

Leadership practices: impact on brigada eskwela level of implementation

Melende B. Catid, PhD

melende.catid@deped.gov.ph

DepEd-Alubijid National Comprehensive High School, Alubijid, Misamis Oriental, 9017, Philippines

Abstract

This study aimed to investigate and explore the impact of leadership practices in the level of implementation of brigada eskwela. To facilitate such concern, two (2) sets of questionnaires were utilized by the researcher. One (1) is for the inventory of leadership practices of the school head and the second one is for the inventory on the level of implementation of brigada eskwela. Frequency, Mean, standard deviation, and T-test were the statistical tools used in this research.

The results revealed that the three (3) prevailing leadership practices were democratic, transformational and delegative. The Brigada Eskwela implementation stages namely: Pre-implementation stage, implementation stage and post-implementation stage were all rated at very high level.

Moreover, significant difference was also registered on the impact of leadership practices in all stages of the implementation of brigada eskwela program. Thus, managerial skills are a key factor in conducting an activity or program like the brigada eskwela.

Keywords: Leadership Practices; Brigada Eskwela

Introduction

School heads or leaders are being considered as the captain of the ship. Everyone is a leader but only few are taking the challenges to accept and make full commitment to the duties and responsibilities embedded in it. There is also increasing recognition that schools require effective leaders if they are to provide the best possible education for their learners. Schools need trained and committed teachers but they, in turn, need the leadership and support of highly effective school heads. While the need for effective leaders is widely acknowledged, there is much less certainty about which leadership behaviors are most likely to produce favorable outcomes (Magtabog, 2016).

That is why a leader must possess character and knowledge on various leadership practices. These leadership practices may include autocratic, democratic, delegative, servant and transformational leadership practices. The challenge is when will each of these leadership practices be at most effective. Brigada Eskwela program or National Maintenance week is initiated every school year in preparing the school for its full operations as classes begin. This program is considered the best manifestation of the school and community stakeholders' partnership. The challenge is on how the school heads will provide effective and efficient measures to provide better understanding and attract the community.

This program is divided into three (3) stages. The pre-implementation stage, implementation stage and post-implementation stage. Pre-implementation stage covers the planning as well as the information dissemination and orientation stage. Implementation stage covers the full implementation of the planned programs and activities. Post implementation stage is more on evaluation of the implementation of set of activities in ensuring that the school is ready to welcome students to a new school year.

In ensuring the best implementation of Brigada Eskwela, it must be a collaborative effort from the various sectors of the community or stakeholders. The school with its limited capacity and budget needs assistance and help from individuals that are willing to provide be it in cash or in-kind donations and pledges. Indeed, raising a child and securing its future requires a supportive, collaborative, and nurturing community.

Brigada Eskwela implementation is widely participated by the stakeholders ranging from the alumni

of the school up to the different companies and industries in the area. However, for every program, there are challenges that may be encountered before, during, and after the implementation (Dechos, 2017). Through the years, this DepEd program has been a constant activity and one of the programs of each school to open its doors to the community to solve problems like on repairs or lack of facilities and even donations on items and materials that are essential to teaching and learning.

It is therefore in this considerable magnitude, that the researcher found the conception of this study more than timely to determine the factors that can contribute in a positive or negative way on the implementation of Brigada Eskwela in the secondary public schools and determine to the extent the school heads' ability to attract community members to get involved in the school through the *Brigada Eskwela* (BE) program of the Department of Education.

The findings of the study serve as the basis of things to lookout for to address the problems and challenges experienced and observed in the implementation of Brigada Eskwela. This will also serve as basis in making plan of activities that will serve as guide in the successful implementation of Brigada Eskwela program in the years to come. Most specially that there is no study in this nature that has been conducted in the area.

Related Literature

The Department of Education (DepEd) is married to the burden of fulfilling the commitment of prioritizing education for nation building. Throughout the years, it has devised countless ways to deliver quality education to every Filipino (Carreon, 2015). Brigada Eskwela better known as the Bayanihan Para sa Paaralan (Working Together for Schools), added a new meaning to the Filipino notion of unity. From the image of barrio men bearing together the weight of a bahay kubo (nipa hut) on their shoulders to the image of volunteers braving storms and floods to help calamity-stricken communities, Brigada Eskwela brings to us a picture of people from different sectors of society repainting walls and blackboards, cleaning windows and doors, or repairing fences. Carreon (2015).

But like any other government agency with flaws and shortcomings, DepEd is not always met with favorable feedback. Most common among the issues thrown at them is the seeming lack of priority for education in the country, as reflected in the deficiency of resources for public schools (Dechos, 2017). Thus, leadership practices take a great responsibility in addressing issues and challenges. The study of Sapungan as cited by Oco (2022) revealed that school administrators demonstrate an autocratic style of leadership especially in implementing rules and regulations that were vital to the success of school operations. These rules serve as the guiding principles in making sure that shared vision, mission, and goals were observed and followed all over the country.

Moreover, the studies of Iqbal (as cited by Cuadra (2022) which found that giving freedom for teachers in doing school tasks are not bad at all if it is within the set of rules and standard of the department and the study of Napire (2014) which revealed that democratic leadership style was the topmost used leadership followed by Autocratic leadership. On its central focus, Brigada Eskwela encourages and fosters amongst its student and youth sector the value of civic action and social-responsibility gearing toward the leveling-up of the quality of basic education system in the country. For almost a decade, Brigada Eskwela has made a significant impact on maintaining the facilities, properties, and operations of various public schools (Sibayan, 2012).

The finding of the study of Celestial (2015) revealed that small schools need an assistance from the big schools for them to implement it the way the big schools implemented. This is because big schools often have more participating stakeholders considering that it is more established and usually its location is in the heart or strategic place in a municipality or city. The study of Olaivar (2017) revealed that managerial skills affect the implementation of brigada eskwela at schools and even to the performance of students and teachers. The leader is the one monitoring the total implementation of the program and that make it challenging as challenges may arise in any part of the implementation of the program or activity.

Moreover, Torres (2021) revealed that various management or leadership strategies must be employed for higher success and to attract volunteers and participants in school-initiated activities like brigade eskwela. This is to ensure that whatever problem that will arise the leader or the school head is prepared with a contingency plan. Added to, Galang (2020) revealed that practices of school heads like capacity development programs, resource mobilization, strong engagement, systematic communication, support and collaboration, and team player came out to be the outstanding factors in the implementation of brigade eskwela.

Finally, the study of Oco (2022) revealed that leadership of school heads is one of the key factors in the success of school operations and programs like brigade eskwela and that it also leads to better school and teacher performance. Another factor to consider is the implementation of the brigada eskwela program. Each stage must be consistently checked so that success is at hand. Romeo (2020) revealed that level of implementation of school-initiated activity like brigada eskwela is moderate but showing more progression in terms of participation, implementation, and performance.

This was also confirmed by the study of Mondina (2022) who stressed that level of implementation of school activities and projects like brigade eskwela is high despite the impact of the pandemic. Thus, despite the calamity and crisis happening around us the spirit of cooperation, camaraderie and volunteerism is still visible and observable. The importance of school readiness in terms of environment and facilities is undeniable. The study of Oco (2022) revealed that safe and adequate learning environment at school is a key player to one's performance and satisfaction as well as on participating school led activities and projects. To achieved this, participation of stakeholders must be a reality as school and its personnel alone cannot suffice in solving the needs of the school. That is why the school along with its school head must know the strategies that will attract volunteers, donors, and participants.

The study of Nicdao (2019) revealed that clear explanations and presentations of goals and objectives helps stakeholders in understanding the brigade eskwela program that convinced them in participating and volunteering. Meanwhile, Cortez (2018) revealed that the most participated school program or activity by stakeholders like parents, volunteers and students was Brigada Eskwela and that parents made great involvement by acting as observer and collaborator. Furthermore, Lacanilao (2020) study determined that significant difference was registered on the stakeholders' level of participation on school activities like brigade eskwela in terms of planning, decision making, information drive, and implementing were concerned.

The study Christison (2013) revealed that students participating in school activities like brigada eskwela promotes time management skills, managerial skills and even socialization skills. It also inspires them to volunteer and participate in community activities and in helping others. Cabardo (2016) further stressed that successful implementation of the school activities is greatly affected by the participation of stakeholders. Balinas in (2018) revealed that the level of stakeholders' support in terms of participation is moderate and the resources generated are also moderate in secondary schools. Finally, Jungay (2019) revealed that volunteerism among stakeholders have always been at high level however in terms of financial matters it is only on moderate level specially if the stakeholder in the area belongs to the low-income families.

Although this research might have some similarities to the studies mentioned in this part of the research, still there are variables here that were not utilized in previous studies. This work was the first made in Alubijid East District, Misamis Oriental. Under such conditions this will provide with reasons, ideas and perspective on influences on one's take impact of leadership styles towards level of implementation of brigada eskwela and its participating stakeholders.

Methodology

The researcher utilized the descriptive method of research to the respondents. The data gathered were used to answer the research problems in this study through a research questionnaire adopted from the studies of Celestial (2015), Romeo (2020) and Mondina (2022) in terms of brigade eskwela level of implementation. For inventory of leadership practices, the questionnaires were patterned from the research of Oco (2022) and Cuadra (2022). The respondents of this study were the selected teachers, parents, and students as respondents. Sampling

procedure was made using fishbowl method.

Through a written request, the researcher asked permission from the school district supervisor and the schools division superintendent in conducting the research study and in gathering the data. Upon getting and organizing the data the researcher then proceeded with the unstructured interview among the selected students and parents for data confirmations and insights. The participants of this study were asked to join voluntarily and that they were informed about the whole content of the research as well as the purpose and contents of the study. The researcher assured the participants that data gathered, and details taken from them were held with utmost confidentiality for privacy, safety, and ethics concerns.

After the conduct of the study for the whole second quarter of school year 2021-2022, the researcher then proceeded with the tabulation of the needed information for data gathering and analysis and conduct unstructured interview for the insights and comments was also implemented.

For level of Implementation

Range of Mean	Descriptive Level of Implementation
4.20 – 5.00	Very High level of Implementation
3.40 – 4.19	High level of Implementation
2.60– 3.39	Moderate level of Implementation
1.80 – 2.59	Low level of Implementation
1.00 – 1.79	Very Low level of Implementation

For Leadership Practices

Range of mean	Description	Interpretation
3.26 - 4.00	Always	Very High Adherence
2.51 - 3.25	Often	High Adherence
1.76 - 2.50	Sometimes	Low Adherence
1.00 - 1.75	Never	Very Low Adherence

Results and Discussions

Problem 1. What is the prevailing leadership styles of school heads?

Table 1 shows the distribution of School Heads' responses on Autocratic Leadership Style. Data show an overall mean of 3.58 with the corresponding description of "Always" with the interpretation "Very High Adherence". Eight (8) out of 10 or 80% of the indicators are rated "Very High Adherence".

Indicators 1: I assure the teachers that my leadership practices are an effective way to realize the organization's projects (4.00) and 4: I share my personal appreciation to the assembly for the good things I have done for the teachers (4.00) are the things that school heads believed that they were able to give much emphasis in exercising autocratic leadership practices.

Meanwhile, Indicators: 5. I make plans alone and tell the teachers to implement my plans (2.80) and 6. I demand that I am preferentially treated with dignity and respect by the teachers gets 3.00 mean score with the description of "Often" and interpretation "High Adherence".

These data imply that the school heads know very well their duties and responsibilities toward their teachers in implementing programs and projects. Moreover, the school heads also recognize the efforts of those teachers who follow the set rules, goals and objectives and its importance in terms of success or failure of a certain project or activity. The school heads also make sure that instructions are clearly given to the teachers so that misunderstandings are avoided.

These findings align with the study of Sapungan (2013) which revealed that school administrators

demonstrate an autocratic style of leadership especially in implementing rules and regulations that were vital to the success of school operations. These rules serve as the guiding principles in making sure that shared vision, mission, and goals were observed and followed all over the country.

Table 1 School Head's Responses on Autocratic Leadership Style

Indicators	Mean	s.d	Description	Interpretation
1. I assure the teachers that my leadership practices are the effective way to realize organization's projects.	4.00	0.27	Always	Very High Adherence
2. I set personally the rules for the good behavior of the teachers	3.80	0.51	Always	Very High Adherence
3. I require the teachers to respect my authority as the first guiding principle in the management of the school.	3.80	0.52	Always	Very High Adherence
4. I share my personal appreciation to the assembly for the good things I have done for the teachers.	4.00	0.27	Always	Very High Adherence
5. I make plans alone and tell the teachers to implement my plans.	2.80	0.81	Often	High Adherence
6. I demand that I am preferentially treated with dignity and respect by the teachers.	3.00	0.51	Often	High Adherence
7. I prefer that the teachers learn from my evaluation on organizational aspect effectively.	3.60	0.52	Always	Very High Adherence
8. I tell the teachers what they ought to do for the school.	3.40	0.51	Always	Very High Adherence
9. I show that my leadership is the primary factor for the organization's success.	3.60	0.51	Always	Very High Adherence
10. I contradict established rules to pursue what I consider a righteous cause.	3.80	0.66	Always	Very High Adherence
Overall Mean Score	3.58	0.51	Always	Very High Adherence

Table 2 shows the school heads' distribution of responses on Democratic Leadership Style. The data show an overall mean of 3.82 with the corresponding description of "Always" and interpretation of "Very High Adherence". Ten (10) out of 10 or 100% of the indicators generate means with the description of "Always" and with the interpretation of "Very High Adherence" respectively.

The school heads give emphasis on the importance of democratic leadership in running a school at 6

out of the 10 or 60% of the indicators being scored with the mean of 4.00.

These data tell us that the school heads recognize the vital role of democratic approach in the school system. Teachers are given the chance to explore ideas and ways in making the teaching and learning more exciting and interesting with the caution that they are not sacrificing the standards and competencies set by the government. Freedom must be accompanied with the correct and right use to avoid abuse and negative results.

Table 2 School Heads' Responses on Democratic Leadership Style

Indicators	Mean	s.d	Description	Interpretation
1. I try to include one or more teachers in determining what to do and how to do it.	4.00	0.27	Always	Very High Adherence
2. I ask for teachers' ideas and input on upcoming plans and projects.	4.00	0.27	Always	Very High Adherence
3. When things go wrong/need to create a strategy to keep a project or process on schedule, I call for a meeting to get the teacher's advice.	4.00	0.27	Always	Very High Adherence
4. I want to create an environment where teachers take ownership of the project and allow them to participate in the decision-making process.	3.80	0.69	Always	Very High Adherence
5. I ask teachers for their vision of where they see their jobs are going.	3.60	0.60	Always	Very High Adherence
6. I allow the teachers to set priorities with my guidance.	3.40	0.48	Always	Very High Adherence
7. When there are differences in role expectations, I work with them to resolve differences.	4.00	0.27	Always	Very High Adherence
8. I like to use my leadership power to help my subordinates grow.	4.00	0.27	Always	Very High Adherence
9. I believe that teachers will exercise self-direction if they are committed to the objectives.	4.00	0.27	Always	Very High Adherence
10. I believe that teachers know how to use creativity and ingenuity to solve organizational problems.	3.40	0.48	Always	Very High Adherence
Overall Mean Score	3.82	0.39	Always	Very High Adherence

These findings affirm the studies of Iqbal (2011) which found that giving freedom for teachers in doing school tasks are not bad at all as long as it is within the set of rules and standard of the department and the study of Napire (2014) which revealed that democratic leadership style was the topmost used leadership followed by Autocratic leadership.

Table 3 shows the school heads' distribution of responses on Delegative Leadership Style. Data show an overall mean of 3.70 with the corresponding description of "Always" and interpretation of "Very High Adherence". Nine (9) out of 10 or 90% of the indicators are rated with the mean described as "Always"

and interpreted as “Very High Adherence”.

Table 3 School Heads’ Responses on Delegative Leadership Style

Indicators	Mean	S.D.	Description	Interpretation
1. I and my teachers always vote whenever a major decision has to be made.	3.00	0.51	Often	High Adherence
2. For a major decision to pass at school, I ensure that it must have the approval of each individual or the majority.	3.60	0.52	Always	Very High Adherence
3. To get information out, I send it by text or memos; very rarely is a meeting called. My teachers are then expected to act upon the information.	4.00	0.27	Always	Very High Adherence
4. I allow my teachers to determine what needs to be done and how to do it.	3.80	0.48	Always	Very High Adherence
5. I believe that my teachers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	3.60	0.93	Always	Very High Adherence
6. I delegate tasks in order to implement a new procedure or process.	3.80	0.52	Always	Very High Adherence
7. I believe that each teacher is responsible for defining their job.	3.60	0.44	Always	Very High Adherence
8. I like to share my leadership power with my subordinates.	4.00	0.27	Always	Very High Adherence
9. I believe that the teachers have the right to determine their own organizational objectives.	3.80	0.56	Always	Very High Adherence
10. I believe that my teachers can lead themselves just as well as I can.	3.80	0.65	Always	Very High Adherence
Overall Mean Score	3.70	0.52	Always	Very High Adherence

Indicators 3: To get information out, I send it by text or memos; very rarely is a meeting called. My teachers are then expected to act upon the information (4.00), 8: I like to share my leadership power with my subordinates (4.00), 4: I allow my teachers to determine what needs to be done and how to do it (3.80), 6: I delegate tasks in order to implement a new procedure or process (3.80), 9: I believe that the teachers have the right to determine their own organizational objectives (3.80) and 10: I believe that my teachers can lead themselves just as well as I can (3.80) are the highest rated indicators.

Only indicator 1. I and my teachers always vote whenever a major decision must be made (3.00) is rated with the mean described as “often” with the interpretation of “High Adherence”. These data implies that school heads allow their teachers to experience managing activities at school. School heads look deeper into the strengths and weaknesses of their teachers and assign them to duties and

responsibilities where they are good at and can perform better. Thus, Delegative Leadership Style is rated “Always” with interpretation “Very High Adherence”.

Table 4 shows the school heads’ distribution of responses on Transformational Leadership Style. The data show an overall mean of 3.72 with the corresponding description of “Always” and interpretation of “Very High Adherence”. Ten (10) out of 10 or 100% of the indicators are rated “Very High Adherence”.

Table 4 School Heads’ Responses on Transformational Leadership Style

Indicators	Mean	S.D.	Description	Interpretation
1. I go out of the way to make others feel good to be around me.	3.20	0.73	Often	High Adherence
2. I help others with their self-development.	3.40	0.67	Always	Very High Adherence
3. I can get things done.	3.60	0.70	Always	Very High Adherence
4. I have an ever-expanding network of people who trust and rely upon me.	3.80	0.71	Always	Very High Adherence
5. I provide challenges for my teachers to help them grow.	4.00	0.27	Always	Very High Adherence
6. I use simple words, images, and symbols to convey to others what they should or could be doing.	4.00	0.27	Always	Very High Adherence
7. I consistently provide coaching and feedback so that the teachers know how they are doing.	4.00	0.27	Always	Very High Adherence
8. People listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality.	4.00	0.27	Always	Very High Adherence
9. I provide an empathic shoulder when others need help.	3.40	0.67	Always	Very High Adherence
10. I monitor all projects that I am in-charge to ensure that the teachers meet its goal.	3.80	0.71	Always	Very High Adherence
Overall Mean Score	3.72	0.53	Always	Very High Adherence

Indicators 5: I provide challenges for my teachers to help them grow, 6: I use simple words, images, and symbols to convey to others what they should or could be doing, 7: I consistently provide coaching and feedback so that the teachers know how they are doing and 8: People listen to my ideas and concerns not out of fear, but because of my skills, knowledge, and personality are the highest rated indicators with mean score of 4.00.

These data implies that the school heads realize the importance of inspiring their teachers to become better servants of the school and its community. Thus, teachers are encouraged to participate in civic activities for exposure and in supporting stakeholders.

School heads realize that they must be competent with all the things they do because teachers look up to them not just as their mentors but as their source of inspiration. Thus, being immediate supervisors serve as the mirror of the teachers on what kind of school heads they will be in the future.

Table 5 shows the school heads’ distribution of responses on Servant Leadership Style. Data show an overall mean of 3.68 with the corresponding description of “Always” and interpretation of “Very

High Adherence". Nine (9) out of 10 or 90% of the indicators are rated "Very High Adherence". One (1) out of ten or 10% of the indicators generates the mean with the description of "Often" and with the interpretation of "High Adherence".

Indicators 9: I take time to talk to others on a personal level (4.00), 4: I give others the responsibility to make important decisions about their own jobs (3.80), 5: I care more about others' success than my own (3.80), 6: I hold high ethical standards (3.80), 7: I am interested in helping people in the community (3.80), 8: I am interested in making sure that others reach their career goals (3.80) and 10: I have thorough understanding of the organization and its goals (3.80) are the highest rated indicators. While indicator 3. I can tell if something work related is going wrong (3.20) gets the lowest rated mean.

These data implies that the school heads realize the importance of giving back to the community and recognized their vital role in the success of the school operations and plans. That is why involvement and participation to community and civic activities are highly encouraged if they do not violate the time of task rule. The school heads also make sure that their teachers have the chance to excel in the things that they do and that they would be there to support them.

Table 5 School Heads' Responses on Servant Leadership Style

Indicators	Mean	S.D.	Description	Interpretation
1. I believe that others would seek help from me if they had a personal problem.	3.40	0.65	Always	Very High Adherence
2. I emphasize the importance of giving back to the community.	3.40	0.78	Always	Very High Adherence
3. I can tell if something work related is going wrong.	3.20	0.52	Often	High Adherence
4. I give others the responsibility to make important decisions about their own jobs.	3.80	0.86	Always	Very High Adherence
5. I care more about others' success than my own.	3.80	0.86	Always	Very High Adherence
6. I hold high ethical standards.	3.80	0.73	Always	Very High Adherence
7. I am interested in helping people in the community.	3.80	0.52	Always	Very High Adherence
8. I am interested in making sure that others reach their career goals.	3.80	0.52	Always	Very High Adherence
9. I take time to talk to others on a personal level.	4.00	0.27	Always	Very High Adherence
10. I have thorough understanding of the organization and its goals.	3.80	0.52	Always	Very High Adherence
Overall Mean Score	3.68	0.62	Always	Very High Adherence

Table 6 presents the comparative responses of school heads and teachers on leadership style. Data reveal that school heads' top three most used leadership styles are Democratic, Transformational and Delegative Leadership Styles. This implies that the school heads value the importance of freedom, shared duties and responsibilities and in making a difference for the school and the learners as well. School heads are unselfish in sharing their managerial knowledge and skills.

Furthermore, the data also reveal that the top three perceived leadership styles of school heads as observed by the teachers are Autocratic, Democratic and Servant Leadership Styles. These data imply that teachers perceived their school heads to be autocratic on things that need to be implemented even if there are objections to it. Teachers also realized that they were given the opportunity to explore and put their leadership skills into practice in serving the learners and the community where the school is situated.

Table 6 Overall Responses of School Heads on Leadership Practices

Leadership Practices	School Heads	
	Mean	Rank
Autocratic	3.58	5
Delegative	3.70	3
Democratic	3.82	1
Servant	3.68	4
Transformational	3.72	2

Overall, the five leadership styles generate mean with the description of “Always” with the interpretation of “Very High Adherence” both by the school heads and the teachers. Only Democratic Leadership Style is consistent among the top three choices of both respondents. These data imply that sense of freedom is being emphasized in the school and learning environment. These findings affirm the study of Bago (2010) which revealed that seventy-five percent (75%) of the administrators assessed themselves to be supporting and twenty-five percent (25%) considered themselves as coaching (more of democratic way). The teachers regarded their administrators otherwise: their principals are perceived more of the coaching type of instructional leaders.

However, school heads must be clear on the leadership style they are implementing to the school and the teachers because this situation may lead to misunderstanding and confusions. School heads must let their teachers learn the difference of each leadership style they employ at work to have better understanding and interpretations.

Problem 2. What is the status of brigada eskwela in terms level of Implementation?

Table 7 Data on Pre-Implementation Stage of Bigada Eskwela

Pre-Implementation Indicators	Mean	SD	Implementation Level
1. The students, teachers, parents, LGUs, and other stake holders are involved in the planning for the Brigada Eskwela Week.	4.43	0.64	Very High
2. The School Head acts as the chair of the committee and he himself/ she herself spearheads the planning and organizing committees.	4.29	0.73	Very High
3. The School Head orients the members of each committee yearly.	4.23	0.77	Very High
4. The School Head acts as the chair of the committee and he himself/ she herself spearheads the planning and organizing committees	4.78	0.74	Very High
5. The School Head orients the members of each committee yearly.	4.67	0.75	Very High
6. The School Head sees to it that the advocacy & marketing committee produce materials like flyers, posters, recorida, etc.	4.25	0.78	Very High
7. The School Head assists the resource mobilization committee to list potential partners with corresponding skills/ services & resources the school needs.	3.98	0.80	High
8. The School Head ensures that the pledges/commitments of partners are delivered.	4.33	0.68	Very High
9. The School Head shares responsibility with the PTA/SGC in administering and managing the funds generated for the program.	4.43	0.64	Very High
10. All the activities especially the improvements done on the schools are documented through photos and video footages.	4.29	0.73	Very High
Overall Mean	4.37	0.73	Very High

Table 7 presents the data on the pre-implementation level of Brigada Eskwela. It garnered an overall mean of 4.37 and sd of 0.73 equivalent to very high level of implementation. Among the 10 indicators, 9 of it or 90% were rated at very high level of implementation and 1 out of 10 or 10% was rated at high implementation level. Indicators: 4. The School Head acts as the chair of the committee and he himself/ she herself spearheads the planning and organizing committees and 5. The School Head orients the members of each committee yearly were rated the top 2 highest with mean score of 4.78 and 4.67 respectively.

This data implies that the respondents were able to consistently observe the role of the school head in the pre-implementation stage of the brigada eskwela. The school head is taking the lead in providing information vital to the conduct of the program. The school head also recognized the duties and responsibilities of each member of the committees that is why orientation is done.

Table 8 presents the data on the implementation level of Brigada Eskwela. It garnered an overall mean of 4.22 and sd of 0.75 equivalent to very high level of implementation. Among the 10 indicators, 8 of it or 80% were rated at very high level of implementation and 2 out of 10 or 20% was rated at high implementation level. The study of Romeo (2020) revealed that level of implementation of school-initiated activity like brigada eskwela is moderate but showing more progression in terms of participation, implementation, and performance. Thus, the findings of this study provide data that says the level of implementation is indeed on the rise.

Table 8 Data on Implementation Stage of Bigada Eskwela

Implementation Indicators	Mean	SD	Implementation Level
1. Kick-off ceremony is initiated during the opening of the first day of the Brigada Eskwela Week yearly.	4.33	0.74	Very High
2. The School Head appoints team leaders and conducts a briefing on the program of activities	3.97	0.73	High
3. Donations and commitments received are posted on the transparency board	3.81	0.76	High
4. The spirit of volunteerism or <i>bayanihan among the stakeholders is manifested throughout Brigada Eskwela Week</i> yearly.	4.32	0.76	Very High
5. Recording of the daily accomplishments of the volunteers are monitored by the School Head	4.27	0.75	Very High
6. The School Head directs daily updating of records on donations or resources received during the Brigada week yearly.	4.31	0.76	Very High
7. Inventory of all materials are conducted regularly.	4.22	0.75	Very High
8. Daily updating of Brigada Eskwela forms are monitored and checked.	4.40	0.75	Very High
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.	4.32	0.76	Very High
10. Certificate of recognition to partners and donors are awarded during the closing program.	4.27	0.75	Very High
Overall Mean	4.22	0.75	Very High

Indicators: 8. Daily updating of Brigada Eskwela forms are monitored and checked and 1. Kick-off ceremony is initiated during the opening of the first day of the Brigada Eskwela Week yearly. were rated the top 2 highest with mean score of 4.40 and 4.33 respectively. This data implies that the respondents were able

to consistently observe indicators under implementation stage of brigada eskwela. Moreover, the kick-off activity serves as the official start of the program. It also serves as an information and dissemination drive for the stakeholders to know the activities and needs of the school.

This was also confirmed by the study of Mondina (2022) who stressed that level of implementation of school activities and projects like brigade eskwela is high despite the impact of the pandemic. Thus, despite the calamity and crisis happening around us the spirit of cooperation, camaraderie and volunteerism is still visible and observable.

Table 9 Data on Post Implementation Stage of Bigada Eskwela

Implementation Indicators	Mean	SD	Interpretation
1. The School Head sends letters of gratitude to partners and donors for their contribution in the conduct of the <i>Brigada Eskwela</i> Week.	3.66	0.47	High
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.	4.42	0.58	Very High
3. The School Head evaluates the school <i>Brigada Eskwela</i> implementation.	4.23	0.69	Very High
4. The School Head identifies other needs not covered during the Brigada Eskwela Week yearly.	4.47	0.75	Very High
5. Brigada Eskwela documents/reports for submission are checked.	4.50	0.77	Very High
6. Brigada Eskwela reports are submitted to the division Office on time.	4.34	0.71	Very High
7. The School Head disseminates accomplishments to the stakeholders through the school publications and /or through letters.	4.90	0.81	Very High
8. The School Head invites the parents and other stakeholders to visit the school in celebration of the success of the Brigada Eskwela.	4.42	0.58	Very High
9. The School Head welcomes the DepEd Officials who monitor and evaluate the school implementation of the Brigada Eskwela.	4.29	0.67	Very High
10. The School Head aligns all Brigada Eskwela & related activities to continuous school improvement in terms of increasing participation rate, reducing drop-out rate, increase student competition and achievement rate.	4.42	0.58	Very High
Overall Mean	4.37	0.66	Very High

Table 9 presents the data on the post-implementation level of Brigada Eskwela. It garnered an overall mean of 4.37 and sd of 0.66 equivalent to very high level of implementation. Among the 10 indicators, 9 of it or 90% were rated at very high level of implementation and 1 out of 10 or 10% was rated at high implementation level. Indicators: 7. The School Head disseminates accomplishments to the stakeholders through the school publications and /or through letters. 5. Brigada Eskwela documents/reports for submission are checked were rated the top 2 highest indicator with mean score of 4.90 and 4.60 respectively.

This data implies that transparency and accountability are very important in the conduct of the brigada eskwela program as it provides idea and information to the stakeholders on the things that they were able to achieve and accomplished. Moreover, reports must be backed up with proper documents so that questions and

queries will be addressed accordingly.

The study of Nicdao (2019) revealed that clear explanations and presentations of goals and objectives helps stakeholders in understanding the brigade eskwela program that convinced them in participating and volunteering. Meanwhile, Cortez (2018) revealed that the most participated school program or activity by stakeholders like parents, volunteers and students was Brigada Eskwela and that parents made great involvement by acting as observer and collaborator.

Table 10 Data on Overall Level Implementation of Bigada Eskwela

Stages of Implementation of Brigada Eskwela	Mean	SD	Descriptive Level
Pre-Implementation Stage	4.37	0.73	Very High
Implementation Stage	4.22	0.75	Very High
Post Implementation Stage	4.37	0.66	Very High
Overall	4.32	0.71	Very High

Table 10 presents the data on overall level of implementation of brigada eskwela. All the three (3) stages were rated very high level of implementation. This implies that the program was properly and consistently implemented as it received high value of ratings. Thus, the indicators in the implementation of brigada eskwela was indeed given importance and emphasis not just by the school heads but even the stakeholders. Many even volunteered specially in the aspect of labor and maintenance.

Furthermore, Lacanilao (2020) study determined that significant difference was registered on the stakeholders' level of participation on school activities like brigade eskwela in terms or planning, decision making, information drive, and implementing were concerned. Moreover, study Christison (2013) revealed that students participating in school activities like brigada eskwela promotes time management skills, managerial skills and even socialization skills. It also inspires them to volunteer and participate in community activities and in helping others. Cabardo (2016) further stressed that successful implementation of the school activities is greatly affected by the participation of stakeholders.

Finally, Balinas in (2018) revealed that the level of stakeholders' support in terms of participation is moderate and the resources generated are also moderate in secondary schools. Finally, Jungay (2019) revealed that volunteerism among stakeholders have always been at high level however in terms of financial matters it is only on moderate level specially if the stakeholder in the area belongs to the low-income families.

Problem 3. Is there a significant difference of leadership styles of school heads on the status of brigada eskwela level of Implementation?

Table 11 Test Significance on Leadership Practices and Pre-Implementation

Leadership Practices and Pre-Implementation Stage	t-value	p-value	Results
Autocratic	5.365	0.000	Significant
Democratic	5.045	0.000	Significant
Delegative	5.771	0.000	Significant
Transformational	5.429	0.000	Significant
Servant	6.395	0.000	Significant

Table 11 presents that test significance on the importance of leadership practices on the pre-implementation stage of brigada eskwela program. All 5 leadership practices namely: autocratic, democratic, delegative, transformational and servant leadership practices are important in the pre-implementation stage of brigada eskwela program. It also implies that leadership practices of the school head should not only revolve in 1 or 2 leadership practices.

This finding aligns with the study of Olaivar (2017) revealed that managerial skills affect the implementation of brigada eskwela at schools and even to the performance of students and teachers. The leader is the one monitoring the total implementation of the program and that make it challenging as challenges may arise in any part of the implementation of the program or activity.

Table 12 Test Significance on Leadership Practices and Implementation

Leadership Practices and Implementation Stage	t-value	p-value	Results
Autocratic	4.559	0.000	Significant
Democratic	4.011	0.000	Significant
Delegative	4.837	0.000	Significant
Transformational	4.492	0.000	Significant
Servant	5.468	0.000	Significant

Table 12 presents that test significance on the importance of leadership practices on the implementation stage of brigada eskwela program. All 5 leadership practices namely: autocratic, democratic, delegative, transformational and servant leadership practices are important in the pre-implementation stage of brigada eskwela program. It also implies that leadership practices of the school head should not only revolve in 1 or 2 leadership practices in the implementation stage of brigada eskwela program. This study aligns with that of Galang (2020) who revealed that practices of school heads like capacity development programs, resource mobilization, strong engagement, systematic communication, support and collaboration, and team player came out to be the outstanding factors in the implementation of brigade eskwela.

Table 13 Test Significance on Leadership Practices and Post Implementation

Leadership Practices and Post Implementation Stage	t-value	p-value	Results
Autocratic	4.887	0.000	Significant
Democratic	4.306	0.000	Significant
Delegative	5.001	0.000	Significant
Transformational	4.746	0.000	Significant
Servant	5.450	0.000	Significant

Table 13 presents that test significance on the importance of leadership practices on the post implementation stage of brigada eskwela program. All 5 leadership practices namely: autocratic, democratic, delegative, transformational and servant leadership practices are important in the pre-implementation stage of brigada eskwela program. It also implies that leadership practices of the school head should not only revolve in 1 or 2 leadership practices in the post implementation stage of brigada eskwela program. Overall, this shows that leadership practices of a school head are vital in all stages of the level of implementation of brigada eskwela program. Moreover, for the school head to become a successful administrator mastery on the use of various leadership practices are required as every situation or challenges encountered is unique in its own way.

This finding aligns with the study of Torres (2021) revealed that various management or leadership strategies must be employed for higher success and to attract volunteers and participants in school-initiated activities like brigade eskwela. This is to ensure that whatever problem that will arise the leader or the school head is prepared with a contingency plan. Finally, the study of Oco (2022) revealed that leadership of school heads is one of the key factors in the success of school operations and programs like brigade eskwela and that it also leads to better school and teacher performance.

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