



Involvement of Stakeholders in The Implementation of Brigada Eskwela in Public Secondary Schools of Candon City Division

James O. Oyando, PhD. Jonalyn G. Leño, MAED

Ilocos Sur Polytechnic State College, Tagudin Campus, Philippines
Dr. Ricardo Gacula Memorial National High School, Candon City, Philippines
j.oyando04@gmail.com jonalyn.leano@gmail.com

ABSTRACT

This study developed a School Work Plan to improve the implementation of the Brigada Eskwela Program in public secondary schools in Candon City. It involved 271 respondents both internal and external stakeholders of the five public Secondary Schools of Candon City Division. The main data-gathering instrument used was a researcher-made questionnaire. Results showed the profile of the parents, teachers, and external stakeholders, the level of attainment of objectives of the Brigada Eskwela Program is “Much Attained”, and the level of involvement of the respondents is “Highly Involved” during the pre-implementation, implementation, and post-implementation stage, respondents have the same perceived level of implementation of the program, profile of the respondents is not significantly related to the level of attainment of objectives and level of involvement in the implementation of Brigada Eskwela Program, and the level of validity of the school work plan is “Very Highly Valid”. The following conclusions were drawn: The respondents regardless of their profile, participate actively in the program. Respondents are highly involved in the implementation of Brigada Eskwela. The School Work Plan has high validity and can be used to better implement the program. The following are recommended: The schools should encourage more stakeholders in the implementation of the BE Program. Administrators should continue collaborating with internal and external stakeholders to contribute to the attainment of the objectives of the program. Public secondary schools in Candon City should use the developed schoolwork plan of Brigada Eskwela Program.

Keywords: Brigada Eskwela, Level of Involvement of Stakeholders, School Work Plan in Implementation of Brigada Eskwela.

INTRODUCTION

Brigada Eskwela is one of the school activities that was implemented by the DepEd for the benefit of all students in our school. This aimed to prepare the school facilities for the next school year, through the joint effort of teachers, parents, and stakeholders who engaged their time in fulfilling their roles in the upkeep of the school. Several tasks were rendered in this program like the repair and replacement (Brigada Eskwela, 2012). Under the “New Normal”, the new concept of Brigada Eskwela shall focus on preparations and strengthening partnership engagement to ensure that learning continues even in the time of COVID-19. The activities shall highlight partnership initiatives that complement the DepEd’s efforts to ensure that quality basic education will continue despite the challenges posed by COVID-19 and to implement the Basic Education Learning Continuity Plan (BE-LCP) (Manuel, 2020). Hence, the researchers had been prompted to do this study entitled Involvement of Stakeholders in the Implementation of Brigada Eskwela in Public Secondary Schools of Candon City Division in order to look into the level of attainment of Objectives in the conduct of Brigada Eskwela and determine the extent of involvement of participants and extent of implementation of different school activities. Identified capabilities and constraints will be used in crafting a Work Plan which will address the problems encountered in the implementation of Brigada Eskwela. There are the 271 internal and external stakeholders of the five Public Secondary Schools of Candon City Division for School Year 2020 – 2021, including the officers and members of Parents Teachers Association (PTA), teachers, and external stakeholders composed of the personnel of Philippines National Police (PNP), Bureau of Jail Management and Penology (BJMP), and Bureau of Fire Protection (BFP).

METHODOLOGY

This study made use of a descriptive–correlational - developmental research design. The descriptive research design was used in describing the profile of the respondents, determining the level of attainment of objectives, the extent of involvement of stakeholders in the implementation of Brigada Eskwela in the Public Secondary Schools of Candon City Division. The design was also used to identify the level of acceptability of the schoolwork plan in the implementation of Brigada Eskwela. The correlational research design will be used in determining the significant relationship between the profile of the respondents and their level of involvement in the implementation of the Brigada Eskwela Program. The developmental research design will be used in the development of and schoolwork plan which will supplement the existing Brigada Eskwela Program implemented in the public secondary schools of the Candon City Division.

RESULTS AND DISCUSSION

Most of the respondents have a monthly income of Php 5,000.00 and below. Having a monthly income of Php 5,000.00 below this implies that females or mothers with minimum wage are active in participating in the Brigada Eskwela Program for more than three years in the public secondary school in Candon City. In terms of Highest Educational Attainment, almost half of the respondents have MA units. Female teachers are committed to the implementation of the Brigada Eskwela Program in public secondary schools in Candon City. The results imply that Brigada Eskwela Program helps the public secondary schools to prepare the school facilities and equipment ready before the opening of classes and shows unity and Bayanihan spirit among the school stakeholders through participating and working in the varied activities and projects of the Brigada Eskwela Program. External Stakeholders are more engaged in the participation and attainment of objectives of Brigada Eskwela Program. Further, it implies that planned activities of the Brigada Eskwela Program are highly implemented, and close monitoring and inspection of the different works and activities should be done in the finalization of the report of the progress done during the implementation stage of the program. External stakeholders are highly involved during the implementation stage of the Brigada Eskwela Program.

During the implementation stage of the Brigada Eskwela Program, parents, teachers, and external stakeholders have lower involvement than during the pre-implementation stage and post-implementation stage of the Brigada Eskwela Program. External stakeholders are more involved than parents and teachers. School heads and Brigada Eskwela Coordinators should exert more effort in realizing the planned activities and projects of the Brigada Eskwela program. Replace, refurbish and repair should be one of the primary focus along with sharing treasures or resources and bringing together all education stakeholders. This implies that external stakeholders representatives or the Local Government Unit and the Government Sector regardless of their profile are highly involved in the implementation of the Brigada Eskwela Program during the pre-implementation stage, implementation stage, and post-implementation stage of Public Secondary Schools of Candon City Division. The Provincial Government and the City Government with the Barangay Officials support the activities and projects involved in the implementation of the Brigada Eskwela Program of the Public Secondary Schools of Candon City.

CONCLUSION AND RECOMMENDATION

The following conclusions of the researcher are concluded based on the findings of the study: 1) Female or mothers with minimum wage are actively participating in the Brigada Eskwela Program for more than three years. 2) Female teachers are committed to the implementation of the Brigada Eskwela. 3) More males in the external stakeholders engaged themselves in the Brigada Eskwela Program for more than three years. 4) Parents, teachers, and external stakeholders work together in the attainment of the objectives of the Brigada Eskwela Program. 5) Resource Mobilization or determining resources needed, partners to be tapped and volunteers to participate is considered a challenge in the implementation of the Brigada Eskwela Program during the pre-implementation stage. 6) Respondents neglected the conduct a final inspection of the different works, and activities, undertaken during the week and consolidate or finalize the different reports during the implementation stage. 7) Respondents also perform low in having the inclusion of photo documentation of the conduct of the Brigada Eskwela week. 8) External Stakeholders have higher engagement in the implementation of the Brigada Eskwela Program from the pre-implementation stage to the post-implementation stage than teachers and parents. 9) Parents, teachers, and external stakeholders worked together and highly involved themselves in the implementation of the Brigada Eskwela Program. 10) The profile of the parent-respondents is a factor that affects the attainment of objectives of the Brigada Eskwela Program. 11) Teachers, regardless of their profile, work for the attainment of the objectives of the Brigada Eskwela. 12) External stakeholders are strong linkage and partners of the school in the attainment of objectives of the Brigada Eskwela. 13) The profile of the parents was very helpful and was considered in the development of the schoolwork plan. 14) Teachers are the main implementers of the Brigada Eskwela Program from promotion, advocacy campaign, implementation, documentation, reporting, and sustainability of the program. 15) External stakeholders are very supportive and very highly involved in the implementation of the Brigada Eskwela Program. 16) The School Work Plan in the Implementation of Brigada Eskwela has high validity and can be used to better implement the program in five public secondary schools in Candon City.

Recommendations

Based on the conclusions, the following are hereby recommended: 1) The schools should encourage more parents, especially fathers who are skilled or laborers to help in the implementation of the Brigada Eskwela Program. 2) Teachers including other staff members, both male, and female, should actively engage themselves in the implementation. 3) School heads and Brigada Eskwela Coordinators should forge more external stakeholders to participate in the Brigada Eskwela Program such as Local Council of Women, 4Ps groups, and other community partners. 4) School administrators should continue collaborating with parents, teachers, and other stakeholders in the implementation of the Brigada Eskwela Program and look for more partners to contribute in the attainment of the objectives of the program. 5) Brigada Eskwela Committee members with the stakeholders should conduct an inspection of school facilities before, during, and after the implementation of the Brigada Eskwela. 6) Brigada Eskwela Coordinator should conduct regular monitoring and evaluation to identify progress during the pre-implementation stage, implementation stage, and post-implementation stage and monitor the documentation committee members to document and prepare reports on the conduct of the Brigada Eskwela Program. 7) Schools should sustain the high involvement of external stakeholders in the implementation of Brigada Eskwela. 8) School administrators should maintain their good partnerships with parents, teachers, and external stakeholders and forge these partnerships through Memorandum of Agreements and/or Memorandum of Understanding and the identified challenges such as low generated funds in resource mobilization, the low participation rate of external stakeholders, irregular conduct of Monitoring and evaluation, lack of sustainability program of Brigada Eskwela, and few forged partnerships with school and

stakeholders should be addressed immediately by planning the strategies to be employed to further improve the implementation of Brigada Eskwela. 10) Future researchers should look into other factors that affect the attainment of objectives of the Brigada Eskwela Program on the part of the parents. 11) School Heads should regularly conduct orientation with the school faculty and staff on their duties and functions during the Brigada Eskwela Program to increase their awareness in the attainment of objectives of the program. 12) School Brigada Eskwela Coordinators should conduct PRAISE system or awards and recognition system for the active participation of external stakeholders during the Brigada Eskwela Program implementation. 13) School heads and Brigada Eskwela Coordinators should localize and design more activities to encourage parents to join during the Brigada Eskwela Week. 14) Teachers should continue doing their roles as main implementers of the Brigada Eskwela Program from promotion, advocacy campaign, implementation, documentation, reporting, and sustainability of the program. 15) School should forge additional partnerships in the private sector including Local Government Units, Non-Government Organizations, and other private institutions to assist and improve the implementation of the Brigada Eskwela Program. 16) Public secondary schools in Candon City should use the developed school work plan in the implementation of Brigada Eskwela Program.

REFERENCES

Books

Brennan, N. M. (2011). *Governance Matters: Applying Principles of Good Governance in a School Board Context*. Sage Publications, 24-40.

Brigada Eskwela Manual for School Heads. (2015). Department of Education.

Journal, Newspaper, and Magazines

Aggarwal-Gupta, M. (2010). Measuring Effectiveness of Schools in India: A Multiple Stakeholder Framework. *e-Journal of Organizational Learning and Leadership*.

DepEd's first virtual Brigada Eskwela, Oplan Balik Eskwela set to promote Bayanihan amid COVID-19 situation. (2020, May 31). Retrieved from Press releases - Department of Education: <https://www.deped.gov.ph/2020/05/31/depeds-first-virtual-brigada-eskwela-oplan-balik-eskwela-set-to-promote-bayanihan-amid-covid-19-situation/>

Manuel, B. D. (2020, July 9). *Brigada Eskwela in the 'New Normal'*. Retrieved from PressReader: <https://www.pressreader.com/philippines/sunstar-pampanga/20200708/281595242822294>

Online Sources

Brigada Eskwela. (2012). Retrieved from Term Paper Warehouse: <https://www.termpaperwarehouse.com/essay-on/Brigada-Eskwela/105934>

Bronfenbrenner, U., & Morris, P. A. (2007, June 1). *The Bioecological Models of Human Development*. Retrieved from Wiley Online Library: <https://doi.org/10.1002/9780470147658.chpsy0114>

Cabardo, J. R. (2016). *Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management*. Retrieved from Journal of Inquiry & Action in Education: <https://files.eric.ed.gov/fulltext/EJ1133596.pdf>

Carreon Jr., L. T. (2015, May 30). *What we can learn fom Brigada Eskwela*. Retrieved from Rappler.com: <https://www.rappler.com/voices/ispeak/what-we-can-learn-brigada-eskwela>

Castro, Y. L. (2019, December 9). *Attaining School Improvement through Internal and External Stakeholders Participation*. Retrieved from Academic Resource Index Research Bib [International Journal of Trend in Scientific Research and Development (Vol.4, No. 1)]: <http://paper.researchbib.com/view/paper/233363>

Celestial, M. (2015, October). *Extent of Implementation of Brigada Eskwela: Basis for an Action Plan*. Retrieved from Research Gate: <https://www.researchgate.net/publication/323667406>

DepEd's first virtual Brigada Eskwela, Oplan Balik Eskwela set to promote Bayanihan amid COVID-19 situation. (2020, May 31). Retrieved from Department of Education: <https://www.deped.gov.ph/2020/05/31/depeds-first-virtual-brigada-eskwela-oplan-balik-eskwela-set-to-promote-bayanihan-amid-covid-19-situation/>

Gichochi, G. W. (2015, February). Stakeholder Involvement in Schools in 21st Century for Academic Excellence. *International Journal of Education and Research*, 3. Retrieved February 22, 2020, from <https://www.ijern.com/journal/2015/February-2015/02.pdf>

Hamvey, M., Allen, L., Hay, M., & Varpio, L. (2019, October). Bronfenbrenner's Bioecological Model of Human Development: Applications for Health Professions Education. *Volume 94 - Issue 10 - p 1621*. doi:10.1097/ACM.0000000000002822

Lorenciana, C., & Saavedra, J. R. (2020, September 7). *Brigada Eskwela' evolving under new normal: DepEd-7*. Retrieved from Philippine News Agency: <https://www.pna.gov.ph/articles/1114606>

McCombes, S. (2019, May 15). *scribbr*. Retrieved from scribbr.com: <https://www.scribbr.com/methodology/descriptive-research/>

Montemayor, M. T. (2019, May 18). *Brigada Eskwela': Working together towards quality education*. Retrieved from Philippine News Agency: <https://www.pna.gov.ph/articles/1070173>

Olaivar, N. M., & Pobar, R. (2017, November 10). *Brigada Eskwela and Disaster Preparedness as an Approach to Pupils' Academic Achievement*. Retrieved from International Journal of Environmental and Rural Development: <https://iserd.net/ijerd82/Vol8-2-15.pdf>

Patel, P. A. (2011). Bioecological Theory of Development. *Encyclopedia of Child Behavior and Development*. Springer, Boston, Massachusetts: In Goldstein S., Naglieri J.A. doi:https://doi.org/10.1007/978-0-387-79061-9_438

Payao, A. J. (2021, August 12). *Brigada Eskwela prepares School Year 2021 -2022*. Retrieved from News BEaST PH: <https://newsbeastph.com/2021/08/brigada-eskwela-prepares-school-year-2021-2022/#:~:text=The%20Brigada%20Eskwela%202021%20aims,coming%20school%20year%202021%2D2022.>

Pecson, J. B. (2018, June 16). *The Importance of Brigada Eskwela*. Retrieved from Sun Star Pampanga: <https://www.pressreader.com/philippines/sunstar-pampanga/20180616/281668255687922>