



STAKEHOLDERS' MOTIVATION AND SUPPORT IN THE IMPLEMENTATION OF BRIGADA ESKWELA PROGRAM

JENEMIE S. ARBAN
TEACHER III

Concepcion Juanillo Memorial Elementary School
jenemie.arban@deped.gov.ph

ABSTRACT

This descriptive-correlational study on the levels of motivation and support among internal and external stakeholders in the implementation of the Brigada Eskwela Program within the Fifth Congressional District, Schools Division of Iloilo, during School Year 2019-2020, found that when taken as a whole, both stakeholder motivation and support were high. There were no significant differences in the level of motivation among stakeholders when they were classified according to sex, age, type of stakeholder, or distance of residence from the school. Similarly, no significant differences were found in the level of stakeholder support when categorized by sex, age, type of stakeholder, or distance of residence from the school. Furthermore, there was no significant relationship between the levels of motivation and the levels of support provided by stakeholders in the implementation of the Brigada Eskwela Program. The study recommends the establishment of a formal action plan dedicated to the implementation of Brigada Eskwela.

Keywords: *Brigada Eskwela Program, Motivation, Support, Implementation*

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INTRODUCTION

Brigada Eskwela, also referred to as "Bayanihan Para sa Paaralan," has redefined the traditional Filipino spirit of communal unity. While the concept of *Bayanihan* was once symbolized by neighbors literally carrying a house on their shoulders, this initiative presents a modern vision of collective effort. It brings together individuals from all walks of life—volunteers who repaint walls, scrub windows, and mend fences—to ensure that local learning environments are revitalized and welcoming for students.

Beyond its symbolic value, the program serves as a strategic response by the Department of Education to address chronic shortages in maintenance funding. Established under DepEd Memorandum No. 79, s. 2003, the initiative mobilizes community resources to bridge the gap left by meager budgets. By fostering this culture of shared responsibility, Brigada Eskwela ensures that school facilities are physically prepared and functionally efficient in time for the annual opening of classes.

As the Brigada Eskwela spanned for two decades, the school's need on early preparation and encouraging community to participate in the Brigada Eskwela changed overtime. The mindset of leniency towards involvement was reformed; level of awareness was raised beyond expected

level but not all are aware and involved in the implementation of Brigada Eskwela.

Brigada Eskwela needed a policy support, from the national level or from the local legislators. This is to institutionalize the program as being an essential part of the duties and

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responsibilities of every Filipino citizen to its country. In the education model, bayanihan as a rudimentary value of Filipinos should be amalgamated in the value formation of every student.

To ensure the program's long-term viability, the Department of Education introduced a search for the most effective Brigada Eskwela implementations, aiming to promote best practices and reward school initiatives (DM 68, s. 2015). Despite this, participation within the Schools Division of Iloilo remained notably low. This lack of involvement raises critical questions regarding how schools currently promote the program to community stakeholders, private entities, and professionals, as well as the extent to which the initiative has been officially integrated into local systems.

Far from being a one-time event, Brigada Eskwela is designed as a year-round commitment integrated into the school's broader intervention strategies. Once the initial kick-off week concludes, schools must transition into a phase of routine upkeep. These ongoing efforts are governed by the School-Based Repair and Maintenance Scheme, as outlined in DepEd Order No. 42, series of 2009.

In the municipality of Lemery, school heads consistently struggle with the upkeep of physical facilities because the official Maintenance and Other Operating Expenses (MOOE) budget is insufficient. Since the program's inception, there has been a noticeable lack of contributions from professionals and the private sector. This suggests a potential gap in communication, as these groups may not be fully aware of the government tax incentives available to those who donate to public educational institutions.

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The ultimate objective of Brigada Eskwela is to cultivate a collective realization that educating Filipino youth is a shared societal duty. This responsibility spans the government providing free schooling, the communities where children are raised, and the private companies that will one day employ them. If stronger cooperation were established—particularly within the Fifth Congressional District of Iloilo—the quality of education would likely see significant improvement. Consequently, this study sought to investigate the motivation and support levels of these stakeholders to better understand their role in the program's success.

MATERIALS AND METHODS

Research Methodology

This chapter details the research methodology, including the design, participants, sampling technique, and the procedures for data collection. It also describes the research instrument, data analysis methods, and the statistical tools employed. The primary objective of this study was to determine the degree of motivation and support provided by stakeholders during the implementation of the Brigada Eskwela program in the Fifth Congressional District of Iloilo for the 2019–2020 academic year.

Research Method

This research employed a descriptive methodology. According to Fraenkel and Wallen (2007), this approach was utilized to describe a specific state of affairs as comprehensively and precisely as possible. The data collected served to determine the degree of motivation and support provided by stakeholders during the execution of the Brigada Eskwela Program.

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Research Design

This study utilized a descriptive-correlational research design. This design was deemed appropriate because the research aimed to determine the significant relationships between specific variables and to identify the direction and magnitude of differences among the various groups within the study population.

According to Fraenkel and Wallen (2007), a descriptive-correlational design illustrates the extent to which two or more quantitative variables are associated through the use of descriptive analysis.

The researcher viewed this design as suitable since the primary objective of the investigation was to establish whether a significant relationship existed between the stakeholders' level of motivation and their level of support in the execution of the Brigada Eskwela Program.

Respondents of the Study

The respondents of this study were 110 internal and external stakeholders of the eleven schools district in the Fifth Congressional District of Iloilo. Ten respondents were chosen from each town to represent the teachers group, learners group, school heads, Parents-Teachers Association, school governing council which was considered as the internal stakeholders, and the barangay officials, local government unit, non-government organizations, alumni, and government organizations as the external stakeholder.

The data are shown in Table 1.

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Table 1

Distribution of Respondents by Schools Districts in the 5th Congressional District of Iloilo

	Stakeholders										
	Schools Districts (Internal stakeholders)					(External stakeholders)					
	Teacher	SH	SPG	PTA	SGC	Brgy.	LGU	Alumni	NGO	GO	N
Ajuy	1	1	1	1	1	1	1	1	1	1	10
Balasan	1	1	1	1	1	1	1	1	1	1	10
Batad	1	1	1	1	1	1	1	1	1	1	10
Barotac Viejo	1	1	1	1	1	1	1	1	1	1	10
Carles	1	1	1	1	1	1	1	1	1	1	10
Concepcion	1	1	1	1	1	1	1	1	1	1	10
Estancia	1	1	1	1	1	1	1	1	1	1	10
Lemery	1	1	1	1	1	1	1	1	1	1	10
San Dionisio	1	1	1	1	1	1	1	1	1	1	10
San Rafael	1	1	1	1	1	1	1	1	1	1	10
Sara	1	1	1	1	1	1	1	1	1	1	10
Total	11	11	11	11	11	11	11	11	11	11	110

Research Instrument

The data was collected using a researcher-developed instrument, which was formulated based on the guidelines set forth in DepEd Order No. 24, s. 2008.

The questionnaire was divided into three distinct sections. Part 1 focused on gathering the personal profiles of the participants, including their names (which was optional), school district, age, and sex. It also requested an estimate of monthly family income to assess socio-economic status and identified whether the participant was an internal or external stakeholder.

Part 2 was designed to evaluate the stakeholders' level of motivation regarding the execution of Brigada Eskwela through a 25-item scale. Respondents assessed their motivation

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by marking the column that best represented their level of agreement with various statements.

These answers were then measured according to the specific rating scale and descriptive interpretation provided below:

Rating	Description
4.21 - 5.00	Very Highly Motivated
3.41 - 4.20	Highly Motivated
2.61 - 3.40	Moderately Motivated
1.81 - 2.60	Less Motivated
1.00 - 1.80	Not Motivated

Part 3 of the instrument evaluated the level of support provided by stakeholders during the Brigada Eskwela implementation through 25 specific items. Respondents were asked to review various questions describing their level of support and mark the column that corresponded to their position on the provided scale. Their answers were then assessed and interpreted based on the following rating scale and descriptions:

Rating	Description
4.21 - 5.00	Very Highly Supportive
3.41 - 4.20	Highly Supportive
2.61 - 3.40	Moderately Supportive
1.81 - 2.60	Less Supportive
1.00 - 1.80	Not Supportive

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Validity of the Research Instrument

Before establishing the validity of the researcher-developed questionnaire, each item underwent a thorough review and adjustment process by a panel of experts chosen for their proficiency in research methodology, testing and assessment, and the English language. Validity represents the accuracy, significance, and utility of the conclusions a researcher draws from the data. In terms of content-related evidence, both the substance and layout of the instrument must align with the defined variables and the specific population being studied, which ensures the questionnaire items are properly verified (Fraenkel and Wallen, 2007).

The feedback, corrections, and recommendations provided by the validation panel were integrated into the final version of the checklist. This finalized draft was then subjected to reliability testing using the standard Good and Scates evaluation form.

Reliability of the Research Instrument

Once the questionnaire items were validated, the instrument underwent reliability testing with 30 internal and external stakeholders from the Schools District of Banate within the Schools Division of Iloilo. These participants were excluded from the final study, as they represented the Fourth Congressional District rather than the target area.

Reliability denotes the consistency of results across different administrations of an instrument or between different sets of items, reflecting the stability of the scores provided by the respondents (Fraenkel and Wallen, 2007).

To determine the reliability coefficient, the researcher utilized the split-half method.

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This process involved dividing the instrument into two parts, scoring each half independently for every participant, and then establishing a correlation between the two sets of results. The final reliability coefficient was determined using Cronbach’s alpha to ensure internal consistency (Fraenkel and Wallen, 2007).

Data Gathering Procedure

The data collection process utilized a researcher-developed questionnaire as the primary tool.

To ensure proper authorization, the researcher secured official permits from the Schools Division Superintendent, District Supervisors, and School Heads. These approvals allowed for the inclusion of both internal and external stakeholders in the study.

Following established protocols, the researcher personally visited various school districts, beginning at the district offices. The questionnaires were distributed individually during the morning sessions to the designated respondents, who were given sufficient time to complete them. While participants in one town were filling out the forms, the researcher traveled to neighboring municipalities to repeat the process. Once all scheduled distributions for the day were finished, the completed instruments were collected that same afternoon. This systematic procedure was consistently followed across the different municipalities within the Fifth Congressional District of Iloilo.

Data Analyses

The research instrument was duplicated to match the total number of participants in the study. Once the completed questionnaires were retrieved, the information was organized,

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processed, and tabulated via computer using the Statistical Package for Social Sciences (SPSS) software.

Statistical Tools

The study utilized both descriptive and inferential statistics. For descriptive statistics, the frequency count, percentage, and mean were used. The inferential statistics were Mann-Whitney U test, Kruskal Wallis H test, and Chi-square set at .05 level of significance.

Frequency Count. This is used to detail the demographic profile of the participants based on the numerical distribution of specific personal characteristics (Santos, 2006). It identified how respondents were distributed across groups based on the statements they selected or checked to describe their views.

Percentage. This value is derived by dividing a specific measurement by the total sum and multiplying the result by 100 (Ruiz, 2003). This tool helped determine the proportion of respondents belonging to specific categories.

Mean. This represents the total sum of weighted scores from the checklist items divided by the overall number of items (Borro, 2002). The mean was employed to calculate average scores representing the stakeholders' perceived levels of motivation and support regarding the Brigada Eskwela program.

Mann-Whitney U test. To determine the significant difference between the mean of two variables, Mann-Whitney U test was used. This was used to find out the significant difference between the responses of stakeholders when they were classified according to sex, age, type of stakeholder, distance of residence to school.

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Chi-square. To determine the significant relationship between the level of motivation in the implementation of Brigada Eskwela and the level of support in the implementation of Brigada Eskwela, Chi-square was used.

RESULTS AND DISCUSSIONS

The primary objective of this study was to assess the degrees of motivation and support exhibited by internal and external stakeholders regarding the Brigada Eskwela program's implementation. The research focused on the Fifth Congressional District within the Schools Division of Iloilo during the 2019–2020 academic year.

To achieve this, the researcher employed a descriptive-correlational research design, falling under the broader framework of the descriptive method.

The respondents of this study were 110 internal and external stakeholders of the eleven schools district in the Fifth Congressional District of Iloilo. Ten respondents were chosen from each town to represent the teachers group, learners group, school heads, Parents-Teachers Association, school governing council, barangay officials, local government unit, non-government organizations, alumni, and government organizations.

To select the appropriate number of participants for each municipality, a two-stage random sampling approach was employed, specifically utilizing purposive and quota sampling methods.

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A questionnaire developed by the researcher served as the primary tool for collecting data regarding the stakeholders' levels of motivation and support for the Brigada Eskwela program.

The study applied both descriptive and inferential statistics for data analysis. Descriptive measures included frequency counts, percentages, and means, while inferential analysis utilized the Mann-Whitney U test and Chi-square, with the significance level established at 0.05.

The investigation yielded the following results:

The data indicated that, as an entire group, the stakeholders exhibited a level of motivation that was categorized as "highly motivated."

When categorized by sex, male participants were found to be "very highly motivated," whereas female participants were "highly motivated."

In terms of age, younger respondents were "highly motivated," while older participants were "very highly motivated."

When grouped by stakeholder type, internal stakeholders were "very highly motivated," and external stakeholders were "highly motivated."

Regarding residential proximity, both those living near and far from the school were rated as "highly motivated."

Statistical analysis showed no significant difference in motivation levels when participants were compared by sex.

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There was no significant difference in the level of motivation among stakeholders when they were grouped according to age.

No significant difference was found in motivation levels between different types of stakeholders.

The distance between a stakeholder's residence and the school did not result in a significant difference in their level of motivation.

When assessed as a whole, the level of support provided by stakeholders for the Brigada Eskwela program was rated as "highly supportive."

Categorization by sex revealed that males were "very highly supportive," while females were "highly supportive."

Based on age, younger stakeholders were "highly supportive," whereas older stakeholders were "very highly supportive."

Both internal and external stakeholders were found to be "highly supportive" when classified by their respective types.

Regardless of whether they lived near or far from the campus, both groups of stakeholders were rated as "highly supportive."

Analysis confirmed that there was no significant difference in support levels when classified by sex.

There was no significant difference in the stakeholders' level of support when they were categorized by age.

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The type of stakeholder did not lead to a significant difference in the level of support provided for the program.

No significant difference was observed in the level of support based on the distance of the stakeholders' homes from the school.

The study concluded that there was no significant relationship between the stakeholders' levels of motivation and their levels of support in the implementation of the program.

Conclusion

Based on the research findings, the following conclusions were established:

Stakeholders demonstrated a high level of enthusiasm for participating in the school-based implementation of Brigada Eskwela. This interest was largely attributed to the fact that they were kept well-informed regarding the program's objectives and activities.

The sex of the respondents did not significantly influence the assessment of stakeholder motivation; instead, the results reflected a collective belief in the existence of a robust and effective partnership between the school and the community.

Similarly, age was not a determining factor in evaluating the motivation levels required for the successful execution of the Brigada Eskwela program.

Regardless of the respondent type, individuals remained consistently motivated to implement Brigada Eskwela effectively.

The distance between a stakeholder's home and the school was not a factor in their motivation to implement the program.

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Stakeholders expressed a deep interest in supporting the implementation of Brigada Eskwela within schools.

Regardless of sex, all stakeholders sought to support Brigada Eskwela, united by the common goal of ensuring the school was prepared for the opening of classes.

The age of the stakeholders did not affect their level of support for the program. Instead, they prioritized their involvement in the overall improvement of the school.

Regardless of the respondent category, every participant expressed a desire to provide full support for the effective implementation of Brigada Eskwela.

All stakeholders were committed to providing the support necessary to make Brigada Eskwela successful, irrespective of the distance between their homes and the school.

The effective implementation of the Brigada Eskwela program is not solely dependent on both motivation and support. Implementation can remain effective even in the absence of high motivation, provided that support is present.

This support may be rendered regardless of intrinsic motivation, as some participants contribute for the sake of compliance, out of habit, or as a requirement for their children's enrollment.

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INSTABRIGHT e-GAZETTE

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Volume VII, Issue III

February 2026

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ISSN: 2704-3010

Volume VII, Issue III

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Volume VII, Issue III

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