

# Stakeholders Support in the Brigada Eskwela Program of Department of Education in the Division of Negros Occidental, Philippines

**J F T. Balinas**

SHS Nurse II

*jf\_sendoh23@yahoo.com*

**Abstract** – This research study aims to determine the level of stakeholder support in the Department of Education, Division of Negros Occidental Brigada Eskwela Program as a basis for the crafting of DepEd, Division Partnership Development Plan. A descriptive research and a restructured questionnaire based on the Department of Education, Brigada Eskwela Guidelines was used by the researcher to conduct survey of elementary and secondary school administrators. The researcher used frequency and percentage to determine the profile of Schools in the Division of Negros Occidental in terms of the Enhanced Basic Education Information System (EBEIS) school classification while mean and standard deviation were used to determine the level of stakeholder support in both elementary and secondary. The results of the study revealed there were more small elementary schools and large secondary schools in the Division of Negros Occidental, while level of stakeholders' support in elementary and secondary schools in terms of their diverse volunteer participation is moderate while resources generated are low in elementary schools and moderate in secondary schools. Guided by the results, the researcher conceptualized a three-year partnership development plan and framework for the DepEd, Division of Negros Occidental.

**Keywords** – Department of Education, Brigada Eskwela, and stakeholders support.

## INTRODUCTION

The education of every Filipino youth is everybody's concern. While government is tasked to provide free and quality basic education to every Filipino child and youth, the community where they grow is an important stakeholder in their education. The private sector, which will sooner or later employ these young Filipinos, is also an important stakeholder in their education. The successful collaboration of all these stakeholders is vital in ensuring that every Filipino children and youth go to school, remain in school and learn in school. Thus it poses a great challenge to the current state of Philippine education.

As of November 2016, Department of Education national data showed shortages that the agency is yet to meet; 13,995 classrooms, 88,267 teachers; 235 million instructional and other learning materials; 2.2 million school seats for 2016 and 66,492 sets- As of November 2016, Department of Education national data showed shortages that the agency is yet to meet; 13,995 classrooms, 88,267 teachers; 235 million instructional and other learning materials; 2.2 million school seats for 2016 and 66,492 sets-each seat with 45 seats and 1 teacher's desk; and 44,538 computer packages. In DepEd, Division of Negros Occidental alone 21% of the total 575 elementary and 115 secondary schools needs repair of classrooms, 20% of schools need chairs

and tables, 19% need classrooms and 17% need water sanitation facilities.

Through the Adopt-A-School Program (ASP), public and private sectors, companies and professionals are given the opportunity to contribute in improving the public education system of the country. It was with this spirit of volunteerism and partnership Through the Adopt-A-School Program (ASP), public and private sectors, companies and professionals are given the opportunity to contribute in improving the public education system of the country. It was with this spirit of volunteerism and partnership for education that Republic Act 8525, or the "Adopt-A-School Act" was enacted in 1998.

In its effort to bring the spirit of the Adopt-A-School Program to the community level and maximize civil participation and utilize local resources to improve the public schools, the Department of Education launched the National Schools Maintenance Week in May 2003. Dubbed, Brigada Eskwela, the program brought together teachers, parents and community members to work together in repairing and preparing public schools for school opening. In the spirit of bayanihan, private institutions/individuals and even the local government units contributed in generating resources for the effort. During the week-long event, volunteers take time out in doing minor repairs, painting, and cleaning of school

campuses. Indeed, Brigada Eskwela is becoming the Department of Education model of genuine public and private partnership in action. (Brigada Eskwela Manual for School Heads, 2008).

As the Department endeavors to solve the many challenges facing Philippine education, Brigada Eskwela will serve as one of its frontline initiatives reminding each and every Filipino that education is a responsibility of each one of us.

### OBJECTIVES OF THE STUDY

This research primarily aims to determine the level of stakeholders' support in the Department of Education, Division of Negros Occidental Brigada Eskwela Program as basis for the crafting of DepEd, Division Partnership Development Plan.

More specifically, the study would want to determine the profile of Schools in the Division of Negros Occidental in terms of EBEIS school classification with regard to: Small, Medium and Large; determine the level of stakeholders' support in terms of the following domains when taken as a whole and grouped according to the different categories: Volunteer Participation, Resources Generated; to design a Division Partnership Development Plan and Framework based on the findings for schools in the Division of Negros Occidental, Philippines.

### METHODS

The study primarily used the descriptive research design. The participants of this study were the elementary and secondary school administrators under the DepEd, Division of Negros Occidental.

The researcher considered the 575 elementary and 115 secondary schools in the DepEd, Division of Negros Occidental. Then, the researcher used stratified random sampling and systematic randomization to attain the actual respondents of the study. A total of 212 elementary schools and 42 secondary schools were the respondents of the study. Data and results collected were communicated and given to the schools in the DepEd, Division of Negros Occidental.

In this study, the researcher used a restructured questionnaire adopted from the Department of Education Brigada Eskwela Program reporting tool to capture the data needed. The first section of the questionnaire inquired about the name of school, city/municipality where the school is located and the general curricular offering and EBEIS classification of the schools. Part 2, determined the diverse volunteer participation of stakeholders during the implementation of the Brigada Eskwela program which are as follows: National Government Agencies, Non-Government

Organizations, Private Corporations, Parents, Alumni, Religious Organization, City/Municipal Government, Barangay Officials and other volunteers. Part 3 focuses on the resources generated of schools during the Brigada Eskwela implementation: Classroom Repair, School Amenities Repair, Water Sanitation Facilities Repair, Technology Support, Books/Reading Materials, Direct Assistance and others.

To interpret the level of stakeholders' support, the following tool and its interpretation was presented: The data that was gathered in the conduct of the study was analyzed based on the appropriate statistical tool and interpretation of the mean scores based on a range of five pre-determined scores as presented. The scores were: very low (1.00-1.80); low (1.81-2.60); moderate (2.61-3.40); high (3.41-4.20); and very high (4.21-5.00).

### RESULTS AND DISCUSSION

Problem number 1 aims to identify the profile of schools in the Division of Negros Occidental in terms of EBEIS school classification. Data collection of basic education statistics and encoding of learner's profile in the LIS and EBEIS is a yearly activity of all schools, learning centers, SUCs, LUCs and HEI's offering elementary and secondary education both in public and private sector. Furthermore, every school in the basic education system shall be issued a School ID and will be classified based on their number of students and teacher ratio.

Table 3. Elementary Demographic Profile of the Division of Negros Occidental schools in terms of their EBEIS School Classification

Variable	Category	f	%
Elementary	Small	110	51.65%
EBEIS School Classification	Medium	89	42.09%
	Large	13	6.26%
<b>Total</b>		<b>212</b>	<b>100%</b>

Table 4. Secondary Demographic Profile of the Division of Negros Occidental schools in terms of their EBEIS School Classification

Variable	Category	f	%
Secondary	Small	5	13.04%
EBEIS School Classification	Medium	18	41.74%
	Large	19	45.22%
<b>Total</b>		<b>42</b>	<b>100%</b>

Table 3 and 4 presents the distribution of schools as participants in the study. As shown in the table, when schools were classified according to their EBEIS school classification; 110 or 51.65% of elementary

were small, 89 or 42.09% were medium and 13 or 6.26% were large elementary schools, moreover there were 5 or 13.04% small secondary schools, 18 or 41.74% were medium and 19 or 45.22% were large secondary schools This means that there were more small elementary schools and large secondary schools in the Division of Negros Occidental.

Lastly, the Department of Education (DepEd) has implemented the LIS and EBEIS to establish an accurate and reliable registry of learners, schools, and learning centers that will ensure the availability of data and information which play a vital role in planning and budgeting, allocation of resources, and setting operational targets to provide access to complete quality basic education. (DepEd Order No. 26,s, 2015).

Problem No.2 aims to identify the level of stakeholders’ support in terms of their Diverse Volunteer Participation and Resources Generated during the conduct of Brigada Eskwela Program.

Moreover, pursuant to Republic Act 7160 otherwise known as the Philippine Local Government Code. The Department of Education hastened the decentralization of educational management through its school-based management program through the enactment of Republic Act 9155 (An Act Instituting a Framework of Governance for Basic Education) As government cannot carry the whole burden of education by itself, there came a call for government to share governance with stakeholders in the enhancement of the public education system.

Table 5. Overall score of the level of stakeholders’ support in elementary schools in terms of their Diverse Volunteer Participation

Variable	Category	Mean	SD	Interpretation
Elementary Diverse Volunteer Participation	Small	2.33	0.87	Low
	Medium	2.58	1.04	Low
	Large	3.06	0.84	Moderate
Over-All		2.66	0.37	Moderate

Table 5 presents the level of stakeholder’s support of elementary schools in terms of their diverse volunteer participation. As shown in the table, Elementary schools have the following results; Small 2.33 or Low, Medium 2.58 or Low, and Large 3.06 or Moderate descriptive interpretation. The overall mean score of elementary was 2.66 that correspond to a Moderate descriptive rating for the Diverse Volunteer

Participation category. This means that elementary schools in the Division of Negros Occidental have a moderate turn-out of volunteers in their Brigada Eskwela Program considering the demography, location and the catchment area of schools. Small and Medium elementary schools have low turnout of volunteers because based on the demographic profile of schools in the Division this schools were the one catering to far flung communities and sometimes access to this schools were always a challenge to stakeholders. Large elementary schools have a moderate turnout of volunteers because mostly they were located in the municipal or city proper.

Moreover, the results was supported by a study conducted by Cabardo (2016) entitled “Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management”, Cabardo’s results suggest that there is still a need for the stakeholders to be encouraged to participate in the different school-initiated activities.

Furthermore, Cabardo (2016) also concluded that the level of participation of the school stakeholders to the different school-initiated activities can be significantly affected by the level of School Based Management implementation.

Table 6. Overall score of the level of stakeholders’ support in secondary schools in terms of their Diverse Volunteer Participation

Variable	Category	Mean	SD	Interpretation
Secondary Diverse Volunteer Participation	Small	2.31	1.02	Low
	Medium	2.47	0.94	Low
	Large	3.26	0.67	Moderate
Over All		2.68	0.51	Moderate

Table 6 presents the level of stakeholders’ support of secondary schools in terms of their diverse volunteer participation. As shown in the table, Secondary schools have the following results; Small 2.31 or Low, Medium 2.47 or Low, and Large 3.26 or Moderate descriptive interpretation. Furthermore, the overall mean score of secondary is 2.68 that correspond to a Moderate descriptive rating for the Diverse Volunteer Participation category. This means that secondary schools in the Division of Negros Occidental have a moderate turn-out of volunteers in their Brigada

Eskwela Program but got the highest volunteers from parents and students. Same with elementary schools, small and medium secondary schools have a limited catchment area and situated in far flung areas often least priority of stakeholders because of its access and location while most large secondary schools were situated in municipal and city proper.

According to Ablong (2016), Brigada Eskwela is a tool that reminds each of us that we are all stakeholders in education – parents, students, community, private sector, and government. The community where the youth grow is an important stakeholder in their education.

Table 7. Overall score of the level of stakeholders’ support in elementary schools in terms of their Resources Generated

Variable	Category	Mean	SD	Interpretation
Elementary Resources Generated	Small	2.28	0.68	Low
	Medium	2.50	0.73	Low
	Large	2.51	0.96	Low
	Over-All	2.43	0.13	Low

Table 7 presents the level of stakeholder’s support of elementary schools in terms of their resources generated. As shown in the table, Elementary schools have the following results; Small 2.28 or Low, Medium 2.50 or Low, and Large 2.51 or Low descriptive interpretation. Furthermore, the overall mean score of elementary is 2.43 that correspond to a Low descriptive rating for the Resources Generated category. This means that elementary schools in the Division of Negros Occidental have low resources generated in their Brigada Eskwela Program considering the financial capacity of donors. Most schools in the Division of Negros Occidental were located in municipalities with limited financial capability while most financially stable partners were situated in urbanized cities.

In a study conducted by Pistiolis (2012) entitled “The Results and Implications of Fundraising in Elementary Public Schools” the results revealed that the positive benefits of fundraising do correlate with higher student achievement, but unfortunately these benefits only significantly apply to a small segment of the student population. Additionally, the utilization of raised funds to provide enhancements correlate positively with academic and/or athletic achievement

and those achievements are relative to the amount of money a school has at its disposal. Schools in affluent neighbourhoods have more and superior resources and opportunities than schools in lower socioeconomic neighbourhoods.

Table 8. Overall score of the level of stakeholders’ support in secondary schools in terms of their Resources Generated

Variable	Category	Mean	SD	Interpretation
Secondary Resources Generated	Small	2.58	0.90	Low
	Medium	2.68	0.97	Moderate
	Large	3.29	1.43	Moderate
	Over-All	2.85	0.38	Moderate

Table 8 presents the level of stakeholder’s support of secondary schools in terms of their resources generated. As shown in the table, Secondary schools have the following results; Small 2.58 or Low, Medium 2.68 or Moderate, and Large 3.29 or Moderate descriptive interpretation. Furthermore, the overall mean score of secondary is 2.85 that correspond to a Moderate descriptive rating for the Resources Generated category. This means that secondary schools in the Division of Negros Occidental have garnered moderate resources generated during the Brigada Eskwela Program implementation considering that Division of Negros Occidental is catering to schools under municipalities and far flung areas. In addition to, budget allocation of cities is much higher than municipalities. Furthermore, stakeholders are much concentrated in urban areas.

In a study conducted by Cabardo (2016) entitled “Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management” results showed that a moderate rating for the level of stakeholders’ participation were found in the following areas: volunteering in the different activities related to the health and nutrition of the school children especially during school feeding programs, activities in the nutrition month and the like; eagerly engaging in meaningful volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth; assisting school community in sourcing out funds for students to be able to participate in academic and non-academic competitions; willingly took part in the

schools maintenance week dubbed as Brigada Eskwela by extending some of the needed resources (financial, material, labor); and answering the call of the schools in terms of the urgent activities that needs stakeholders' participation such as the coming of visitors and the conduct of evaluation related to school-based management.

### CONCLUSION AND RECOMMENDATION

The Brigada Eskwela Program of the DepEd, Division of Negros Occidental had a limited level of stakeholders' support in terms of their diverse volunteer participation and resources generated as evidenced by the moderate turn-out of volunteers in elementary and secondary schools. Resources generated in elementary was low while secondary schools have a moderate level of resource generation during the Brigada Eskwela implementation. Thus the goals and objectives of the program were 100% successfully achieved.

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