHI	4.86	VHI	4.81	VHI
5. Securing the students’ safety inside the school	4.71	VHI	4.94	VHI	4.90	VHI	4.85	VHI
6. Safeguarding the students’ shelter in school through minor and major repairs of classrooms.	4.62	VHI	4.85	VHI	4.67	VHI	4.71	VHI
7. Uplifting the mood or the atmosphere of the school thus, encouraging students to participate and learn better.	4.67	VHI	4.89	VHI	4.67	VHI	4.74	VHI
8. Accessing high-quality facilities and equipment needed in the teaching-learning process.	4.62	VHI	4.77	VHI	4.62	VHI	4.67	VHI
9. Teaching the value of appreciation for the things that the government has provided for the students and school in general.	4.67	VHI	4.91	VHI	4.62	VHI	4.73	VHI
10. Decreasing the students’ dropout rates.	4.71	VHI	4.77	VHI	4.57	VHI	4.68	VHI
Composite Mean	4.71	VHI	4.87	VHI	4.75	VHI	4.78	VHI

Table XIV clearly shows that the average weighted mean across all items and the composite mean fall within the range of 4.2 to 5.0, indicating a very high impact. This reveals that parents, teachers, and barangay officials

unanimously perceive that BE activities have a very high impact on students’ participation and learning. BE activities, therefore, significantly influence students’ participation and learning, contributing to their academic success.

TABLE XV IMPACT OF BE PROGRAM TO THE MEDIUM SCHOOL COMMUNITY

Statements	Parents		Teachers		Barangay Officials		Average	
	WM	D	WM	D	WM	D	WM	D
C. Community								
Brigada Eskwela helps in...								
1. Encouraging the community to participate in all BE activities.	4.81	VHI	4.79	VHI	4.86	VHI	4.82	VHI
2. Fostering the understanding of the community of the importance of preparedness before the opening of the school.	4.67	VHI	4.83	VHI	4.86	VHI	4.79	VHI
3. Adding to the vitality of communities in many ways by participating in the activities.	4.76	VHI	4.74	VHI	4.81	VHI	4.77	VHI
4. Raising local awareness of the current priority needs of the school.	4.71	VHI	4.70	VHI	4.52	VHI	4.64	VHI
5. Creating opportunities to learn new skills in repairing any broken object or materials in school.	4.71	VHI	4.66	VHI	4.48	VHI	4.62	VHI
6. Establishing local small businesses in selling foods and beverage snacks to the volunteers.	4.81	VHI	4.53	VHI	4.43	VHI	4.59	VHI
7. Giving the community recognition and self-fulfillment after participating in the activity.	4.81	VHI	4.55	VHI	4.71	VHI	4.69	VHI
8. Strengthening the relationship between the host community and school that creates solid camaraderie.	4.81	VHI	4.66	VHI	4.86	VHI	4.78	VHI
9. Creating a culture of teamwork between the school and the community that will be adopted to the future volunteers.	4.76	VHI	4.70	VHI	4.81	VHI	4.76	VHI
10. Giving the community an opportunity to share their resources and become a good example for their children.	4.76	VHI	4.70	VHI	4.76	VHI	4.74	VHI
Composite Mean	4.76	VHI	4.69	VHI	4.71	VHI	4.72	VHI
Overall Mean	4.70	VHI	4.72	VHI	4.73	VHI	4.72	VHI

N. Community

The parents’ responses regarding the impact of BE implementation on the community show that item 1, “encouraging the community to participate in all BE activities,” item 6, “establishing local small businesses in selling foods and beverage snacks to the volunteers,” item 7, “giving the community recognition and self-fulfillment after participating in the activity,” and item 8, “strengthening the relationship between the host community and school that creates solid camaraderie,” received the highest weighted mean of 4.81, with a description of very high impact.

The lowest weighted mean of 4.67 can be observed in item 2, “fostering the understanding of the community of the importance of preparedness before the opening of the school,” with a description of very high impact. The composite mean of 4.76 indicates that the BE program has a very high impact on the community as perceived by the parents.

These findings align with the study by Carreon (2015), which revealed that BE improves volunteers’ perspectives. BE also compels people to assess their willingness to serve as community members when called upon. By providing opportunities to contribute to addressing the challenges of the education system, BE helps individuals recognize their role and duty to the community and the country as a whole. It enables them to understand that they can be part of the change they wish to see. BE strengthens partnerships and fosters harmonious relationships among schools, teachers, parents, barangay officials, and other community stakeholders. This idea is further supported by the statement, “Brigada Eskwela is proof that an effective partnership between the government and citizens is possible.” Moreover, school institutions have a mission to engage with the community by providing skill training and information to underprivileged individuals, helping them reach their full potential (Micabalo, 2022).

The teachers’ responses regarding the impact of BE on the community indicate that item 2, “fostering the

understanding of the community of the importance of preparedness before the opening of the school,” ranked highest among the other items, with a weighted mean of 4.83 and a description of very high impact. Conversely, item 6, “establishing local small businesses in selling foods and beverage snacks to the volunteers,” had the lowest weighted mean of 4.53 and a description of very high impact. The composite mean is 4.69, revealing that the impact of BE on the community is perceived as very high by the teachers.

The barangay officials’ responses on the impact of BE on the community show that item 8, “strengthening the relationship between the host community and school that creates solid camaraderie,” item 2, “fostering the understanding of the community of the importance of preparedness before the opening of the school,” and item 1, “encouraging the community to participate in all BE activities,” obtained the highest weighted mean of 4.86, with a description of very high impact. On the other hand, item 6, “establishing local small businesses in selling foods and beverage snacks to the volunteers,” had the lowest weighted mean of 4.43 and a description of very high impact. The composite mean is 4.71, indicating that the impact of the BE program on the community, as perceived by the barangay officials, is very high.

The highest average weighted mean of 4.82 was observed for item 1, “encouraging the community to participate in all BE activities,” with a description of very high impact. Conversely, the lowest average weighted mean of 4.59 was seen for item 6, “establishing local small businesses in selling foods and beverage snacks to the volunteers,” with a description of very high impact. Stakeholders believe that BE implementation positively affects local small businesses that sell food, beverages, and snacks to volunteers. The results indicate that all three sectors - parents, teachers, and barangay officials - perceive that BE activities have a very high impact on the community, as evidenced by the overall composite mean of 4.72.

TABLE XVI SUMMARY OF THE IMPACT OF BE PROGRAM

Components		Small Schools		Medium Schools		Average	
		WM	Description	WM	Description	WM	Description
Parents	School Environment	4.26	VHI	4.63	VHI	4.45	VHI
	Student Participation and Learning	4.68	VHI	4.71	VHI	4.70	VHI
	Community	4.51	VHI	4.76	VHI	4.64	VHI
Teachers	School Environment	4.25	VHI	4.60	VHI	4.43	VHI
	Student Participation and Learning	4.74	VHI	4.87	VHI	4.81	VHI
	Community	4.60	VHI	4.69	VHI	4.65	VHI
Brgy. Officials	School Environment	4.06	HI	4.74	VHI	4.40	VHI
	Student Participation and Learning	4.34	VHI	4.75	VHI	4.55	VHI
	Community	4.13	HI	4.71	VHI	4.42	VHI
Overall Mean		4.40	VHI	4.72	VHI	4.56	VHI

Table XVI clearly shows that all stakeholders involved in this study, in both small and medium schools, believe that BE has a very high impact on pupils' participation and learning, the community, and the school environment. This is a clear demonstration of the achievement of BE's target, which is to improve pupils' learning outcomes by creating an environment that supports learning (National Educational Testing Resource Center). Similarly, the study by Olaivar (2017) revealed that the majority of elementary schools achieved mean percentage scores categorized as "meeting standard." The NAT results indicated commendable academic performance in schools with excellent BE

implementation and highly developed disaster preparedness. This suggests that BE and disaster preparedness were potential factors influencing pupils' performance.

O. Analysis of Variance of the Extent of Implementation of BE Program

Table XVII presents data on the analysis of variance among different stakeholders regarding the extent of implementation of the BE program.

TABLE XVII TUKEY HSD RESULT OF THE EXTENT OF IMPLEMENTATION OF BE PROGRAM

Treatment Pairs	Tukey HSD Q Statistic	Q-Critical at .05	Tukey HSD p-value	Inference	Decision
Parents vs. Teachers	2.0902	3.3250	.3024	Insignificant	Accept the null hypothesis
Parents vs. Brgy. Officials	5.9104	3.3250	.0001	Significant at p<.05	Reject the null hypothesis
Teachers vs. Brgy. Officials	8.1791	3.3250	<.0001	Significant at p<.05	Reject the null hypothesis

The data in Table XVII reveal that there is a significant difference in the perception of the extent of implementation of the BE Program between parents and barangay officials, as the Tukey HSD p-value of 0.0001 is less than the level of significance of 0.05. Additionally, the Tukey HSD Q-value of 5.9104 is higher than the critical value of 3.3250, leading to the rejection of the null hypothesis. Furthermore, a significant difference was also identified between teachers and barangay officials, as the Tukey HSD p-value of <0.0001 is less than the level of significance of 0.05. Similarly, the Tukey HSD Q-value of 8.1791 is greater than the critical value of 3.3250. This indicates that parents and teachers have a higher perception of the extent of implementation of the BE Program compared to barangay officials.

both parents and teachers perceive that schools have highly implemented the BE Program.

P. Analysis of Variance of the Impact of Implementation of the BE Program

Table XVIII presents the data on the significant variance among different stakeholders regarding the impact of the implementation of the BE Program. The data reveal that there is a significant difference in the perception of the impact of the implementation of the BE Program between parents and barangay officials, as the Tukey HSD p-value of <0.0001 is less than the level of significance of 0.05. Additionally, the Tukey HSD Q-value of 7.1602 is higher than the critical value of 3.3250, leading to the rejection of the null hypothesis. Similarly, a significant difference was also observed between teachers and barangay officials, as the Tukey HSD p-value of <0.0001 is less than the level of significance of 0.05. Moreover, the Tukey HSD Q-value of 9.2547 is greater than the critical value of 3.3250. This demonstrates that parents and teachers have a higher perception of the impact of the implementation of the BE Program compared to barangay officials.

On the other hand, there is no significant difference in the perception between parents and teachers regarding the extent of implementation of the BE Program, as the Tukey HSD p-value of 0.3024 is greater than the level of significance of 0.05. Likewise, the Tukey HSD Q-value of 2.0902 is less than the critical value of 3.3250, leading to the acceptance of the null hypothesis. This indicates that

TABLE XVIII TUKEY HSD RESULT OF THE IMPACT OF IMPLEMENTATION OF BE PROGRAM

Treatment Pairs	Tukey HSD Q Statistic	Q-critical at .05	Tukey HSD p-value	Inference	Decision
Parents vs. Teachers	1.8699	3.3250	.3836	insignificant	Accept the null hypothesis
Parents vs. Brgy. Officials	7.1602	3.3250	<.0001	significant at p<.05	Reject the null hypothesis
Teachers vs. Brgy. Officials	9.2547	3.3250	<.0001	significant at p<.05	Reject the null hypothesis

However, there is no significant difference in the perception of parents and teachers regarding the impact of the implementation of the BE Program, as the Tukey HSD p-value of 0.3836 is greater than the level of significance of 0.05. Similarly, the Tukey HSD Q-value of 1.8699 is less

than the critical value of 3.3250, leading to the acceptance of the null hypothesis. This suggests that both parents and teachers perceive that the implementation of the BE Program has a very high impact on the school environment, students' participation and learning, and the community.

Q. Difference Between Small and Medium Schools in Terms of the Extent of Implementation of the BE Program

Data on the difference between small and medium schools regarding the extent of implementation of the BE Program are presented in Table XIX.

TABLE XIX DIFFERENCE BETWEEN SMALL AND MEDIUM SCHOOLS IN TERMS OF EXTENT OF IMPLEMENTATION OF BE PROGRAM

Groups	Statistical Data		df	T-Statistic		Calculated Probability		Decision
				Obtained Value	Critical Value	P-Value	Description	
Small Schools	Mean	4.52	389	3.12	1.96	0.0019	Statistically significant at p<.05	Reject the null hypothesis
	Standard Deviation	71.64						
	Variance	0.18						
Medium Schools	Mean	4.68	88	3.12	1.96	0.0019	Statistically significant at p<.05	Reject the null hypothesis
	Standard Deviation	16.18						
	Variance	0.18						

To determine whether there is a significant difference between small and medium schools regarding the extent of implementation of the BE Program, the data were subjected to a t-test. The obtained value is 3.12, which is greater than the critical value of 1.96. Additionally, the obtained p-value of 0.0019 is less than 0.05, leading to the rejection of the null hypothesis. The findings imply that there is a significant difference between small and medium schools regarding the extent of BE implementation. This indicates that medium schools implemented BE to a greater extent than small schools, as observed in the mean scores of 4.68 and 4.52, respectively.

These findings align with the study of Celestial (2015), which found a significant difference in the level of implementation of the BE Program, favoring larger schools when schools were grouped by size. It was noted that larger schools performed better in implementing the BE Program during the pre-implementation, implementation, and post-implementation stages. The results support the selection criteria outlined in DepEd Memo No. 041 S. 2014, "Enhanced Selection Criteria on the Search for BE Best Implementing School," which categorized schools by size. It was found that larger schools were more proactive and innovative in implementing BE across different stages (Region Memorandum No. 105 S. 2014).

The findings further revealed that small and large schools exhibit different levels of BE Program implementation. According to Gordon (2010), small schools have smaller class sizes, fewer students, teachers, and parents, leading to limited manpower. This situation poses challenges for school heads in adhering to pre-implementation guidelines, such as distributing flyers and recording activities, due to budgetary constraints. Despite government claims of increased education funding, public schools, particularly small ones, continue to struggle with resource shortages (Umil, 2013). Conversely, larger schools have sufficient manpower for BE implementation, enabling school heads to attract donors and volunteers, often from affluent families in the community. According to Getangi, Onkeo, and Orodho (2014), school activities receive necessary financial support as long as PTA approval is granted. Kinyanjui (2009) and Getange et al. (2014) confirmed that PTA functions include integrating school activities with those of the local community and providing financial support through school development projects. This explains the differences in BE implementation when schools are grouped by size.

R. Difference Between Small and Medium Schools in Terms of Impact of BE Program

Table XX presents data on the difference between small and medium schools concerning the impact of the BE Program.

TABLE XX DIFFERENCE BETWEEN SMALL AND MEDIUM SCHOOLS IN TERMS OF IMPACT OF BE PROGRAM

Groups	Statistical Data		df	T-Statistic		Calculated Probability		Decision
				Obtained Value	Critical Value	P-value	Description	
Small Schools	Mean	4.40	389	6.05	1.96	<.0001	Statistically significant at p<.05	Reject the null hypothesis
	Standard Deviation	88.37						
	Variance	0.23						
Medium Schools	Mean	4.72	88	6.05	1.96	<.0001	Statistically significant at p<.05	Reject the null hypothesis
	Standard Deviation	7.58						
	Variance	0.09						

The data were subjected to a t-test to determine whether there is a significant difference between small and medium schools regarding the impact of the BE Program. The obtained value was 6.05, which is greater than the critical value of 1.96. Additionally, the obtained p-value of <0.0001 is less than 0.05, leading to the rejection of the null hypothesis. The results suggest that there is a significant difference between small and medium schools concerning the impact of the BE Program. This indicates that the impact

of BE is more pronounced in medium schools than in small schools, as reflected in the mean scores of 4.72 and 4.40, respectively.

S. Correlation Between Implementation and Impact of BE Program

Table XXI presents data on the correlation between the implementation and impact of the BE Program.

TABLE XXI CORRELATION BETWEEN IMPLEMENTATION AND IMPACT OF BE PROGRAM

Variables	Mean	N	Pearson (r) Value	Description	Calculated Probability		Decision
					Value	Description	
Implementation	4.553	479	0.71	High positive correlation	<.0001	significant at p<.05	Reject the null hypothesis
Impact	4.459						

The data presented in Table XXI show that the computed r-value is 0.71, which is interpreted as a high positive correlation. Since the computed p-value is <0.0001, which is less than 0.05, the null hypothesis is rejected. The positive result indicates that when a school highly implements the BE Program, it is expected to have a high impact on the school environment, students' participation and learning, and the community. Conversely, if the school does not implement the BE Program, it is likely to have less or no impact on the school. Furthermore, this suggests that as the extent of implementation increases, the impact of the BE Program on the school will also increase. Conversely, as the extent of implementation decreases, the impact of the BE Program will also decrease. This finding aligns with the study by Sibayan (2012), which revealed that the BE Program has made a significant impact on maintaining the facilities, properties, and operations of various public schools.

V. CONCLUSION

The stakeholders of the public elementary schools believe that BE activities were highly implemented across all three stages of implementation. Additionally, the implementation stage received more attention than the pre-implementation and post-implementation stages. Furthermore, BE has a very high impact on pupils' participation and learning, the community, and the school environment. On the other hand, the stakeholders' assessments were not consistent, as parents and teachers had a higher perception of the extent of implementation and the impact of the BE Program compared to the barangay officials. It was also revealed that medium schools implemented BE more effectively than small schools. Moreover, medium schools benefited more from the BE Program than small schools. Based on the findings, it can be concluded that a school that highly implements the BE Program is expected to have a high impact on the school environment, students' participation and learning, and the community. Conversely, if the school does not properly implement BE, it is likely to have less or no impact on the school. Furthermore, this suggests that as the extent of implementation increases, the impact of the BE

Program on the school will also increase. Similarly, as the extent of implementation decreases, the impact of the BE Program will also decrease.

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