

Stakeholders' Involvement in Brigada Eskwela of Bibiano A. Avenir Elementary School: An Evaluation

Loida F. Condrillon

Bibiano A. Avenir Elementary School, Barangay. Parina, Palanas, Masbate, Philippines

Publication history: Received: July 10, 2026; Revised: July 24, 2026; Accepted: July 27, 2026

Email of Corresponding Author: loida.condrillon@deped.gov.ph

Abstract

This study evaluated the level of stakeholder involvement in Brigada Eskwela at Bibiano A. Avenir Elementary School to determine how stakeholder participation contributes to the sustainability and effectiveness of the program. Anchored on the principles of shared governance under Republic Act No. 9155 and the Filipino value of bayanihan, the study employed a descriptive-quantitative research design using a structured, researcher-made questionnaire validated by experts and pilot-tested for reliability. Purposive sampling was used to select teachers, learners, parents, and representatives from the Municipal Government Unit, Barangay Government Unit, Private Sector, and Local Civic Organizations who actively participated in Brigada Eskwela. Data were analyzed using frequency, percentage, weighted mean, and Analysis of Variance (ANOVA). The findings revealed that stakeholder involvement was generally high across volunteering, financial support, and services or donations, with participation ranging from Often Involved to Always Involved. Parents and the Barangay Government Unit consistently demonstrated the highest levels of involvement, while the Municipal Government Unit, Private Sector, and Local Civic Organizations also provided meaningful support. The analysis further revealed a statistically significant difference in the level of involvement among stakeholder groups, indicating that participation varied according to stakeholder type. The study concludes that sustained collaboration among stakeholders is essential for strengthening school readiness and the successful implementation of Brigada Eskwela. It recommends strengthening partnerships with the Municipal Government Unit and Private Sector, recognizing active stakeholders, establishing a resource mobilization framework, conducting regular stakeholder orientations, and creating a Brigada Eskwela monitoring committee to sustain stakeholder participation. This study supports Sustainable Development Goal (SDG) 4: Quality Education by promoting safe and supportive learning environments and SDG 17: Partnerships for the Goals by strengthening collaboration among schools and community stakeholders. The study contributes to educational and community sustainability by reinforcing shared governance, collaborative resource mobilization, and long-term school–community partnerships.

Keywords: Barangay Government Unit, Brigada Eskwela, Parents, School-Community Partnership, Shared Governance, Stakeholder Involvement, Volunteering

1. Introduction

Brigada Eskwela (BE) is a nationwide school maintenance and preparation program of the Department of Education that promotes collaboration among schools and communities to ensure that public schools are safe, functional, and ready for the opening of classes. Through the collective participation of teachers, parents, learners, local government units, civic organizations, alumni, and private institutions, the program embodies the Filipino value of bayanihan while strengthening school–community partnerships. Despite its institutional support and long-standing implementation, sustaining stakeholder participation throughout the different phases of Brigada Eskwela remains a challenge. This study evaluates the level of stakeholder involvement in Brigada Eskwela at Bibiano A. Avenir Elementary School to determine how stakeholder participation contributes to the sustainability and effectiveness of the program.

1.1 Stakeholder Involvement in Brigada Eskwela

Brigada Eskwela mobilizes stakeholders to participate in school cleaning, repairs, maintenance, and resource mobilization to ensure school readiness (Solidarios, 2024). Beyond physical preparation, it promotes shared responsibility among teachers, parents, LGUs, civic organizations, and private partners, consistent with the principles of bayanihan (Colonia, Osias, & Comon, 2024). Republic Act No. 9155 further institutionalizes stakeholder participation through shared governance in basic education (Republic Act 9155, 2001). Despite these initiatives, sustaining stakeholder participation remains challenging. Studies reported that parental involvement is often constrained by time and financial limitations, while stakeholder participation commonly declines after program implementation (Colonia et al., 2024; Solidarios et al., 2024). Moreover, many public schools continue to face inadequate facilities that negatively affect teaching and learning (Department of Education, 2023; Department of Education, 2025). Effective leadership, communication, and resource

management are therefore essential in sustaining stakeholder engagement and strengthening school-community partnerships (Lopez & Bauyot, 2025). These concerns provide the basis for evaluating stakeholder involvement in Brigada Eskwela at Bibiano A. Avenir Elementary School.

1.2 Themes and Insights from Related Literature on Stakeholder Involvement

Recent literature consistently recognizes stakeholder engagement as a key factor in improving school readiness and educational outcomes. Effective participation extends beyond volunteerism and emphasizes sustained collaboration, family engagement, shared governance, inclusive decision-making, and continuous communication (Education Endowment Foundation, 2019; Brookings Institution, 2022; UNESCO, 2020). Studies also highlight that structured partnerships, clear stakeholder roles, transparent resource management, and evidence-based planning improve the sustainability of school-community programs (World Bank, 2021; Brookings Institution, 2020; UNICEF, 2022). Research further indicates that stakeholder participation is strengthened through effective leadership, teacher preparedness, regular feedback, and meaningful recognition of volunteer contributions (OECD, 2024; Thompson et al., 2024; Monfrance, 2024). Likewise, prioritizing school facilities, particularly water, sanitation, and hygiene (WASH), enhances learner health, attendance, and overall school readiness (UNICEF & WHO, 2020). Collectively, these studies demonstrate that sustained, well-coordinated stakeholder engagement is essential for the long-term success of Brigada Eskwela initiatives.

1.3 Local, National, and Global Context

Globally, stakeholder participation is recognized as essential for improving school governance, educational quality, and learner outcomes through sustained partnerships (Brookings Institution, 2022; UNESCO, 2020; OECD, 2024). Nationally, Brigada Eskwela promotes collaboration among LGUs, parents, civic organizations, private institutions, and volunteers to prepare schools for class opening (Philippine News Agency, 2024; Manila Bulletin, 2024; Department of Education, 2023). At the local level, Bibiano A. Avenir Elementary School depends on these stakeholders for volunteering, financial assistance, and donations, making it important to evaluate their level of involvement in sustaining Brigada Eskwela.

1.4 Theoretical or Conceptual Basis

This study is anchored on the principle of shared governance under Republic Act No. 9155, which promotes collaboration among schools and stakeholders in improving basic education (Republic Act 9155, 2001). It is also guided by the Filipino value of bayanihan, emphasizing collective responsibility and volunteerism in school development (Colonia, Osias, & Comon, 2024). These concepts support the assessment of stakeholder involvement in Brigada Eskwela.

1.5 Research Gaps and Rationale

Although previous studies have established the importance of stakeholder participation in school improvement, most focused on general school-community partnerships, parental engagement, or Brigada Eskwela implementation in broader contexts. Limited studies have specifically evaluated stakeholder involvement based on volunteering, financial support, and services or donations among municipal government units, barangay government units, private sector, civic organizations, and parents at the school level. This study addresses this gap by assessing the level of stakeholder involvement in Brigada Eskwela at Bibiano A. Avenir Elementary School to provide evidence that can strengthen school-community partnerships and improve future program implementation.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study supports SDG 4 – Quality Education by promoting stakeholder participation in creating safe, inclusive, and conducive learning environments. It also aligns with SDG 17 – Partnerships for the Goals by strengthening collaboration among schools, government agencies, private organizations, civic groups, and parents in supporting educational development.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes to educational sustainability by promoting sustained stakeholder engagement in school improvement initiatives. It also supports community and institutional sustainability by strengthening school-community partnerships, shared governance, and collaborative resource mobilization, which are essential for the long-term success of Brigada Eskwela and other school-based programs.

2. Material and methods

2.1 Research Design

This study employed the descriptive survey research design to determine the level of stakeholder involvement in Brigada Eskwela. The design was appropriate for describing the participation of the municipal government unit, barangay government unit, private sector, local civic organizations, and parents in terms of volunteering, financial support, and services or donations. It also determined whether significant differences existed among stakeholder groups. Quantitative

data were collected through a structured questionnaire and analyzed using descriptive and inferential statistics to ensure objective and reliable findings (Creswell, 2014).

2.2 Locale of the Study

The study was conducted at Bibiano A. Avenir Elementary School in Barangay Parina, Palanas, Masbate. The school was selected because it actively implements Brigada Eskwela through the participation of local government units, private organizations, civic groups, and parents, making it an appropriate setting for evaluating stakeholder involvement in the program.

2.3 Respondents of the Study

The respondents consisted of teachers, learners, municipal government representatives, barangay officials, private sector representatives, members of local civic organizations, and parents who participated in Brigada Eskwela. Their responses provided the information needed to assess stakeholder involvement in volunteering, financial support, and services or donations.

2.4 Sample and Sampling Procedure

The study employed purposive sampling, selecting respondents who directly participated in Brigada Eskwela activities. Stakeholders were chosen based on their actual involvement through volunteer work, financial assistance, or material and service donations. This approach ensured adequate representation of each stakeholder group and enabled a comprehensive assessment of community participation.

2.5 Research Instrument

A researcher-made questionnaire with a five-point rating scale was used to collect data on stakeholder involvement in volunteering, financial support, and services or donations. Responses ranged from Never Involved to Always Involved, reflecting the respondents' perceived level of participation. Before administration, the instrument underwent expert validation by three specialists in educational management and community engagement to ensure its clarity, relevance, and alignment with the study objectives. It was subsequently pilot-tested to establish its reliability.

2.6 Data Gathering Procedure

The study began with a review of related literature to guide the formulation of the research problem, objectives, and hypothesis. After obtaining the necessary approval, the validated questionnaire was administered to the identified respondents following coordination with the school principal. The completed questionnaires were retrieved, organized, and subjected to statistical analysis. The findings served as the basis for the conclusions and recommendations, and the manuscript was revised based on the recommendations of the evaluation panel before final submission.

2.7 Data Analysis Techniques

The collected data were analyzed using both descriptive and inferential statistics. Frequency, percentage, and weighted mean were used to determine the level of stakeholder involvement in volunteering, financial support, and services or donations. The weighted mean was computed using the formula $M_n = \Sigma fx / \Sigma f$, where M_n represents the weighted mean, Σfx is the sum of the products of frequency and weight, and Σf is the total frequency. To determine whether significant differences existed among stakeholder groups, Analysis of Variance (ANOVA) or F-test was employed using the formula $F = MS_b / MS_w$, where MS_b refers to the Mean Square Between Groups and MS_w refers to the Mean Square Within Groups. The computed F-value was interpreted using the appropriate degrees of freedom at the 0.05 level of significance. The combined use of descriptive and inferential statistics enabled the study to determine both the level of stakeholder involvement and the significant differences among stakeholder groups.

3. Results and Discussion

3.1 Level of Stakeholder Involvement in Brigada Eskwela as to Volunteering

3.1.1 Municipal Government Unit

The Municipal Government Unit obtained a composite mean of 3.70, interpreted as "Often Involved," indicating consistent participation in Brigada Eskwela volunteer activities. Learners gave the highest rating (4.16, "Always Involved"), while teachers, parents, municipal government representatives, barangay officials, and local civic organizations generally rated the municipal government as "Often Involved." The private sector gave the lowest rating (3.00, "Sometimes Involved"), suggesting varying perceptions of municipal participation. These findings indicate that the Municipal Government Unit remains a reliable partner in school volunteer activities through manpower, coordination, and logistical support. The visible participation recognized by learners reflects the municipality's active role during Brigada Eskwela. This finding supports Legal (2024), who emphasized municipal assistance as a key contributor to Brigada Eskwela's success, and Nieva (2023), who highlighted that local government participation depends on institutional commitment and collaboration. The result also supports Republic Act 9155 and aligns with Community Development Theory and Empowerment Theory, which

emphasize collaborative governance and stakeholder participation in educational development (Tan, 2009) and (Perkins & Zimmerman, 1995). The relatively lower perception from the private sector suggests opportunities to strengthen public-private partnerships, as noted by Serrano (2019) and Adao (2024).

3.1.2 Barangay Government Unit

The Barangay Government Unit recorded a composite mean of 4.74, interpreted as "Always Involved," demonstrating a consistently high level of participation in Brigada Eskwela volunteer activities. All respondent groups rated barangay involvement within the "Always Involved" category, with parents providing the highest rating (4.84), followed by both the Municipal Government Unit and Barangay Government Unit (4.80). The findings demonstrate that the barangay serves as one of the most active stakeholders in Brigada Eskwela by mobilizing volunteers, coordinating community activities, and providing logistical support. Parents' high evaluation reflects their appreciation of the barangay's direct involvement in school preparation activities. These results agree with Sanchez (2021), Bautista and Tolentino (2022), Florencio et al. (2020), and Cabardo (2022), who emphasized the barangay's role in community mobilization and partnership building. The findings further support Republic Act 7160 and reinforce Community Development Theory and Empowerment Theory, highlighting grassroots leadership and collective participation in educational initiatives (Alkire, 2020).

3.1.3 Private Sector

The Private Sector obtained a composite mean of 3.69, interpreted as "Often Involved." Learners provided the highest rating (4.20, "Always Involved"), while teachers, municipal officials, civic organizations, and parents generally perceived private sector participation as "Often Involved." Barangay officials and private sector representatives themselves reported lower ratings, indicating only "Sometimes Involved." The results suggest that private organizations regularly support Brigada Eskwela, although participation varies according to available resources and organizational priorities. Visible contributions through corporate social responsibility activities are recognized by learners and teachers, consistent with Paderes (2022). However, inconsistent participation supports the observations of Solidarios et al. (2024) and Serrano (2019) regarding the challenges of sustaining school-business partnerships. The findings also support the Department of Education (DepEd, 2023), Community Development Theory (Tan, 2009), and Empowerment Theory (Perkins & Zimmerman, 1995), emphasizing that formal partnerships and shared responsibility can enhance long-term private sector engagement.

3.1.4 Local Civic Organizations

Local Civic Organizations achieved a composite mean of 4.18, interpreted as "Always Involved." Municipal government representatives assigned the highest rating (4.70), while teachers, learners, private sector representatives, and parents also perceived civic organizations as consistently involved. Barangay officials and civic organizations themselves reported slightly lower ratings, although these remained within the "Often Involved" category. These findings indicate that civic organizations play an essential role by providing volunteer services, donations, and community support during Brigada Eskwela. Their consistent participation reflects strong civic responsibility and partnership with schools. This supports Villanueva (2021), Bundy et al. (2018), and Atienza and Macapagal (2023), who emphasized the contribution of civic organizations in educational development. The results also affirm Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), while UNESCO (2023) highlights the importance of community collaboration in sustaining inclusive education.

3.1.5 Parents

Parents obtained the highest composite mean of 4.76, interpreted as "Always Involved," indicating the strongest level of volunteer participation among all stakeholder groups. Barangay officials provided the highest rating (5.00), while parents, teachers, learners, private sector representatives, and municipal officials also consistently rated parental involvement as "Always Involved." Only local civic organizations rated parents as "Often Involved." The findings demonstrate that parents are the primary volunteers in Brigada Eskwela through classroom cleaning, repairs, maintenance, and other school preparation activities. Their participation reflects the Filipino value of bayanihan and a strong sense of ownership toward their children's education. These findings support Gonzales (2023), De Guzman (2021), Florendo and Pabillaran (2022), and Manansala (2020), who emphasized the importance of parental engagement in school improvement. The results also reinforce Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), demonstrating that active parental participation strengthens school-community collaboration and contributes significantly to the success of Brigada Eskwela (DepEd, 2023).

3.2 Level of Stakeholder Involvement in Brigada Eskwela as to Financial Support

3.2.1 Municipal Government Unit

The Municipal Government Unit obtained a composite mean of 3.90, interpreted as "Often Involved," indicating consistent financial support for Brigada Eskwela. Learners (4.12), teachers (4.11), and parents (4.04) perceived the municipal government as "Always Involved," while the municipal government itself, barangay officials, private sector representatives, and local civic organizations rated its financial participation as "Often Involved." These findings indicate that the Municipal Government Unit regularly provides financial assistance for school improvement, although the level of

support varies depending on budget availability and local priorities. The high ratings from teachers, learners, and parents reflect the visible benefits of municipal funding for classroom repairs, school maintenance, and logistical support. This finding is consistent with Serrano (2019), Chua (2020), Reyes and Dizon (2023), and UNESCO (2022), which emphasized the importance of sustained local government funding in supporting public schools. The findings also reinforce Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), highlighting the role of local governments in facilitating collaborative resource mobilization.

3.2.2 Barangay Government Unit

The Barangay Government Unit recorded a composite mean of 4.40, interpreted as "Always Involved," indicating a consistently high level of financial support for Brigada Eskwela. Municipal government representatives gave the highest rating (4.80), while teachers, learners, private sector representatives, local civic organizations, and parents also rated barangay involvement as "Always Involved." Only the barangay government rated its own participation as "Often Involved." The results demonstrate that barangay governments consistently provide financial assistance and mobilize resources for school improvement activities. Their collaboration with schools, parents, and other organizations strengthens community fundraising and educational support. These findings agree with Bautista and Tolentino (2022), Legal (2024), Santos and Eusebio (2021), and Reyes and Dizon (2023), which emphasized the barangay's role in mobilizing local resources despite budget limitations. The findings likewise support Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), highlighting grassroots leadership and shared responsibility in education.

3.2.3 Private Sector

The Private Sector obtained a composite mean of 3.82, interpreted as "Often Involved." Teachers gave the highest rating (4.22, "Always Involved"), while learners, parents, municipal government officials, barangay officials, and private sector representatives generally perceived private financial support as "Often Involved." Local civic organizations provided the lowest rating (3.00, "Sometimes Involved"). The findings indicate that private organizations regularly contribute financial assistance to Brigada Eskwela, although their participation depends on organizational priorities and corporate social responsibility initiatives. Teachers and parents recognized the importance of private donations in addressing school resource needs, while civic organizations observed inconsistencies in private support. These findings support Serrano (2019), Paderes (2022), Solidarios et al. (2024), and UNESCO (2023), which emphasized the need for structured partnerships to sustain private sector participation. The results also affirm Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), demonstrating that collaboration with private organizations strengthens community capacity for educational development.

3.2.4 Local Civic Organizations

Local Civic Organizations achieved a composite mean of 3.96, interpreted as "Often Involved," reflecting consistent financial support for Brigada Eskwela. Civic organizations themselves gave the highest rating (4.40), followed by teachers (4.33) and municipal government officials (4.30). Learners and barangay officials rated their financial participation as "Often Involved." These findings show that civic organizations remain dependable partners by providing financial assistance and mobilizing resources for school improvement activities. Their contributions help address funding gaps and strengthen community participation in education. The findings agree with Villanueva (2021), Atienza and Macapagal (2023), Adao (2024), and UNESCO (2023), which recognized civic organizations as valuable partners in sustaining educational programs. The results further support Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), emphasizing collective action and community participation in achieving educational goals.

3.2.5 Parents

Parents recorded a composite mean of 4.38, interpreted as "Always Involved," indicating a consistently high level of financial support for Brigada Eskwela. Private sector representatives gave the highest rating (4.80), while teachers, municipal government officials, learners, local civic organizations, and parents themselves likewise perceived parental financial participation as "Always Involved." Barangay officials rated parents as "Often Involved." The findings demonstrate that parents are among the most dependable financial contributors to Brigada Eskwela through monetary assistance and in-kind donations. Their commitment reflects a strong sense of ownership and responsibility for improving the school environment. These findings support Florencio et al. (2020), UNESCO (2020), Camacho and Luna (2021), Community Development Theory (Tan, 2009), and Empowerment Theory (Perkins & Zimmerman, 1995), which emphasize that parental participation strengthens school-community partnerships and promotes sustainable educational development.

3.3 Level of Stakeholder Involvement in Brigada Eskwela as to Services/Donations Provided

3.3.1 Municipal Government Unit

The Municipal Government Unit obtained a composite mean of 3.90, interpreted as "Often Involved," indicating consistent participation in providing services and donations during Brigada Eskwela. Learners (4.12), teachers (4.11), and parents

(4.04) perceived the Municipal Government Unit as "Always Involved," while municipal government representatives, barangay officials, private sector representatives, and local civic organizations rated its participation as "Often Involved." These findings indicate that the Municipal Government Unit regularly supports Brigada Eskwela through manpower, logistical assistance, equipment, and materials for school improvement. The high ratings from teachers, learners, and parents demonstrate the visibility of municipal support during school preparation activities. These results are consistent with Espinosa (2021), DILG (2021), DepEd (2022), and UNESCO (2023), which emphasized the important role of local governments in promoting shared governance and sustaining community participation in education. The findings also reinforce Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), highlighting the value of collaborative resource mobilization and community ownership of educational initiatives.

3.3.2 Barangay Government Unit

The Barangay Government Unit achieved a composite mean of 4.40, interpreted as "Always Involved," indicating a consistently high level of participation in providing services and donations for Brigada Eskwela. Municipal government officials gave the highest rating (4.80), while teachers, learners, parents, local civic organizations, and private sector representatives likewise perceived barangay participation as "Always Involved." The barangay government rated its own involvement as "Often Involved." The findings demonstrate that barangay officials play a vital role in providing manpower, coordinating volunteers, and delivering material support for school improvement. Their contributions strengthen community-school collaboration and reflect grassroots commitment to educational development. These results support Salvador (2021), Ocampo and Rivera (2022), DILG (2021), and UNESCO (2023), which recognized barangays as key partners in mobilizing local resources and encouraging community participation. The findings also align with Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), emphasizing participatory governance and collective responsibility for education.

3.3.3 Private Sector

The Private Sector recorded a composite mean of 3.82, interpreted as "Often Involved," reflecting regular participation in providing services and donations during Brigada Eskwela. Teachers gave the highest rating (4.22, "Always Involved"), while parents, learners, municipal government officials, barangay officials, and private sector representatives generally perceived private sector participation as "Often Involved." Local civic organizations provided the lowest rating (3.00, "Sometimes Involved"). The findings indicate that private organizations consistently provide donations, repair services, and other forms of assistance, although participation varies according to available resources and corporate priorities. Teachers and parents recognized the importance of private contributions in addressing school needs, while civic organizations observed that support is not always consistent. These findings agree with Serrano (2019), Cabardo and Dela Cruz (2021), Solidarios et al. (2024), and UNESCO (2023), which emphasized the value of formal partnerships and sustained collaboration between schools and private organizations. The results likewise support Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), highlighting shared responsibility and long-term community partnerships.

3.3.4 Local Civic Organizations

Local Civic Organizations obtained a composite mean of 3.96, interpreted as "Often Involved," indicating consistent participation in providing services and donations. Civic organizations themselves gave the highest rating (4.40), followed by teachers (4.33) and municipal government officials (4.30). Parents and private sector representatives also viewed civic organizations positively, while learners and barangay officials rated their participation as "Often Involved." The findings show that civic organizations remain dependable partners by contributing manpower, materials, and volunteer services that complement government and private sector initiatives. Their participation strengthens school-community partnerships and supports school readiness before the opening of classes. These results support Villanueva (2021), Salvador (2021), Atienza and Macapagal (2023), and UNESCO (2023), which recognized civic organizations as essential contributors to sustainable educational development. The findings further affirm Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), emphasizing organized community participation and collective action in addressing educational needs.

3.3.5 Parents

Parents achieved a composite mean of 4.38, interpreted as "Always Involved," indicating the highest and most consistent level of participation in providing services and donations during Brigada Eskwela. Private sector representatives gave the highest rating (4.80), while teachers, municipal government officials, learners, local civic organizations, and parents themselves also perceived parental participation as "Always Involved." Barangay officials rated parents as "Often Involved." The findings demonstrate that parents remain the primary providers of volunteer services and material donations through classroom cleaning, repairs, gardening, repainting, and the donation of supplies and food. Their active participation reflects a strong commitment to improving their children's learning environment and sustaining the Filipino value of bayanihan. These findings are consistent with Florencio et al. (2020), Camacho and Luna (2021), Serrano (2019), DepEd (2022), and UNESCO (2023), which emphasized that parental engagement strengthens school-community partnerships.

and promotes sustainable educational development. The findings also reinforce Community Development Theory (Tan, 2009) and Empowerment Theory (Perkins & Zimmerman, 1995), highlighting parents as key partners in achieving long-term school improvement.

3.4 Significance of the Difference in the Level of Involvement of Different Stakeholders in Brigada Eskwela

The analysis of variance showed a computed F-value of 15.09 with a p-value of 0.0000000136, which is lower than the 0.05 level of significance. Consequently, the null hypothesis was rejected, indicating a significant difference in the level of involvement among the Municipal Government Unit, Barangay Government Unit, Private Sector, Local Civic Organizations, and Parents. Parents and Barangay Government Units consistently demonstrated the highest levels of participation, while the Private Sector and Municipal Government Units generally showed comparatively lower levels of involvement across volunteering, financial support, and services or donations provided. The findings indicate that stakeholder participation in Brigada Eskwela varies according to institutional capacity, proximity to the school community, and available resources. The stronger participation of parents and barangay officials highlights the importance of localized community partnerships in sustaining school improvement initiatives. These findings support Serrano (2019), Florencio et al. (2020), UNESCO (2020), Bundy et al. (2018), Allison-Tan (2009), Perkins and Zimmerman (1995), DepEd Order No. 24, s. 2022, and Del Rosario (2021), all of which emphasize that effective school-community collaboration depends on active stakeholder engagement, shared governance, and community empowerment. The significant variation among stakeholder groups suggests the need for strategies that strengthen partnerships and encourage more balanced participation across all sectors to sustain the long-term success of Brigada Eskwela.

4. Conclusion & Recommendations

The study concluded that stakeholder involvement in Brigada Eskwela at Bibiano A. Avenir Elementary School was generally high, with participation ranging from Often Involved to Always Involved across volunteering, financial support, and services or donations provided. Parents and the Barangay Government Unit demonstrated the highest levels of involvement, highlighting their significant role in sustaining school readiness initiatives, while the Municipal Government Unit, Private Sector, and Local Civic Organizations also contributed consistently. The findings further revealed a statistically significant difference in the level of involvement among stakeholder groups, indicating that participation varied according to stakeholder type and confirming the importance of collaborative efforts in the successful implementation of Brigada Eskwela.

The school should strengthen partnerships with the Municipal Government Unit and Private Sector through formal collaboration programs to encourage sustained support. Active stakeholders, particularly parents, barangay officials, and civic organizations, should be recognized to maintain their participation. A clear resource mobilization framework, regular stakeholder orientations, and a Brigada Eskwela monitoring committee should also be established to improve coordination, promote transparency, and ensure the continuity and effectiveness of stakeholder involvement in future Brigada Eskwela activities.

This study was limited to assessing the level of stakeholder involvement in Brigada Eskwela at Bibiano A. Avenir Elementary School in Parina, Palanas, Masbate. It employed a descriptive-quantitative research design using survey questionnaires administered to teachers, learners, parents, and representatives from the Municipal Government Unit, Barangay Government Unit, Private Sector, and Local Civic Organizations. The investigation focused only on three dimensions of participation—volunteering, financial support, and services or donations provided—and the findings were based solely on the perceptions of the selected respondents during the conduct of the study.

Compliance with ethical standards

The author declares no conflict of interest. This study received no external funding and was conducted with the voluntary participation of teachers, learners, parents, and representatives from the Municipal Government Unit, Barangay Government Unit, Private Sector, and Local Civic Organizations of Bibiano A. Avenir Elementary School, with informed consent obtained from all participants prior to data collection. Data were gathered using a non-invasive survey questionnaire, and all information was treated with strict confidentiality by excluding personally identifiable information from the analysis and reporting of the results.

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