
**THE IMPLEMENTATION AND EFFECTIVENESS OF BRIGADA
ESKWELA**

***Djeanne Maelen S. Tabuada**

Department of Education Philippines.

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*Corresponding Author: Djeanne Maelen S. Tabuada

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ABSTRACT

This study determined the level of implementation of the Brigada Eskwela in District of Dangcagan, Division of Bukidnon, for the School Year 2025-2026. This study employed a descriptive-correlational research design to determine the level of implementation and effectiveness of the Brigada Eskwela program and to examine the relationship between program implementation and its effectiveness. The respondents of the study were the 180 elementary teachers of Dangcagan District. The result revealed that the level of implementation of the Brigada Eskwela in terms of Resources Mobilization and Sustainability, Parental Involvement and Empowerment, Leadership and Governance, Social Capital and Community Trust and Student Motivation and Sense of Belonging interpreted as very high level. The result also revealed that the level of effectiveness of Brigada Eskwela in terms of community partnership interpreted as very high level. There a significant relationship between the level of implementation of Brigada Eskwela and the level of effectiveness of Brigada Eskwela. The findings iconcluded that Brigada Eskwela is highly implemented across all key dimensions, including resources, leadership, parental involvement, social capital, and student motivation, effectively engaging stakeholders in school improvement. Teachers perceive that this comprehensive implementation strengthens collaboration, trust, and shared responsibility, resulting in both tangible improvements and intangible benefits such as social cohesion and student well-being. Overall, higher levels of implementation are positively associated with greater program effectiveness, demonstrating that strong community partnerships and coordinated efforts are central to the success of Brigada Eskwela. These suggest that schools may continue to monitor and evaluate program implementation to maintain high standards. Training for teachers, leaders, and community volunteers can enhance capacity and sustain best practices. Parental and community

involvement may be strengthened beyond the annual activity through regular engagement. Schools may also document resources mobilized and activities conducted to track progress effectively. Leadership may promote inclusive decision-making to empower sub-leaders and volunteers.

KEYWORDS: *Brigada Eskwela, Resources Mobilization and Sustainability, Parental Involvement and Empowerment, Leadership and Governance, Social Capital and Community Trust.*

INTRODUCTION

Education is a crucial driver of societal development, with schools playing a central role in shaping learners' academic, social, and moral competencies. In the Philippines, programs that foster collaboration between schools and communities have been emphasized to enhance educational quality. One notable initiative is Brigada Eskwela, a nationwide program that mobilizes community volunteers to prepare schools for the academic year. While the program has successfully improved school facilities and encouraged volunteerism, research has primarily focused on logistical outcomes, leaving limited understanding of its impact on long-term community partnerships and the quality of stakeholder relationships.

This study aims to examine the effectiveness of Brigada Eskwela in fostering sustained community engagement and social cohesion. By evaluating both tangible outcomes, like school preparedness, and intangible outcomes, such as strengthened relationships among parents, teachers, and local organizations, the research seeks to provide a holistic view of the program's impact. Findings are expected to highlight the strengths and areas for improvement in implementing community-driven educational initiatives, offering insights for educators and policymakers to enhance participatory programs that not only improve infrastructure but also cultivate enduring community partnerships in Philippine schools.

Conceptual Framework

This study is anchored on Joyce L. Epstein's Overlapping Spheres of Influence theory (1995, revisited 2013), which conceptualizes children's development as shaped by the intersection of family, school, and community. In this framework, the degree of overlap among these spheres reflects the strength and quality of partnerships that support the child's learning. Greater overlap, where families, schools, and communities actively cooperate, creates a reinforcing environment for growth, while isolated spheres weaken support networks and

may hinder educational outcomes. Within this model, Brigada Eskwela is positioned as a mechanism to increase overlap by engaging parents, community volunteers, and school personnel in preparing schools, thereby promoting shared goals, coordinated action, and mutual responsibility. The study examines how participation in the program enhances sphere overlap, strengthens community–school linkages, and supports positive educational outcomes.

The effectiveness of Brigada Eskwela also depends on several practical and relational factors. Efficient mobilization of resources, including volunteers, materials, and financial support, ensures program continuity and fosters community ownership. Parental involvement further amplifies impact by enabling meaningful contributions, enhancing accountability, and strengthening relationships with teachers. Strong leadership, transparent governance, and social capital cultivate trust and motivate sustained collaboration, while student engagement inspires broader community participation. Collectively, these factors reinforce the program’s ability to build resilient, long-term partnerships among families, schools, and communities, aligning with Epstein’s model and highlighting the program’s potential to support both educational outcomes and community cohesion.

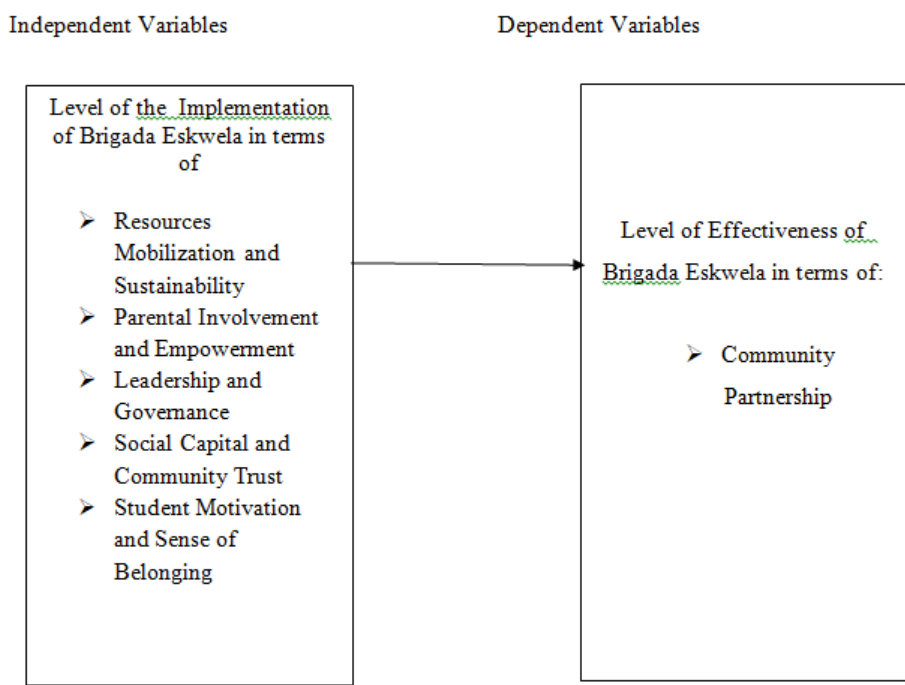


Figure 1. Schematic Presentation Showing the Relationship Between the Independent and Dependent Variables of the Study.

Statement of the Problem

This study determined the level of implementation of the Brigada Eskwela in District of Danggagan, Division of Bukidnon, for the School Year 2025-2026.

This study sought to answer the following research questions:

1. What is the level of implementation of the Brigada Eskwela in terms of Resources Mobilization and Sustainability, Parental Involvement and Empowerment, Leadership and Governance, Social Capital and Community Trust and Student Motivation and Sense of Belonging?
2. What is the level of effectiveness of Brigada Eskwela in terms of community partnership?
3. Is there a significant relationship between the level of implementation of Brigada Eskwela and the level of effectiveness of Brigada Eskwela?

Delimitation of the Study

This study was delimited to determining the level of implementation and effectiveness of the Brigada Eskwela program within the District of Danggagan, Division of Bukidnon, specifically for the School Year 2025–2026. It focuses only on selected public elementary and secondary schools participating in Brigada Eskwela and examines key areas of effectiveness, namely Resources Mobilization and Sustainability, Parental Involvement and Empowerment, Leadership and Governance, Social Capital and Community Trust, and Student Motivation and Sense of Belonging. The study does not include schools outside the district, non-participating schools, or other community programs unrelated to Brigada Eskwela.

Review of the Literature

Resource Mobilization and Sustainability

Schools can collect donations, supplies, and volunteer work for infrastructure repairs and educational materials thanks to Brigada Eskwela, a vital platform for resource mobilization. This strategy promotes the Filipino traditional value of bayanihan, or community solidarity, while greatly lessening the financial strain on government finances (Garcia & Reyes, 2020). According to a study by Torres et al. (2018), Brigada Eskwela schools with high community involvement reported 30% more resources available than those with low engagement. This includes in-kind donations from nearby companies, such as free printing services and school supplies, in addition to tangible resources like paint and building supplies.

In addition, improved physical learning environments have been associated with resource mobilization during Brigada Eskwela, particularly in locations with limited resources. Schools with close ties to the community frequently report superior facilities and more readily available resources all year round. For instance, Soriano and Lising (2016) discovered that enhanced learner attendance, increased teacher satisfaction, and more sustainable maintenance of school property are all outcomes of active local stakeholder engagement in school programming. These advantages highlight Brigada Eskwela's potential as an affordable solution to the ongoing infrastructure deficiencies in the public education system of the Philippines.

However, maintaining these advantages calls for ongoing participation outside of the yearly Brigada Eskwela celebration. In order to have a long-lasting effect, academics stress the significance of continuing community-school partnerships throughout the year. Continuous partnerships, according to Epstein and Sanders (2006), improve institutional resilience, especially in low-income neighborhoods. In a comparable manner, Smith and Wohlstetter (2015) observe that when community involvement is codified through shared governance and continuous resource-sharing initiatives, schools become more flexible and independent.

Parental Involvement and Empowerment

Brigada Eskwela's emphasis on family involvement is congruent with the global literature, which shows that parental engagement is a strong predictor of student achievement and school development (Epstein, 2018). According to Hoover-Dempsey et al. (2014), when parents are welcomed and empowered as partners, adolescents are more likely to feel supported at home and at school, leading to improved academic achievement and more favorable views about education. This collaborative spirit fosters social relationships and establishes a framework for tackling school challenges through shared responsibility.

In addition to academic benefits, Brigada Eskwela empowers parents, which benefits not only academic performance but also personal and social growth. According to Jeynes (2017), parental participation projects give parents a sense of agency, allowing them to advocate more successfully for their children's needs while also learning new skills related to volunteerism and community organizing. In a Philippine study, Dizon and Cortez (2020) found that parents who participated in Brigada Eskwela reported higher confidence in talking with teachers and participating in school priority decision-making processes.

Significantly, the program's influence goes beyond academic gains and includes social-emotional benefits for both parents and students. Hornby and Lafaele's (2018) cross-cultural study of parental involvement discovered that initiatives like Brigada Eskwela serve to break down psychological barriers that frequently inhibit parents from engaging with schools, particularly in low-income neighborhoods. Their findings revealed that hands-on participation in school development activities boosts parents' sense of efficacy and connection to the school community. These findings are supported by Jeynes' (2017) meta-analysis of 52 studies on parental involvement, which discovered that active participation models (such as Brigada Eskwela) had a 30% greater impact on student achievement than passive forms of involvement (for example, attending solely parent-teacher conferences).

Leadership and Governance

Principals and heads of schools that demonstrate strategic planning, transparency, and inclusive decision-making are more likely to encourage widespread participation in Brigada Eskwela. When leaders properly articulate program goals and align them with both national policies and local contexts, stakeholders respond with greater dedication. Using the CIPP (Context, Input, Process, Product) evaluation model, Celestial (2015) discovered that effective leadership—defined by proactive planning, timely resource mobilization, and participatory governance—correlates with higher volunteer turnout and better school maintenance outcomes during Brigada Eskwela.

Supporting this, a 2022 study by Cruz and Mendoza that examined 50 successful Brigada Eskwela deployments, schools who used community participation sessions during the planning stage were able to receive 35% more in-kind donations than those that just used top-down methods. International best practices in educational governance, especially the subsidiarity principle-making decisions at the most local level feasible are in line with this participatory model (Anderson et al., 2014).

Schools that used weekly success reports and public work progress boards had better volunteer retention rates over the course of the program, according to research by Torres (2020). Common issues noted in previous research by Celestial (2015) are addressed by these transparency methods, including worries about resource mismanagement that may deter community involvement.

Additionally, Spillane, et.al. (2019) contend that distributed leadership, in which governance tasks and responsibilities are shared, strengthens an organization's resilience and resourcefulness, particularly in the complicated setting of public education. Confident governance ensures that Brigada Eskwela's practices are more than just ceremonial, but have a genuine impact on long-term school improvement.

Social Capital and Community Trust

In the Philippine setting, the program's effect on community cohesion has been objectively shown. Institutions with high Brigada Eskwela participation demonstrated quantifiable improvements in a number of social capital indicators, according to Reyes et al.'s (2020) extensive study of low-income schools: 72% of participating schools reported stronger parent-teacher relationships, 65% observed increased community participation in other school activities, and 58% noted fewer incidents of school vandalism. These results are consistent with previous research by Coleman (2014) on the role of social capital in educational environments, namely how normative pressures that benefit the entire school ecosystem are produced by community members' shared expectations and trust. Painting classrooms, fixing furniture, or mowing school grounds are just a few examples of the cooperative nature of Brigada Eskwela activities, which naturally foster relationships that go beyond the immediate tasks at hand.

In underprivileged neighborhoods where there may be lingering tensions between families and schools, Brigada Eskwela's trust-building role is especially beneficial. The program's inclusive approach helps break down barriers, as evidenced by Sanchez and Ocampo's (2021) ethnographic research in urban impoverished regions. Parents who previously felt isolated from school matters now actively participate in their children's education. International studies on school-community connections are consistent with this finding. Similar trends were discovered by Sheldon and Epstein (2019) in their multi-country study, which demonstrated that trust-based school initiatives can boost parental involvement in underprivileged communities by as much as 40%. Brigada Eskwela events seem to be especially successful in involving parents who would be put off by more official school environments or parent-teacher conferences because of their relaxed, hands-on style.

The program's ability to develop social capital has significant ramifications for educational inequalities as well. Strong social networks can help make up for resource shortages in poor places, according to research on community-driven development by Narayan and Pritchett

(2020). The social capital created by Brigada Eskwela allows communities to achieve collectively what might be difficult individually in the setting of Philippine public schools, where resource limits are widespread. Instructors in schools where Brigada Eskwela participation is high report more success in rallying community support for a range of needs, from student scholarships to emergency repairs.

Student Motivation and Sense of Belonging

Students' feeling of school pride and shared purpose is strongly reinforced when they see their parents, teachers, and community members working together through programs like Brigada Eskwela. Hernandez and Lim (2022) showed that increased student attendance, engagement, and academic effort are fostered by visible adult involvement in school reform. Students are inspired to attend courses on a regular basis and to get more involved in school activities when they see education as a genuine community value, which is created by such group efforts. This is consistent with Voelkl's (2019) findings that academic resilience, self-esteem, and a decreased likelihood of school dropout are all strongly correlated with a better sense of belonging.

Parents' and community members' obvious involvement in Brigada Eskwela events has a profound psychological impact on pupils that goes well beyond tangible school gains. Students in Brigada Eskwela-participating institutions showed 28% higher attendance rates and 35% more classroom participation than students in non-participating institutions, according to Hernandez and Lim's (2022) mixed-methods research of 1,200 students across 30 schools. These results are especially noteworthy because they persisted even after adjusting for socioeconomic variables, indicating that the program's motivational effects go beyond tangible conditions. Three main mechanisms were found by the researchers to be responsible for this effect: (1) students' pride in their better school environment, (2) their increased connections with supportive adults outside of their immediate family, and (3) community members' modeling of cooperative problem-solving (Hernandez & Lim, 2022).

In addition, the curriculum has an effect on students' peer interactions and leadership abilities. Authentic community projects help children develop initiative, teamwork, and problem-solving skills—all of which Brigada Eskwela activities naturally foster according to a 2014 study on youth development programs by Larson and Angus. After collaborative Brigada Eskwela programs, teachers in participating schools often report seeing enhanced peer dynamics and conflict resolution abilities among students (Hernandez & Lim, 2022).

Research Methodology

This study employed a descriptive-correlational research design to determine the level of implementation and effectiveness of the Brigada Eskwela program and to examine the relationship between program implementation and its effectiveness. This study was conducted in the District of Danggagan, Division of Bukidnon, which is located in the province of Bukidnon, Philippines. The respondents of the study were the 180 elementary teachers of Danggagan District during the School Year 2025-2026. This study used complete enumeration as the sampling procedure, wherein all teachers directly involved in the Brigada Eskwela program within the District of Danggagan, Division of Bukidnon, for the School Year 2025–2026, were included as respondents.

Findings

This study produced the following findings:

The result revealed that the level of implementation of the Brigada Eskwela in terms of Resources Mobilization and Sustainability, Parental Involvement and Empowerment, Leadership and Governance, Social Capital and Community Trust and Student Motivation and Sense of Belonging interpreted as very high level.

The result also revealed that the level of effectiveness of Brigada Eskwela in terms of community partnership interpreted as very high level.

There a significant relationship between the level of implementation of Brigada Eskwela and the level of effectiveness of Brigada Eskwela. Therefore, the null hypothesis which stated “ There is no significant relationship between the level of implementation of Brigada Eskwela and the level of effectiveness of Brigada Eskwela” was rejected.

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the study's findings, the following conclusions can be made:

The findings show that the level of implementation of Brigada Eskwela is very high across all dimensions, including Resources Mobilization and Sustainability, Parental Involvement and Empowerment, Leadership and Governance, Social Capital and Community Trust, and Student Motivation and Sense of Belonging. Teachers perceive that the program effectively engages parents, community members, and students, strengthening collaboration and trust. Resource mobilization and leadership practices are seen as foundational for sustaining the program. Students' sense of belonging and motivation is positively influenced by the participation of parents and community members. High social capital and parental

involvement indicate the program's broader impact beyond physical improvements. Overall, the results confirm that Brigada Eskwela is well-implemented and successfully integrates stakeholders into school improvement efforts.

The program's effectiveness in promoting community partnership is very high, according to teachers. Brigada Eskwela successfully integrates leadership, parental involvement, resource mobilization, social capital, and student motivation into a cohesive effort. Collaboration between administrators, parents, and community members enhances trust and shared responsibility. Teachers observe both tangible outcomes, such as improved facilities, and intangible benefits, like social cohesion. Students benefit psychologically and emotionally from active community engagement. Overall, the program demonstrates that strong community partnerships are central to its success.

There is a significant positive relationship between the level of implementation and the level of effectiveness of Brigada Eskwela. Higher implementation in resources, leadership, parental involvement, social capital, and student motivation is associated with higher program effectiveness. Social capital and trust are especially influential in determining success. Effective leadership and resource mobilization further enhance the program's impact. Teachers' perceptions confirm that comprehensive implementation leads to better outcomes. Overall, successful implementation is essential for achieving the program's goals.

Derived from the study's conclusions, the following recommendations are proposed:

Schools may continue to monitor and evaluate program implementation to maintain high standards. Training for teachers, leaders, and community volunteers can enhance capacity and sustain best practices. Parental and community involvement may be strengthened beyond the annual activity through regular engagement. Schools may document resources mobilized and activities conducted to track progress effectively. Leadership may promote inclusive decision-making to empower sub-leaders and volunteers. Additionally, sharing best practices across schools can improve implementation and sustainability further.

Schools may strengthen formal partnerships with parents, local organizations, and community stakeholders. Leadership roles for parents and community members can increase ownership and accountability. Annual reflection workshops can evaluate effectiveness and set goals for improvement. Schools may integrate students into community projects to enhance responsibility and engagement. Monitoring and reporting systems should track both tangible

and intangible outcomes. Transparency and inclusive decision-making should continue to reinforce trust and collaboration.

Schools may prioritize high-quality implementation across all program dimensions to maximize effectiveness. Training for leaders, teachers, and parent volunteers can ensure program fidelity. Action plans with clear roles and timelines can improve coordination. Monitoring and evaluation should identify gaps and areas for improvement.

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