

# School Heads Leadership Practices and Implementation of the School's Brigada Eskwela

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## Abstract

Great school leadership is the foundation of great schools. The study sought to ascertain the school heads' leadership practices, the level of Brigada Eskwela implementation, and the link between the school heads' leadership practices and the level of Brigada Eskwela implementation in North I- District Elementary Schools. The respondents were the teachers (n=98) of North- I District Elementary Schools. The data were gathered through an adapted and modified questionnaire of Catid (2022). The researcher used descriptive correlational research to attain the objectives set in this study. Mean and standard deviation were the statistical tools used in Problems 1 and 2. In contrast, the Pearson Product Moment Correlation Coefficient (r) was used to assess the significant relationship between the independent and dependent variables. The study found the following salient findings: the delegative leadership style was the highest as practiced by the school heads; Pre- implementation stage got the highest level of implementation and the Delegative Leadership Style has a significant relationship with the level BE implementation, thus rejecting the null hypothesis. Thus, teachers should respect school heads and follow the leadership style leading to the realization of the school mission and vision. It was further recommended that whatever leadership style the school head has, one that works for the school is the ideal.

**Keywords:** Brigada Eskwela, Leadership Practices.

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## 1. Introduction

The best practice of leading is the one that works in the institution as the best methods and strategies of teaching are the one that work best for the learners and is evident to the school and community. Great school leadership is the foundation of great schools. Evidence suggests that effective leadership is essential for creating a learning environment in which every student has access to a high-quality education. Manning co-workers in a certain organization is leadership. Leadership comes with great responsibility, as many are called, but only a few are chosen and accept the challenge. Leaders or school heads in schools have different ways, techniques, methods, and practices of leading. They possess skills and talents to man and influence people to follow the group's set standards.

The implementation of any program like the Brigada Eskwela requires good leadership skills from the school heads. In their hands lie its success, together with the Brigada Eskwela Coordinators and teachers in the planning phase during the pre-implementation and all the parents and stakeholders during the implementation stage. In addition, the Brigada Eskwela has provided an opportunity for stakeholders to continue to support the schools and feel a sense of ownership over the institution (Catid, 2022).

Along with the Brigada Eskwela implementation are reaching out to parents and stakeholders in the community, either to private individuals or from any public institutions. Government and Non- Government agencies must look for support in school cleaning, minor repairs, repainting activities, and any programs that need financial support. In this part, the best leadership practices of school administrators and heads are seen. Their leadership skills will be revealed in the sense that they will stand more connected to people not just inside the parameter of the school but outside the school premises (DO 034, s. 2022).

Moreover, there are three (3) stages to this program, namely, the pre-implementation, implementation, and post-implementation stages. The pre-implementation stage covers the planning, information dissemination, and orientation stage. The implementation stage entails carrying out all of the planned programs and activities. The post-implementation stage focuses on evaluating the implementation of a set of activities to ensure that the school is ready to welcome students for the start of a new school year (Brigada Eskwela Manual for School Heads).

Furthermore, diverse sectors of the community or stakeholders must collaborate to achieve the optimal implementation of Brigada Eskwela. With its limited capacity and resources, the school relies on individuals who are eager to help, whether in cash or in-kind donations and promises. Indeed, raising a child and guaranteeing its future demands a community that is supportive, collaborative, and nurturing. The implementation of Brigada Eskwela is highly affected by stakeholders ranging from the school's alumni to the numerous organizations and industries in the neighborhood.

However, there are challenges that may arise before, during, and after the implementation of any program (Dechos, 2017). This DepEd program has been a regular activity and one of the programs of each school to open its doors to the community in order to solve problems such as repairs or a lack of facilities, as well as donations of objects and supplies necessary for teaching and learning over the years. However, because of this sizeable magnitude, the researcher thought the idea for this study was more than timely. It will help to identify the variables that may have a positive or negative impact on the implementation of Brigada Eskwela in elementary public schools and will assess how well school leaders can engage the local community through the Brigada Eskwela program of the Department of Education.

With the aforementioned premise, the researcher aims to study the relationship between the school heads' leadership practices and the level of implementation of the Brigada Eskwela program, which is yearly practice at the Department of Education.

The study is anchored on DepEd Order No. 24, s. 2008, known as the Institutionalization of the Brigada Eskwela Program or the National Schools Maintenance Week. The Brigada Eskwela is a school's maintenance program that engages all stakeholders to contribute their time, effort, and resources in ensuring that public schools are all set in time for the opening of classes. It is a week-long event where local communities, parents, alumni, civic groups, local businesses, NGOs, private individuals, teachers, and students volunteer their time and skills to do minor repairs to medium repairs and maintenance work in school.

This year's Brigada Eskwela theme, Brigada Eskwela: Tugon sa Hamon ng Ligtas na Balik-Aral, under DepEd Memorandum 062, s. 2022 titled Brigada Eskwela Implementing Guidelines, highlighted the country's collective efforts from various partnership engagements at the local and national levels to address learning gaps and social issues. The implementation of Brigada Eskwela must be very helpful in preparing the school for its readiness in the opening of classes. There are three programs of Brigada Eskwela; the Brigada sa Paghahanda which focuses on the preparation of the school, maintenance of cleanliness, beautification, and some minor repairs, and ensuring the safe return of pupils, then shall continue as a whole year-round activity through Brigada Plus and Brigada Pagbasa.

## 2. Methodology

The researcher used descriptive correlational research to attain the objectives set in this study. The descriptive correlational design investigates relationships between variables without the researcher controlling or manipulating any of them (Bhandari, 2022). It is a design in which the researcher is primarily interested in describing relationships among variables without seeking to establish a causal connection.

Descriptive statistics such as mean and standard deviation were used to describe the variables in the study, particularly in Problems 1 and 2. While the Pearson Product Moment Correlation Coefficient or Pearson (r) was used to analyze the significant relationship between the dependent and independent variables

in the study.

### 3. Results and Discussion

**Problem 1.** What is the school heads' level of practice on the following leadership styles:

- 1.1 Autocratic;
- 1.2 Charismatic;
- 1.3 Democratic;
- 1.4 Delegative; and
- 1.5 Transformational?

**Table 1**

Summary of Leadership Practices

| Leadership Styles | Mean | SD   | Description | Interpretation       |
|-------------------|------|------|-------------|----------------------|
| Autocratic        | 2.54 | 1.25 | Often       | Moderately Practiced |
| Charismatic       | 3.38 | .95  | Always      | Highly Practiced     |
| Democratic        | 3.17 | .94  | Always      | Highly Practiced     |
| Delegative        | 3.56 | .71  | Always      | Highly Practiced     |
| Transformational  | 3.52 | .83  | Always      | Highly Practiced     |

**Note:** 3.26-4.0 Always Highly Practiced; 2.51-3.25 Moderately Practiced; 1.76-2.50 Less Practiced; 1.0-1.75 Not Practiced

Among the five leadership styles, Delegative Leadership Style got the highest Total Mean of 3.56 with SD= .71 which is described as Always and interpreted as Highly Practiced. This means that school heads in North I District Elementary Schools, as observed by the teacher respondents, practice the delegative style of leading in schools. This implies that school heads trust and believed the teachers are all well-talented, creative, and skillful. As observed, if teachers are given tasks, the more they are trained to be leaders and responsible for their tasks. Hence, presenting the problems and situations in the group before making final decisions is the best way to achieve success. Leaders in this style believed that greater ideas come from many minds. Delegative leadership is a way of leading that increase good relationship between the members and leaders. It allows subordinates in relying to his own decision for the betterment of the organization. Delegative leaders refrain from micromanaging tasks and allow team members to rely on their judgment for the best actions and strategies (International Institute for Management Development, 2022.)

On the other hand, the autocratic style of leadership got the lowest Total Mean of 2.54 with SD= 1.25 which is described as Often and interpreted as Moderately Practiced. This means that teachers have seen that school heads do not practice this style of leading an organization. This implies that school heads prefer not making decisions alone except when situations necessitate a quick response. As observed, during Brigada implementation activities, school heads call for a meeting and delegate equal responsibilities among the workforce in the school. Hence, if this is not done, the uncoordinated participation will not result in an unsuccessful Brigada implementation. The teachers, students and stakeholders will be misled on what to do because they do not know what to accomplish.

Hence, if school heads are autocratic, he prefers to make the plan himself without the consultation of the majority. Autocratic leadership is self- centered and does not allow creative ideas from the members. Leaders exercised power without others' interference. The leader's power determines the autocratic leadership style due to the fact that the leader has absolute power in a group or organization. The leader alone makes decisions and takes responsibility for the conduct, results, and achievement of the organization (Chukwusa, 2018 & Oco, 2022).

**Problem 2.** What is the level of Brigada Eskwela implementation in North 1 District Schools in the Division of Gingoog City as to:

- 2.1 Pre- implementation;
- 2.2 Implementation; and
- 2.3 Post Implementation?

**Table 2**

Pre-implementation of Brigada Eskwela

| Indicators   | Mean        | SD         | Description       | Interpretation                      |
|--|-------------|------------|-------------------|-------------------------------------|
| 1. The students, teachers, parents, LGUs, and other stakeholders are involved in the planning for the Brigada Eskwela Week.                                | 3.67        | .58        | Very often        | High Level of Implementation        |
| 2. The School Head acts as the chair of the committee and he himself/ she herself spearheads the planning and organizing committees.                       | 3.81        | .50        | Very often        | High Level of Implementation        |
| 3. The School Head orients the members of each committee yearly.   | 3.77        | .52        | Very often        | High Level of Implementation        |
| 4. The School Head leads the assessment of physical facilities and maintenance of the school.  | 3.78        | .49        | Very often        | High Level of Implementation        |
| 5. The School Head finalizes the activities for the Brigada Eskwela actual implementation.   | 3.83        | .46        | Very often        | High Level of Implementation        |
| 6. The School Head sees to it that the advocacy & marketing committee produce materials like flyers, posters, recorda, etc.                                | 3.71        | .65        | Very often        | High Level of Implementation        |
| 7. The School Head assists the resource mobilization committee to list potential partners with corresponding skills/ services &resources the school needs. | 3.81        | .47        | Very often        | High Level of Implementation        |
| 8. The School Head ensures that the pledges/commitments of partners are delivered.   | 3.76        | .52        | Very often        | High Level of Implementation        |
| 9. The School Head shares responsibility with the PTA/SGC in administering and managing the funds generated for the program.                               | 3.85        | .44        | Very often        | High Level of Implementation        |
| 10. Preparation of equipments for documentation are in place.  | 3.78        | .56        | Very often        | High Level of Implementation        |
| <b>Overall Mean</b>  | <b>3.78</b> | <b>.52</b> | <b>Very Often</b> | <b>High Level of Implementation</b> |

**Note:** 3.26-4.0 High Level of Implementation; 2.51-3.25 Moderate Level of Implementation; 1.76-2.50 Low Level of Implementation; 1.0-1.75 Very Low Level of Implementation

Table 2 shows the Pre- implementation of Brigada Eskwela in North I District Elementary Schools. It has an Overall Mean of 3.78 with SD= 0.52, which described as Very Often and interpreted as High Level of Implementation. It means that the respondent schools' Brigada Eskwela pre-implementation stage is substantially executed. It implies that school leaders understand the need of making appropriate preparations and planning with teachers and stakeholders prior to the start of the Brigada Eskwela week. One way to influence parents and stakeholders to participate in the program is to inform them ahead of time through flyers, posters, and letters. It is advised that all schools shall focus on the preparations and strengthening partnership engagement to ensure the cleanliness and safety of the school (DM 093, s. 2021- Pre-

Implementation of Brigada Eskwela). The school head administrator and school, Brigada Eskwela Coordinator, will focus on the school ground cleanliness, repainting and minor repairs.

Furthermore, the indicator, The School Head shares responsibility with the PTA/SGC in administering and managing the funds generated for the program has the highest mean of 3.86 with  $SD=0.44$ , which is described as Very Often and interpreted as High Level of Implementation. This means that the school head tapped and involved the PTA/SGC in the management of funds for the Brigada Eskwela program implementation week. This implies that schools create committees that will be the in-charge of all matters before the conduct of the implementation of the program. In this way, mismanagement of funds will be avoided. DepEd Order 24, s. 2008 reiterated the organization of working committees, under the Resource Mobilization Committee, is the Administrative and Finance Committee to provide administrative support and manage funds that will be generated in support of Brigada Eskwela.

On the other hand, indicator, The students, teachers, parents, LGUs, and other stakeholders are involved in the planning for the Brigada Eskwela Week got the lowest mean of 3.68 with  $SD=0.58$  which is described as Very Often and interpreted as High Level of Implementation. This means that schools have placed less emphasis on including all stakeholders in the planning of Brigada Eskwela programs. Involving them in all school affairs would help in strengthening the relationship and connections of the school and community. This implies that school heads as the over-all chairman in the Brigada Eskwela Steering Committee and the Brigada Eskwela Coordinator of the school in reality are those who made the pre-implementation plan, which is supposedly be participated by the mentioned participants. During the First General PTA Meeting, mostly happens on the first day of implementation stage is already the presence of the planned activities made by the School Head and Brigada Eskwela Coordinator, which prior to that was presented already to the teaching staff. The first stage is the Pre-Implementation Stage, which includes the organization of Brigada Eskwela committees, assessment of physical facilities and maintenance needs of the school, advocacy and social marketing, resource mobilization, and firming up activities for the actual Brigada Eskwela Week (Narrative Report on Brigada Eskwela Pre-Implementation S.Y 2022-2023).

Table 3 shows the Implementation Stage of Brigada Eskwela in North I District Elementary Schools. It has an Overall Mean of 3.72 with  $SD=0.84$ , which is described as Very Often and interpreted as High Level of Implementation. It means that Brigada Eskwela program is highly implemented, as rated and observed by the teachers. It implies that Brigada implementation stage in the target schools with the school heads implemented it religiously with the participation of all the stakeholders, private entities and government unit. Implementation stage is a week- long activity to beautify and do minor repairs for the opening of classes.

It is also the time that parents enroll their children for the current school year. Most schools require the parents to participate in the activities before enrolling their children. It is a way of showing their participation and service to the school where their children will gain knowledge and be molded to become effective citizens of the future. This is a program of the DepEd to help the school be physically ready and also for the learners' safety and protection. The Brigada Eskwela program can be implemented effectively by encouraging wide participation of manpower in the community and requesting financial assistance to the local government unit and other community organizations (Legaspi, 2019).

Furthermore, the indicator, The School Head appoints team leaders and conducts a briefing on the program of activities, got the highest Mean of 3.89 with  $SD=0.74$ , which is described as Very Often and interpreted as High Level of Implementation. It means that teachers witnessed their school heads leading and managing the manpower by conducting a functionalities briefing of the assigned team leaders of the planned activities in the said program. This implies that school heads made sure of the smooth flow of the implementation by appointing and orienting the team leaders on their tasks during the Brigada Eskwela week. The Organization of Brigada Eskwela Committees and Orientation on Specific Roles and Tasks; the School Brigada Eskwela Steering Committee and Working Committees is a must for the said program (DepEd Order 24, s. 2008).

On the other hand, the indicator, Certificate of recognition to partners and donors are awarded

during the closing program, got the lowest Mean of 3.47 with SD= 0.85, which is described as Very Often and interpreted as Very High Level of Implementation. This implies that school heads least recognized and appreciated the support and services rendered by the parents, community, and stakeholders. Parents and other stakeholders deserve to be appreciated by their service rendered in school during the conduct of the said program. Ideally, the school must give certificates to the government agencies like the Philippine National Police, the Bureau of Fire Protection, the Department of Public Highways and Health and others right after their service. Whether the school held a formal closing program or not for the awarding and giving of certificates of recognition before the Brigada Eskwela week is over, most parents and other stakeholders do not attend the closing program anymore.

**Table 3****Implementation Stage of Brigada Eskwela**

| <b>Indicators</b>  | <b>Mean</b> | <b>SD</b>  | <b>Description</b> | <b>Interpretation</b>               |
|--|-------------|------------|--------------------|-------------------------------------|
| 1. Kick-off ceremony is initiated during the opening of the first day of the Brigada Eskwela Week yearly.  | 3.83        | .81        | Very often         | High Level of Implementation        |
| 2. The School Head appoints team leaders and conducts a briefing on the program of activities.   | 3.89        | .74        | Very often         | High Level of Implementation        |
| 3. Donations and commitments received are posted on the transparency board.  | 3.63        | .95        | Very often         | High Level of Implementation        |
| 4. The spirit of volunteerism or bayanihan among the stakeholders is manifested throughout Brigada Eskwela Week yearly.  | 3.78        | .82        | Very often         | High Level of Implementation        |
| 5. Recording of the daily accomplishments of the volunteers are monitored by the School Head.  | 3.73        | .82        | Very often         | High Level of Implementation        |
| 6. The School Head directs daily updating of records on donations or resources received during the Brigada weekyearly.   | 3.65        | .89        | Very often         | High Level of Implementation        |
| 7. Inventory of all materials are conducted regularly.   | 3.75        | .83        | Very often         | High Level of Implementation        |
| 8. Daily updating of Brigada Eskwela forms are monitored and checked.  | 3.72        | .85        | Very often         | High Level of Implementation        |
| 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. | 3.76        | .83        | Very often         | High Level of Implementation        |
| 10. Certificate of recognition to partners and donors are awarded during the closing program.  | 3.47        | .86        | Very often         | High Level of Implementation        |
| <b>Overall Mean</b>  | <b>3.72</b> | <b>.84</b> | <b>Very Often</b>  | <b>High Level of Implementation</b> |

**Note:**3.26-4.0 High Level of Implementation; 2.51-3.25 Moderate Level of Implementation; 1.76-2.50 Low Level of Implementation; 1.0-1.75 Very Low Level of Implementation

Hence, the gratefulness of the school will be done during the First General PTA Meeting of the School Year, which is usually in the first month. It is the time that the School Head personally thanked all the parents for their participation and cooperation in Brigada Eskwela implementation. Although, Villela and Lengson (2019) said that parents attended and joined the different activities of the Brigada Eskwela. Work hand in hand with the teachers in improving and developing their children thus quality education is being attained.

Table 4 shows the Post-Implementation Stage of Brigada Eskwela in North I District Elementary Schools. It has an Overall Mean of 3.61 with SD= 0.78, which is described Very Often and interpreted as a



High Level of Implementation. It means that schools maintained and implemented the Brigada Eskwela from the first stage to the last stage of the program of the Department of Education.

**Table 4**

**Post-Implementation Stage of Brigada Eskwela**

| Indicators   | Mean        | SD         | Description       | Interpretation                      |
|--|-------------|------------|-------------------|-------------------------------------|
| 1. The School Head sends letters of gratitude to partners and donors for their contribution in the conduct of the Brigada Eskwela Week.  | 3.54        | .81        | Very often        | High Level of Implementation        |
| 2. The School Head convenes all the Brigada Eskwela committee members for the purpose of assessing the level of success of the Brigada Eskwela implementation yearly.  | 3.53        | .81        | Very often        | High Level of Implementation        |
| 3. The School Head evaluates the school Brigada Eskwela implementation.  | 3.53        | .85        | Very often        | High Level of Implementation        |
| 4. The School Head identifies other needs not covered during the Brigada Eskwela Week yearly.  | 3.63        | .80        | Very often        | High Level of Implementation        |
| 5. Brigada Eskwela documents/reports for submission are checked.   | 3.66        | .74        | Very often        | High Level of Implementation        |
| 6. Brigada Eskwela reports are submitted to the division office on time.   | 3.63        | .74        | Very often        | High Level of Implementation        |
| 7. The School Head disseminates accomplishments to the Stakeholders' through the school publications and / or through letters.   | 3.52        | .82        | Very often        | High Level of Implementation        |
| 8. The School Head invites the parents and other stakeholders to visit the school in celebration of the success of the Brigada Eskwela.  | 3.61        | .79        | Very often        | High Level of Implementation        |
| 9. The School Head welcomes the DepEd Officials who monitor and evaluate the school implementation of the Brigada Eskwela.   | 3.73        | .76        | Very often        | High Level of Implementation        |
| 10. The School Head aligns all Brigada Eskwela & related activities to continuous school improvement in terms of increasing participation rate, reducing drop-out rate, increasing student competition and achievement rate. | 3.75        | .71        | Very often        | High Level of Implementation        |
| <b>Overall Mean</b>  | <b>3.61</b> | <b>.78</b> | <b>Very Often</b> | <b>High Level of Implementation</b> |

**Note:** 3.26-4.0 High Level of Implementation; 2.51-3.25 Moderate Level of Implementation; 1.76-2.50 Low Level of Implementation; 1.0-1.75 Very Low Level of Implementation

It implies that all the stages of Brigada Eskwela have been given equal importance by the school heads. Post-implementation is on gathering of all the documents to be submitted to the division office. Post Brigada Eskwela is the period after the last day of the conduct of the week-long Brigada Eskwela activities (Brigada Eskwela Manual for School Heads).

Furthermore, the indicator The School Head aligns all Brigada Eskwela & related activities to continuous school improvement in terms of increasing participation rate, reducing drop-out rate, increasing student competition and achievement rate got the highest Mean of 3.74 with SD= 0.7, which is described as Very Often and interpreted as High Level of Implementation. This means that school heads made sure that activities to be implemented will coincide to the school improvement plan which aims to increase participation rate, reduce drop-out, increase student competition and achievement rate. This implies that the

focus of Brigada Eskwela program is mainly for the student wellness and wholesome development. School heads should see to it that Brigada Eskwela activities will help address the issues in the school, like increasing participation rate of parents and other stakeholders, decreasing drop-out rate, and most importantly increasing student competition and achievement rate. All school related activities should be based in the School Improvement Plan (SIP). For the education quality facet, BE completed through Brigada Eskwela Plus seeks to increase learner participation and reduce drop-outs and improve quality education quality in participating schools to increase student performance. Furthermore, Brigada Pagbasa is an after-school remediation program in response to Bawat Bata Bumabasa (DepEd Imus, 2022 & Oco, 2022).

On the other hand, the indicator, The School Head disseminates accomplishments to the stakeholders through the school publications and /or through letters, got the lowest mean of 3.52 with SD= 0.82 which is described as Very Often and interpreted as High Level of Implementation. It means that school heads does not disseminate accomplishments through publications and letters. Parents and other stakeholders have the right to know the school accomplishments for they are part of it. Their services count much for without them, the school will not become a better place for learning. Most small and hinterland schools has no school publication but they should find a way to inform the stakeholders of the accomplishments. They can send letter of information to them. It implies that school heads should find a way to disseminate the school accomplishments through publications and letters to the stakeholders especially in the implementation of Brigada Eskwela. The school should be transparent in their achievements and accomplishments to the parents and other stakeholders so that they will be attracted to continue to support all the school endeavors. Moreover, letters of thanks must be sent to partners and volunteers for their contributions in preparing the school for the opening of classes (Brigada Eskwela Manual for School Heads).

**Table 5**

**Overall Implementation of Brigada Eskwela**

| Stages of Implementation | Mean | SD  | Description | Interpretation               |
|--------------------------|------|-----|-------------|------------------------------|
| Pre-Implementation       | 3.78 | .52 | Very often  | High Level of Implementation |
| Implementation           | 3.72 | .84 | Very often  | High Level of Implementation |
| Post-Implementation      | 3.61 | .78 | Very often  | High Level of Implementation |
| Over-all Mean            | 3.7  | .71 | Very Often  | High Level of Implementation |

**Note:**3.26-4.0 High Level of Implementation; 2.51-3.25 Moderate Level of Implementation; 1.76-2.50 Low Level of Implementation; 1.0-1.75 Very Low Level of Implementation

Table 5 shows the level of implementation of Brigada Eskwela as to the pre-implementation, implementation, and post implementation stages. It reveals that all the three stages were rated as High Level of Implementation. This means that, according to teachers, school leaders prioritized all stages of the Brigada Eskwela program's implementation. The activities schedule was divided into three major parts. Brigada Eskwela's stages are critical to the success of its execution, with the action plan of activities planned and created by the school heads in consultation with the Brigada Eskwela Coordinator and teachers. Each stage of Brigada Eskwela is crucial in the success of its implementation with the action plan of activities prepared and designed by the school heads with the Brigada Eskwela Coordinator and teachers. This implies that the Brigada Eskwela implementation in schools is not fully implemented if one of the stage is not present. Pre-implementation stage focuses on the planning and passing of workplan of activities to the Division office for approval and dissemination to the school community and stakeholders. In contrast, the implementation stage is the stage which the execution of an approved workplan happened while the post-implementation stage is



when the workplan of activities is completed. Furthermore, the pre-implementation stage received the highest Total Mean of 3.78 with SD=0.52 among the three stages, which is described as Very Often and interpreted as High Level of Implementation.

This means that the Brigada Eskwela program's pre-implementation stage was prioritized over all others. Pre-implementation stage focuses on the planning and passing of workplan of activities to the Division office for approval and dissemination to the school community and stakeholders. This implies that proper preparations especially planning with the teachers to create the workplan of activities should be done prior to the implementation week. The first stage is the Pre-Implementation Stage, which includes the organization of Brigada Eskwela committees, assessment of physical facilities and maintenance needs of the school, advocacy and social marketing, resource mobilization, and firming up activities for the actual Brigada Eskwela Week (Narrative Report On Brigada Eskwela Pre-Implementation School Year 2022-2023).

On the other hand, the post-implementation stage has the lowest total Mean of 3.61 with SD= 0.78, which is described as Very Often and interpreted as High Level of Implementation. This means that post-implementation, which focuses on awarding stakeholders and gathering documents for the submission of reports in the division office for the search for Brigada Eskwela Best Implementing Schools has been given less importance in the implementation of Brigada Eskwela because it is simply the collection of completed documents from the assigned documentation committee. The collaboration on Brigada Eskwela between parents, teachers, local governments, and the entire community paves the way for a deeper and more meaningful relationship long after the school year has over. Post Implementation Stage of Brigada Eskwela is the period after the last day of the conduct of the week-long Brigada Eskwela activities. It is during this period that the Brigada Eskwela Coordinator gather all the data reflected in the different forms completed and submitted by the different working committees, particularly by the Documentation Committee, to form part of your school's accomplishment report. It includes the Preparation of the Final Accomplishment Report, Submission of the Final Accomplishment Report, and Sustaining Brigada Eskwela (Brigada Eskwela Manual for School Heads). The collaboration on Brigada Eskwela between parents, teachers, local governments, and the entire community paves the way for a deeper and more meaningful relationship long after the school year has over.

**Problem 3.** Is there a significant relationship between the leadership practices and the Brigada Eskwela implementation in North- 1 District Schools in the Division of Gingoog City?

**Table 6**

Correlation Analysis between Leadership Practices and Brigada Eskwela Implementation

| Variables            | R-value | P-value | Decision on Ho | Interpretation  |
|----------------------|---------|---------|----------------|-----------------|
| Autocratic Style     | -.049   | .661    | Accept         | Not Significant |
| Charismatic Style    | .056    | .610    | Accept         | Not Significant |
| Democratic Style     | -.003   | .982    | Accept         | Not Significant |
| Delegative Style     | .209    | .045*   | Reject         | Significant     |
| Transformative Style | .105    | .342    | Accept         | Not Significant |

\*. Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows the Correlation Analysis between Leadership Practices and Brigada Eskwela Implementation. It reveals that Autocratic Style has an r-value of -.049 with p-value=.661 which is interpreted as Not Significant. The r-value indicates that there is a strong association between autocratic leadership methods and the execution of the school's Brigada Eskwela. While the p-value is greater than 0.10, this indicates that there is no evidence to support the null hypothesis. This suggests that authoritarian leadership has no statistically significant link with Brigada Eskwela implementation. This implies that the Autocratic

Leadership Style is unimportant in the execution of Brigada Eskwela. Autocratic leadership style prevents the use of creative ideas to problem solving. Therefore, leaders should learn to exercise restraint in the use of the style in the running of their institutions. Autocratic style could sometimes be a good method to achieve success in a workplace situation (Chukwusa, 2018).

Charismatic Style has an r-value of .056 and p-value .610 which is interpreted as Not Significant. The r-value shows that there is a strong correlation between the leadership practices and Brigada Eskwela implementation. While the p-value is greater than 0.10, so there's no evidence against the null hypothesis. This means that there is no substantial relationship between the leadership practices in charismatic style and the indicated execution of Brigada Eskwela. In spite of being a good communicator in this style of leadership, it did not guarantee its significance to the implementation of Brigada Eskwela. Charismatic leadership focuses on appealing to employees instead of being a commanding presence. Leaders are more focused on appealing, empathizing, and generating passion with confidence (Waters, 2021).

Moreover, the Democratic Style has an r-value of -.003 with p-value .982 which is interpreted as Not Significant. The r-value shows strong correlation while p-value which is greater than 0.10 that means no evidence against null hypothesis. Then, it tells that there's no significant relationship between the leadership practices in democratic style in the implementation of Brigada Eskwela. The democratic leadership style can benefit both employees and employers. When it comes to employees, human beings have an innate need to have control over their lives. They need to feel that their efforts are recognized and that they can make valuable contributions to the world (Oco, 2022 & Waters, 2021).

While the Delegative Style has an r-value of .209 with p-value .045 which is interpreted as Significant. The r-value shows strong correlation because the r-value is in between -1 and 1. While the p-value which is less than 0.05 which means moderate evidence against the null hypothesis. This implies that there is a significant relationship between delegative leadership practices and the implementation of Brigada Eskwela. There were numerous preparations required before to implementing School Brigada Eskwela. Delegating tasks to teachers would alleviate the burden on school principals especially that there were lots of other necessary things that they need to attend to. Delegative leaders refrain from micromanaging tasks and allow team members to rely on their judgment for the best actions and strategies (International Institute for Management Development, 2022.)

Furthermore, the Transformative Style has an r-value of .105 with p-value .342 which is Not Significant. The r-value shows strong correlation because the r-value is greater than -1 and lesser than 1. The p-value is greater than 0.05 which means no significant correlation between transformational leadership approaches and Brigada Eskwela implementation.

Among the five leadership styles, four out of five (80%) are decided as Accept and evaluated as Not Significant. This means that there is no substantial association between school leaders' leadership practices and the extent of Brigada Eskwela implementation in schools. This is probably because the implementation of any program like the Brigada Eskwela really involves people in the society especially the parents will really volunteer to give service as they also aims better education for their sons and daughters. This implies that leadership practices of school heads won't affect the level of Brigada Eskwela implementation in schools.

#### 4. Conclusions and Recommendations

In the light of the above-cited findings, the following conclusions are drawn from the study:

1. Leadership practices of School Heads in North I District Elementary Schools are based on the delegative styles of leadership.

2. The Elementary Schools in North I District, Division of Gingoog City highly implemented the pre-implementation stage of Brigada Eskwela Program.
3. Among the leadership styles, delegative style is the highest, which is decided to reject the null hypothesis, means that there is significant relationship between the style and the implementation of the schools' Brigada Eskwela.

Based on the findings and conclusions stated above, the following recommendations are made:

1. Teachers in schools should respect administrators. Both wish to see the school's mission and vision accomplished.
2. The post-implementation of Brigada Eskwela needs to be emphasized because it is equally as crucial as the planning and execution stages identify areas for improvement.
3. Schools are mandated to implement Brigada Eskwela. Regardless of whatever leadership style, the ideal is the one that works for the school.

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