



EXTENT OF IMPLEMENTATION AND SUSTAINABILITY OF BRIGADA ESKWELA PROGRAM AND ITS IMPACT ON SCHOOL PERFORMANCE: BASIS FOR A PROPOSED ACTION PLAN

MARY ANN T. VIAÑA
Teacher III
Bulihan Elementary School
nollymeanne2007@gmail.com

ABSTRACT

The main objective of the study was to assess the extent of implementation and sustainability of the Brigada Eskwela Program in Bulihan Elementary School. This specifically seeks to answer the following questions: First, What is the level of implementation of Brigada Eskwela as assessed by the school head and the teachers in terms of: 1.1 Advocacy and Marketing; 1.2 Organization of Working Teams; and, 1.3 Shared Responsibility? Second, Is there a significant difference in the level of implementation of Brigada Eskwela in terms of the aforementioned variables? Third, What is the level of sustainability of Brigada Eskwela as reflected in the school records in terms of 3.1 Total Number of Volunteers 3.2 In-Kind Donations, and 3.3 Cash Donations? Fourth, Is there a significant relationship between the level of implementation of Brigada Eskwela and its level of sustainability in terms of the aforementioned variables? Lastly, based on the findings of the study, what action plan can be proposed?

The researcher used the descriptive-correlational research design which is considered the most appropriate for this study because it is designed to discover the relationships among variables and to allow the prediction of future events from present knowledge. This research design was applicable to the present endeavor since it deals with determining the relationship between the level of implementation of the Brigada Eskwela Program and its level of sustainability.

The statistical tools used in this study were the frequency count and percentage, and ranking, t-test and Pearson r to arrive at the needed information and interpretation on the different problems raised in this study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Based from the findings revealed by the study, the following conclusions were drawn: First, The best practices in the full-blown implementation of Brigada Eskwela in every academic year program were those in line with adherence to certain standards of Advocacy and Marketing, Organization of Working Teams and Shared Responsibility where results of efforts foresees and realize meaningful and sustainable outcomes as it geared towards the best education of the learners during the school year of implementations. As a result, difficulties from past academic years may be fully resolved each year to minimize student inconveniences and guarantee consistently high-quality basic education. The Brigada Eskwela work plans and activities for school sustainability have enduring effects on school improvements and on the whole educational environment where the goals for quality and sustainable education may be achieved by offering positive all-year-round initiatives. The Brigada Eskwela can satisfy some of its goals and responsibilities with the ongoing support and help of its stakeholders, but there may be extra demands during the academic year. Since school records show a critical need for the needed Number of Volunteers, In-Kind Donations, and Cash Donations to fulfill targets, a continual implementation of Brigada Eskwela through school-community partnerships is necessary to resolve sustainability difficulties in the long run. There is a significant difference in the level of Implementation of Brigada Eskwela in terms of Advocacy and Marketing, Organization of the Working Team, and Shared Responsibility. Lastly, an action plan was proposed to address the implementation and sustainability concerns of the Brigada Eskwela program and its impact on school performance in Bulihan ELeментарy.

Keywords: *Brigada Eskwela, Implementation, Impact, Performance, Sustainability*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Acknowledgement

With profound gratitude, the researcher extended her wholehearted appreciation to the following who made this research possible:

The God Almighty, for His shower of blessings throughout the journey of this study, the One who never ceases to show His power, enablement, love, protection, guidance and never misses the chance to support the researcher in every facet of this journey;

Dr. Agrafina A. Dirain, Public School District Supervisor, for supporting, encouraging, and motivating the researcher to push through and make this research possible.

Her school, **Bulihan Elementary School**, especially to her school Head, **Mrs. Rosemarie R. Mendoza**, for allowing her to use Bulihan Elementary Teachers as the respondents of the study and support to finish the study.

Mrs. Perla E. Linga Brigada Coordinator and Master Teacher II, for giving her advice to work on this research and supply the data needed;

Bulihan Teachers for their willingness to answer the survey and their full support in completing the research.

Lastly, her **family**, for the encouragement, love, and prayers that made the researcher feel more determined to finish this study. This is another gift of love for them.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CONTEXT AND RATIONALE

Education is everyone's right that must be given to all that will start at a very young age. Through education, every individual has the opportunity to be more competent and be able to have a better life. The schools are the place where everyone can get a formal education and ensure everyone to be in safe, clean and healthy environment. They must provide a friendly social and academic atmosphere for a conducive teaching-learning process. And so, if the school is not conducive to learning because of poor conditions and some defective school facilities, education is hindered, as stated by Arkin (2020). According to the Department of Education (2020), Brigada Eskwela prioritizes preparations and strengthening partnership engagement to ensure that quality basic education will continue. Aside cleaning-up, school safety and preparedness as well as water, hygiene, and sanitation facilities should be incorporated into the conduct of Brigada Eskwela. Brigada Eskwela is a volunteerism program which is annually launched to prepare the public schools for the opening of classes enlivening the spirit of solidarity among the school personnel, pupils, parents, and rural residents. Classroom repair, furniture repainting, and school ground cleaning are some of the Brigada Eskwela activities that are geared towards making schools disaster-prepared, ecologically-conscious, and conducive to learning. Having these annual activities along with the schools' Disaster Preparedness program assures smooth opening of classes because teachers and pupils will no longer clean and set up their classrooms during the first day of school.

Through the spirit of volunteerism and public-private collaboration for Philippine Education, the Republic Act 8525, also known as the "Adopt-A-School-Act", was crafted in 1998 providing the incentives and other purposes of Brigada Eskwela. In this program it allows the private to assist the public school. Through this, private sector companies and professionals are given the opportunity to contribute to improving the public education system of the country.

The researcher is an elementary teacher in Bulihan Elementary School. She observes how the school where she is teaching has been implementing and sustaining the Brigada Eskwela Program. She becomes curious to find out how the school implements the said

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



volunteerism program and if the school is able to sustain the observance of the principles of Brigada Eskwela . She even thinks of offering an action plan that will guide the school towards continuous effective implementation and sustainability of the said program and its impact on school performance.

Literature Review

This chapter presents the related literature pertinent to the study. The knowledge secured from these studies previously conducted provided the researcher with a wide range of information and insights that furnish the background for the development.

Meanwhile, the new concept of Brigada Eskwela shall focus on operation and strengthening partnership engagement to ensure that learning continues even in the time of COVID-19. The activities highlight the partnership initiative that complements the DepEd's efforts to ensure that quality basic education will continue despite the challenges posed by COVID-19 and to implement the Basic Education–Learning Continuity Plan (BE-LCP). (DepEd Memorandum 53, 2. 2020)

Moreover, the holding of Brigada Eskwela continues even during this time of the pandemic. Hernando-Malipot (2020), reported that with theme "Pagpapanatili ng Bayanihan Tungo sa Kalidad na Edukasyon para sa Kabataan," which aims to promote sustainable and safe living through the "application of knowledge and convergence of efforts to address the required health standards and social issues at home, in school, and in the community" in the context of COVID-19.

More and more people provide assistance to schools every year. Businesses provide money, goods, and/or services, or offer to send staff to perform hours of volunteer time in the schools. Through this effort, the community's significance in making schools the ideal environment for students to develop the values and skills they need to contribute to nation-building is acknowledged. Students are motivated to go to school, work hard in class, and persevere in order to reach their objectives by an appealing landscape, tidy classrooms, and well-maintained educational resources (Varly Project, 2021)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



In addition, Brigada Eskwela must be implemented effectively, and this requires cooperation from all community members or stakeholders. Due to its limited capacity and financial resources, the school is in need of donations of all kinds, including cash, in-kind gifts, and pledges. This DepEd initiative has been ongoing over the years and is one of the ways that each school invites the community in to help with issues like facility needs, repairs, and even contributions of supplies and equipment that are crucial for teaching and learning (Catid, 2022).

Innovation, Intervention and Strategy

Out of this research, is the proposed action plan that will guide the school towards continuous effective implementation and sustainability of the Brigada Eskwela Program and its impact on school performance in Bulihan Elementary School.

Action Research Questions

The researcher aims to assess the extent of implementation and sustainability of the Brigada Eskwela Program in Bulihan Elementary School. This was specifically, seeks to answer the following questions:

1. What is the level of implementation of Brigada Eskwela as assessed by the school head and the teachers in terms of:
 - 1.1 Advocacy and Marketing;
 - 1.2 Organization of Working Teams; and,
 - 1.3 Shared Responsibility?
2. Is there a significant difference in the level of implementation of Brigada Eskwela in terms of the aforementioned variables?
3. What is the level of sustainability of Brigada Eskwela as reflected in the school records in terms of:
 - 2.1 Total Number of Volunteers,
 - 2.2 In-Kind Donations, and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



2.3 Cash Donations?

4. Is there a significant relationship between the level of implementation of Brigada Eskwela and its level of sustainability in terms of the aforementioned variables?
5. Based on the findings of the study, what action plan can be proposed?

Action Research Method

a. Participants and/or other Sources of Data Information

The respondents of the study were the school head and the ten (10) teachers of Bulihan Elementary School since they are considered the key implementers of the Brigada Eskwela Program. The study was conducted at Bulihan Elementary School, (Bulihan Malvar Batangas), a public elementary school in the Province of Batangas.

The researcher used purposive sampling which involves selecting specific individuals from a population for inclusion in a study based on certain criteria or specific purposes. This was appropriate for the study because this type of sampling uses small sample sizes, its goal is to increase credibility not to encourage representativeness or to the ability to generalize, (Climente, Julaton and, Orleans, 2016)

b. Data Gathering Methods

In collecting of data the researcher used the closed-ended survey questionnaire. The survey questionnaire was formulated based on the indicators utilized by the department in monitoring and evaluating the implementation of the Brigada Eskwela Program. The questions in the checklist and weighted scale are formulated based on the specific problem.

The instrument has two parts which are designed to ask the respondents to assess the level of implementation of the Brigada Eskwela Program in terms of advocacy and marketing, organization of working teams, and shared responsibility. The part two is all about the level of sustainability for three consecutive years (2018, 2019, 2021).

Meanwhile, the data regarding the level of sustainability of the Brigada Eskwela Program will be derived based on the total number of volunteers, in-kind donations, and cash donations that will be obtained from the schools' records for the past three years. These are

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



used because they are the indicators determined when evaluating schools' ability to maintain the program.

The validity of the instruments for data collection in this study will be done through expert review and pilot testing. A pilot study will be done and any corrections or adjustments will be made accordingly in relation to the topic under study. The researcher consulted some teachers to check the clarity and validity of the questions. The survey questionnaire went through several edits during its validation period. When the consequent corrections and suggestions had been incorporated, the final draft of the survey questionnaire was prepared, and therefore, administered to the respondents of the study.

Prior to the actual data gathering, the researcher asked and received permission from the School Head as the research locale to conduct the study. Then, a letter of intent will be sent to the teachers. Upon approval, the researcher started the gathering of data using the printed survey questionnaire which was personally distributed and retrieved.

c. Data Analysis Plan

The researcher used data analysis wherein the data collected was analyzed quantitatively. Quantitative data was obtained from closed-ended items in the teachers' checklist. They were coded and entered into the computer. Specifically, the data was analyzed using the frequency count, simple percentage, ranking, t-test, and Pearson r to arrive at the needed information and interpretation of the different problems raised in this study. It was presented with the tables. Afterward, all data were presented, analyzed, and interpreted followed by the formulation of findings, conclusions, and recommendations.

DISCUSSION OF RESULTS AND REFLECTIONS

Discussion of the results was done as per the objectives of the study. The presentation of the different tables was based on the various problems posed in the study. Table 1.1 evidently shows the level of implementation of Brigada Eskwela as assessed by the school heads and the teachers in terms of advocacy and marketing. The overall weighted mean assessment is 2.911 and interpreted as Implemented among the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



respondents. This might imply that the implementation of Brigada Eskwela in Bulihan Elementary School was developing quickly, with all necessary parties mobilized for the smooth execution of projects and plans.

Table 1.1

Level of Implementation Of Brigada Eskwela As Assessed By The School Heads And The Teachers In Terms of Advocacy and Marketing

ADVOCACY AND MARKETING <i>The school...</i>	Weighted Mean	Interpretation	Rank
<i>1. Promotes public awareness of the community and stakeholders as regards Brigada Eskwela through utilizing different materials.</i>	3.17	Implemented	6
<i>2. Creates varied modes of campaign to encourage people to support Brigada Eskwela.</i>	3.22	Implemented	5
<i>3. Reproduces or redevelops advocacy materials issued by the Adopt a School Program National Secretariat in support to the attainment of the goal of Brigada Eskwela Program.</i>	3.33	Implemented	4
<i>4. Has advertisement through local radio stations to campaign for Brigada Eskwela.</i>	2.46	Implemented	7
<i>5. Posts Brigada Eskwela banners in conspicuous places.</i>	3.38	Implemented	2.5
<i>6. Has composed and recorded Brigada Eskwela music video.</i>	2.28	Implemented	8
<i>7. Conducts roadshows and Brigada Eskwela Caravan.</i>	2.10	Moderately Implemented	10
<i>8. Head and teacher coordinators of Brigada Eskwela becomes interviewees to promote the program.</i>	2.25	Moderately Implemented	9
<i>9. Publishes in school newspaper articles about Brigada Eskwela.</i>	3.54	Implemented	1
<i>10. Holds school-based competition with Brigada Eskwela as its theme.</i>	3.38	Implemented	2.5
<i>Overall Weighted Mean</i>	2.911	Implemented	

- 4 3.60 – 4.00 Highly Implemented (HI)
- 3 2.40 – 3.59 Implemented (I)
- 2 1.20 – 2.39 Moderately Implemented (MI)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



1 1.19 and below Not Implemented (NI)

Based from the result of the study, the items involving "Publishes in school newspaper articles about Brigada Eskwela", "Posts Brigada Eskwela banners in conspicuous places" and "Holds school-based competition with Brigada Eskwela as its theme" obtained the three highest mean scores values of 3.54 and 3.38 respectively and topped the ranking from 1 to 2.5 among the lists were verbally interpreted as Implemented.

Table 1. 2

Level Of Implementation Of Brigada Eskwela As Assessed By The School Heads And The Teachers In Terms Of Organizations Of Working Teams

ORGANIZATION OF WORKING TEAMS	Weighted Mean	Interpretation	Rank
<i>The school creates...</i>			
1. Brigada Eskwela Steering Committee which shall spearhead the implementation of the program and shall oversee the various efforts to be undertaken for the program.	3.10	Implemented	10
2. Advocacy and Marketing Committee that shall promote public awareness by conducting extensive campaigns.	3.39	Implemented	7
3. Resource Mobilization Committee that shall generate resources for the conduct of Brigada Eskwela.	3.44	Implemented	4
4. Program Implementation Committee that shall direct and monitor the implementation of different activities as specified in the school work plan for the conduct of Brigada Eskwela.	3.38	Implemented	6
5. Administrative and Finance Committee that shall support and manage funds that will be derived from the stakeholders/ partners for Brigada Eskwela.	3.49	Implemented	3
6. Documentation Committee that shall prepare the necessary documents and reports using the prescribed forms for Brigada Eskwela.	3.26	Implemented	9
<i>The school head...</i>			
7. Appoints team leaders for each committee and conducts briefing on the program of activities according to the school work plan for the Brigada Eskwela.	3.42	Implemented	5

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



8. Organizes the working teams according to the nature of tasks to be done: masonry, carpentry, painting, plumbing, electrical, landscaping, gardening, ordinary labor, and cleaning during the Brigada Eskwela.	3.37	Implemented	8
The school head and teacher sees to it that all... 9. Working teams perform their specific roles and responsibilities and that at the end of each day, debriefing is done.	3.63	Highly Implemented	2
10. Activities for the day are accomplished and documented.	3.64	Highly Implemented	1
<i>Overall Weighted Mean</i>	3.412	Implemented	

Table 1.2 demonstrates the assessment of the respondents on the level of implementation of Brigada Eskwela as assessed by the school head and the teachers in terms of Organization of Working Teams. It shows that the indicators stating that “Activities for the day are accomplished and documented” (Ranked 1), “The school head and teacher sees to it that all Working teams perform their specific roles and responsibilities and that at the end of each day, debriefing is done” (Ranked 2) and “Administrative and Finance Committee that shall support and manage funds that will be derived from the stakeholders/ partners for Brigada Eskwela” (Ranked 3) got the three most highest mean results of 3.64, 3.63 and 3.49 respectively which was perceived as *Highly implemented to implemented*.

It exhibited that this aspect of research on the level of implementation of Brigada Eskwela as assessed by the school heads and the teachers in terms of Organization of Working Teams was overall weighted mean of 3.412 and verbally interpreted as Implemented. It may be accounted to the fact that for the Brigada Eskwela Program's extensive implementation, people with complementary skills who work well with others were taken into consideration to achieve its goals.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 1.3

**Level Of Implementation Of Brigada Eskwela As Assessed By
The School Head And The Teachers In Terms of Shared Responsibility**

SHARED RESPONSIBILITY <i>The school...</i>	Weighted Mean	Interpretation	Rank
1. Holds planning and determines target resources and volunteers for the Brigada Eskwela.	3.41	Implemented	9
2. Head and teacher meets and encourages potential partners who can support the program.	3.48	Implemented	6
3. Head and teacher approach local officials and leaders who can spearhead in the community's involvement.	3.36	Implemented	10
4. Invites and motivates business enterprises to generate resources both materials and manpower to support the Brigada Eskwela.	3.83	Implemented	1
5. Through the teacher coordinators for Brigada Eskwela tries to have the pledges and commitment of stakeholders.	3.44	Implemented	7.5
6. Accepts donations both in money and in kind from both governmental and non-governmental agencies.	3.49	Implemented	4.5
7. Prepares documents such as Memorandum of Agreement, Deed of Donation and/or Deed of Acceptance required for tax incentives of partner who support Brigada Eskwela.	3.49	Implemented	4.5
8. Provides support to volunteers such as but not limited to work materials, first aid kits, refreshments, etc.	3.60	Implemented	2.5
9. Also holds planning for the Brigada Eskwela Week with the students, teachers, parents, LGUs, and other stakeholders.	3.60	Implemented	2.5
10. Administer and manage the funds generated for the program with the school PTA/SGC.	3.44	Implemented	7.5
Overall Weighted Mean	3.515	Implemented	

Table 1.2 demonstrates the assessment of the respondents on the level of implementation of Brigada Eskwela as assessed by the school head and the teachers in terms of Organization of Working Teams. Of the 11 sample size that covered by the study, it shows that the indicators stating that "Activities for the day are accomplished and documented" (Ranked 1),

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



"The school head and teacher sees to it that all Working teams perform their specific roles and responsibilities and that at the end of each day, debriefing is done" (Ranked 2) and "Administrative and Finance Committee that shall support and manage funds that will be derived from the stakeholders/ partners for Brigada Eskwela" (Ranked 3) got the three most highest mean results of 3.64, 3.63 and 3.49 respectively which was perceived as *Highly implemented to implemented*.

Therefore, the assessment of the respondents on the level of implementation of Brigada Eskwela as assessed by the school head and the teachers in terms of Shared Responsibility garnered an overall weighted mean of 3.515 and interpreted as implemented; indicating a higher level of implementation of the school program. This may indicate that for realizing the full implementation initiatives and efforts of Brigada Eskwela, school management encourages public and private partnerships to support the programs and plans for Brigada Eskwela, aides in and manages the search for possible collaborators who might help fund the school's top priorities in terms of activities and projects during Brigada Eskwela/School Maintenance Week.

Table 2
Significant Difference In The Level Of Implementation Of Brigada Eskwela
In Terms Of Aforecited Variables

Variables	df	A	T – Test		Remarks	Decision
			Critical Value	Computed		
ADVOCACY AND MARKETING	9	0.05 – 0.01	1.833 – 2.821	16.330	Significant	Reject the Null
ORGANIZATION OF WORKING TEAMS	9	0.05 – 0.01	1.833 – 2.821	67.574	Significant	Reject the Null
SHARED RESPONSIBILITY	9	0.05 – 0.01	1.833 – 2.821	83865	Significant	Reject the Null

Table 2 shows the significant difference in the level of implementation of Brigada Eskwela in terms of the aforementioned variables. The level of implementation in terms of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



 SHARED RESPONSIBILITY (t=83865), ORGANIZATION OF WORKING TEAMS (t=67.574) and
 ADVOCACY AND MARKETING (t=16.330) were greater than the 0.05 alpha level and critical
 value. Thus, there is a statistically significant difference in the level of implementation of
 Brigada Eskwela in terms of afocredited variables. The hypothesis presumed was rejected

Table 3.1

**Level Of Sustainability Of Brigada Eskwela As Reflected In The School Records In
 Terms Of Total Number Of Volunteers**

LEVEL OF SUSTAINABILITY (for 3 years) In terms of...	Frequenc y 2018	%	Rank	2019	%	Rank	2021	%	Rank
Total numbers of Volunteers	18	12.68	4	26	11.65	3	22	13.22	3
	5	3.52	9	11	6.80	10	2	4.96	10
	20	14.09	3	25	11.33	4	21	12.81	4
	2	1.41	10	13	7.44	9	8	7.44	8
	8	5.63	7.5	15	8.09	7.5	10	8.26	5
	31	21.83	1	35	14.56	1	29	16.12	1
	23	16.20	2	28	12.30	2	25	14.46	2
	15	10.56	5	20	9.71	6	10	8.26	5
	8	5.63	7.5	15	8.09	7.5	5	6.20	9
	12	8.45	6	21	10.03	5	10	8.26	5
Total	142	100		209	100		142	100	

Table 3.1 shows the level of sustainability of brigada eskwela as reflected in the school records in terms of total number of volunteers. The information were provided over a period of three (3) years, from 2018 to 2019 and 2021. According to the results of the study, year 2019 garnered the highest frequency and percentage of 209 or 100%; Followed by the equal results on frequencies and percentages during 2018 and 2021 with 142 or 100% total number of volunteers. These may suggest that the support of volunteers was crucial to the success of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
 Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
 Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Brigada Eskwela, both in terms of its implementation and maintenance. Volunteers demonstrated the bayanihan spirit and sense of community service by working hard to improve the learning environment at their respective schools.

Table 3.2

Level Of Sustainability Of Brigada Eskwela As Reflected In The School Records In Terms Of In-Kind Donations

<i>In-kind donations</i>	2018			2019			2021		
	F	%	Rank	F	%	Rank	F	%	Rank
Paint (can)	7	3.91	9	11	5.14	9	3	2.05	9
paint brush	14	7.82	6	19	8.88	5	12	8.22	6
Doormat	18	10.06	4	21	9.81	4	14	9.59	5
walis tingting	21	11.73	3	25	11.68	3	19	13.01	3
walis tambo	15	8.38	5	16	7.48	6	17	11.64	4
Floorwax	24	13.41	2	27	12.62	2	21	14.38	2
timba	10	5.59	8	13	6.07	8	6	4.12	8
Tabo	12	6.70	7	15	7.01	7	8	5.48	7
Basahan	55	30.72	1	61	28.50	1	45	30.82	1
Paint (Bucket)	3	1.68	10	6	2.81	10	1	0.69	10
Total	179	100		214	100		146	100	

Table 3.2 shows the level of sustainability of brigada eskwela as reflected in the school records in terms of *In-kind donations*. The information were also provided over a period of three (3) years, from 2018 to 2019 and 2021. It was shown that in the year 2018, the items “basahan”, “floorwax” and “walis tingting” were among indicators which acquired the highest frequencies and percentages made from this assessment with values ranges from 55 or 30.72%, 24 or 13.41% and 21 or 11.73% respectively with rankings were from 1 to 3. On the other hand, the items “timba”, “Paint” and ‘bucket’ got the three lowest means and ranking from 8 to 10 based from their frequency and percentage values of 10 or 5.59%, 7 or 3.91% and 3 or 1.68 % respectively.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Moreover, the data from the year 2019 shows that the items **"basahan", "floorwax" and "walis tingting"** were also among indicators which obtained the highest frequencies and percentages during this period with mean values of 61 or 28.50%, 27 or 12.62% and 25 or 11.68% respectively and at top three ranking evaluations. However, the items **"timba", "Paint (can)" and 'Paint (bucket)'** were also the three least indicators from the lists and rankings as their frequency and percentage values revealed as 13 or 6.07%, 11 or 5.14% and 10 or 2.81% respectively.

Furthermore, based on the in-kind donations on year 2021, same items were highly donated in this year such as **"basahan", "floorwax" and "walis tingting"** with frequencies and percentages ranging from 45 or 30.82%, 21 or 14.28% and 19 or 123.01% respectively and rankings were from 1 to 3.

This may imply that brigada eskwela's degree of sustainability was enhanced by the in-kind donations made by the school stakeholders who are extending their support and assistance to make schools the finest places for learning among students.

Table 3.3 shows the level of sustainability of brigada eskwela as reflected in the school records in terms of Cash donations. Additionally, the data were made available over a three-year period, from 2018 to 2019 and 2021. As shown, year 2019 indicates the largest cash donations obtained with frequency and percentage of 43140 or 100%; Followed by the year 2018 with 28810 or 100%; while the least cash donations acquired was in the year 2021 with only 12200 or 100%.

Table 3.3

Level Of Sustainability Of Brigada Eskwela As Reflected In The School Records In Terms Of Cash Donations

3. Cash Donations	2018			2019			2021		
	F	%	Rank	F	%	Rank	F	%	Rank
	2,350	8.16	7	3,640	8.44	7	1,150	9.43	5

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



	1,500	5.21	10	2,400	5.56	10	500	4.10	10
	3,000	10.41	4	4,600	10.66	4	800	6.56	9
	1,750	6.07	8	2,700	6.26	9	1,000	8.20	6.5
	2,500	8.68	6	3,800	8.81	6	1,500	12.30	3
	3,500	12.15	3	5,200	12.05	3	2,100	17.21	1
	2,860	9.93	5	4,500	10.43	5	1,250	10.25	4
	1,650	5.73	9	3,000	6.95	8	900	7.38	8
	5,000	17.36	1	6,800	15.76	1	1,000	8.20	6.5
	4,700	16.31	2	6,500	15.07	2	2,000	16.39	2
Total	28810	100		43140	100		12200	100	

Table 3.3 shows the level of sustainability of brigada eskwela as reflected in the school records in terms of Cash donations. Additionally, the data were made available over a three-year period, from 2018 to 2019 and 2021. As shown, year 2019 indicates the largest cash donations obtained with frequency and percentage of 43140 or 100%; Followed by the year 2018 with 28810 or 100%; while the least cash donations acquired was in the year 2021 with only 12200 or 100%.

This might imply that financial contributions to Brigada Eskwela programs and projects assist the institution in meeting its goals and benefiting students by funding the development and completion of new Brigada Eskwela initiatives.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 4.1

Relationship Between The Level Of Implementation Of Brigada Eskwela And Its Level Of Sustainability In Terms of Total Number of Volunteers

Relationship Between	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Description of R	
	Implementation and Total Number of Volunteers		.734 ^a	.538	.308	257.65546	High Correlation
Model	Sum of Squares	Df	Mean Square	F	Sig.	Remarks	Decisions
Regression	464614.083	3	154871.361	2.333	.174 ^b	Non-Significant	Accept the null
Residual	398318.017	6	66386.336				
Total	862932.100	9					

a. Dependent Variable: Total Number of Volunteers

b. Predictors: (Constant), Shared Responsibility, Organizations of Working Teams, Advocacy and Marketing

Table 4.1 shows the relationship between the level of implementation of brigada eskwela and its level of sustainability in terms of total number of volunteers. As seen on table 8, there was a high correlation between variables tested as $r=.734$; $r^2=.538$. This indicates a strong positive correlation between Implementation and Total Number of Volunteers which was statistically not significant. It implies that as total number of volunteers increases, there is a high level of implementation and sustainability for brigada eskwela programs. While, as total number of volunteers decreases, there is a low level of implementation and sustainability for brigada eskwela programs. Therefore, the hypothesis prescribed by the study was accepted.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 4.2

**Relationship Between The Level Of Implementation Of Brigada Eskwela
And Its Level Of Sustainability In Terms of In-Kind Donations**

Relationship Between	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Description of R	
	Implementation and In-Kind Donations		.739 ^a	.546	.319	302.15740	High Correlation
Model	Sum of Squares	Df	Mean Square	F	Sig.	Remarks	Decisions
Regression	657947.033	3	219315.678	2.402	.166 ^b	Non-Significant	Accept the Null
Residual	547794.567	6	91299.095				
Total	1205741.600	9					

a. Dependent Variable: In-Kind Donations

b. Predictors: Shared Responsibility, Organizations of Working Teams, Advocacy and Marketing

Table 4.2 shows the relationship between the level of implementation of brigada eskwela and its level of sustainability in terms of In-kind donations. As seen on table 9, there was a high correlation between variables tested as $r=.739$; $r^2=.546$. This indicates a strong positive high correlation between Implementation and In-Kind Donations which was statistically not significant. It implies that as in-kind donations increases, there is a high level of implementation and sustainability for brigada eskwela programs. While, as In-kind donations decreases, there is a low level of implementation and sustainability for brigada eskwela programs. Therefore, the hypothesis prescribed by the study was accepted.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Table 4.3

**Relationship Between The Level Of Implementation Of Brigada Eskwela
And Its Level Of Sustainability In Terms of Cash Donations**

Relationship Between	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Description of R	
	Implementation and Cash Donations		.758 ^a	.575	.362	247.06676	Very High Correlation
Model	Sum of Squares	Df	Mean Square	F	Sig.	Remarks	Decisions
Regression	495450.488	3	165150.163	2.706	.138 ^b	Non - Significant	Accept the Null
Residual	366251.912	6	61041.985				
Total	861702.400	9					

a. Dependent Variable: Cash Donations

b. Predictors: Shared Responsibility, Organizations of Working Teams, Advocacy and Marketing

Table 4.3 shows the relationship between the level of implementation of brigada eskwela and its level of sustainability in terms of Cash donations. As seen on table 4.3, there was a high correlation between variables tested as $r=.758$, $r^2=.575$. This indicates a strong positive high correlation between Implementation and Cash which was statistically not significant. It implies that as cash donations increases, there is a high level of implementation and sustainability for brigada eskwela programs. While, as cash donations decreases, there is a low level of implementation and sustainability for brigada eskwela programs. Therefore, the hypothesis prescribed by the study was accepted.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



5. An action plan was proposed to address the implementation and sustainability concerns of Brigada Eskwela program and its impact on school performance in Bulihan Elementary School.

Recommendations

Based on the findings summarized and the conclusion drawn, the following recommendations are hereby offered:

1. School Heads/ School Teachers may opt to expand partnership interactions on the school level and solve issues concerning the Brigada Eskwela implementation regarding key areas that needed essential attention in order to close existing learning resource shortages and ensures high-quality basic education at all cost for the benefit of teachers and students.
2. The School should create more initiatives and adopt existing frameworks of program implementations to guarantee and strengthen Brigada Eskwela-supported programs and to effectively reinforce efforts of full implementation of school instructions and activities.
3. The Neighborhood communities should fortify their relationship with schools in dealing with school activities such as initiatives for Brigada Eskwela or School Brigade with the help of parents, alumni, community groups, local companies, non-governmental organizations, teachers, students, and other volunteers to clean, maintain, and repair classrooms of schools for the stakeholders' benefits.
4. The Learners should appreciate the efforts being put to ensure quality education in schools by all stakeholders by increasing their level of school engagements and performances as important components of Brigada Eskwela and develop into decent citizens of this nation, see the significance in making schools the ideal place for students to learn values and acknowledge it.
5. Future researchers may use this Action Plan for Implementation, sustainability, and impact of Brigada Eskwela as a basis for developing other program development tools for performance appraisals of Bulihan Elementary School and having education toward quality.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Action Plan

BRIGADA ESKWELA ACTION PLAN August 2024 - July, 2025

Objectives	Targets	Strategies	MOVs	Persons involved	Time	Success Indicator
1. Prepare and improve school facilities, landscaping, painting, signage and school ground	At the end of Brigada Eskwela, 80 % to 100% of the projected physical facilities development and beautification will have been manifested.	Prepare and designate a committee for the conduct of Brigada Eskwela in school.	Designation letter signed by the school Head.	Principal and School Development Planning Team	August 1 – 31, 2024	When the implementation will have been manifested from 80% to 100% based on the target
2. To identify and prioritize facilities and equipment requiring repair.		Conduct a meeting with the persons involve in the Brigada Eskwela with all Brigada Committee in preparing the Brigada Eskwela Action Plan. SLAC/LAC	<ul style="list-style-type: none"> - Attendance - Minutes of the meeting - Action Plan - List of priorities and costing Attendance Minutes of the Meeting	School Head, School Development Planning Team and Brigada Committee School Head, Teachers	September 1 – 27, 2024	When the implementation will have been manifested from 85% to 100% based on the target
3. To facilitate the implementation through the		- Make a listing of priorities based on inspection	Minutes of the meeting and pictures.	Principal, Brigada Committee, and	October 2 – 31, 2024	If 80 to 95% of the targets for the implementation

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



<p>agreed scheme.</p>		<ul style="list-style-type: none"> - Prepare projected cost estimates - Identify potential donors/ benefactors . - Conduct PTA Board meeting with the Committee. -Strategized scheme on its projected implementation -Send communication to the identified benefactors . -Send communication and acknowledge early pledges through letters 	<p>Implementati on Scheme.</p> <p>Returned letters with acknowledge ment</p>	<p>PTA Officers.</p>		<p>ion have been met.</p>
<p>4. To strengthen stakeholders participation.</p>	<p>75% of the projected stakeholders should have been participated on the conduct of Brigada Eskwela.</p>	<p>-Conduct advocacy through announcement , streamer, broadcast media, streamers</p>	<p>Announceme nt Streamer Social Media</p> <p>Brigada Attendance Pictures Reports</p>	<p>School head, Brigada Committee, PTA Officers and Stakehold ers</p>	<p>August 1 – 30, 2025</p>	<p>When the projected target will have been manifested.</p>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



		- Implementa tion of Brigada Eskwela Maintenanc e Week.				
5. Establish the institutionalization of Brigada Eskwela activity during school days.	75% of parents/students during school days brigade will have been manifested and institutionalization of the program will have been achieved.	-Continued implementation by month or quarterly per year level per section.	School Memorandum Attendance Pictures	School Head, Brigada Committee, PTA Officers, Parents and Pupils	July-Aug 2025 Rounded Year	When the target will have been manifested.

Plans for Dissemination and Utilization

To promote the sustainability of the Brigada Eskwela Program by providing a copy of an action plan. The proposed action plan disseminated by SLAC or LAC session on Enhancing the Brigada Eskwela Program Implementation Plan will help to develop the school performance in Bulihan Elementary School. Conduct a meeting with a person involved in Brigada Eskwela. In the meeting, start by educating the stakeholders, including school administrators, teachers, parents, and students, about the purpose and significance of Brigada Eskwela. Highlights the positive impact it has on the quality of education and the well-being of pupils in Bulihan Elementary School. Coordinate with the community for the local broadcast of Brigada Eskwela highlighting the stories and impact of Brigada Eskwela in improving school. Collaborate with local Businesses by encouraging them through sponsorships, donations, or volunteer efforts. Show how their involvement benefits by creating a platform for all stakeholders to provide feedback and suggestions for improvement. This helps in making the program more responsive to the needs of the community.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



References

- Arkin, F. (2020, September 6). South-East Asian schools reopen to the new normal. *SCIDEV*.
<https://www.scidev.net/asia-pacific/news/south-east-asian-schools-reopen-to-the-new-normal/>
- Catid, Melende B. (2022). Leadership practices: impact on brigada eskwela level of implementation. doi:.10.47119/IJRP100971320222973
- Deped (2020). Brigada Eskwela Manual for School Heads. Retrieved from <https://depedzn.net/files/downloads/Brigada-Eskwela-Manual.pdf>
- Hernando-Malipot, M. (May 2020). DepEd reconfigures 2020 Oplan Balik Eskwela, Brigada Eskwela due to COVID-19 crisis. *Manila Bulletin*, (May 30, 2020). <https://mb.com.ph/2020/05/30/deped-reconfigures-2020-oplan-balik-eskwela-brigada-eskwela-due-to-covid-19-crisis/>
- Varly Project (2021). Brigada Eskwela : a model of community participation in the Philippines. Retrieved from <https://varlyproject.blog/brigada-eskwela-a-model-of-community-participation-in-the-philippines/>

Financial Report

Budget Item	Budget Requirement
Bond paper	80 pcs P 40.00
Printing	80 pages X 2.00 P 160.00
TOTAL	P 200.00

Submitted by:

MARY ANN T. VIAÑA

Bulihan E S- Researcher

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
