

Research Article

SCHOOL – COMMUNITY PARTNERSHIP IN THE PHILIPPINES: THE CASE OF BEST IMPLEMENTORS

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Abstract

Brigada Eskwela (BE) or School Brigade is a weeklong community service in which the stakeholders' participation are the highlights. The program brings together teachers, parents, and community members to work together in preparation for the school opening. This study aims on determining the best practices of the best implementer schools in the implementation of the BE Program under the umbrella of the Adopt-A-School Program of the Philippine Department of Education. The experiences of the school principals and the coordinators are also identified. The triangulation method was used to collect the data, and six (6) principals and six (6) teacher-coordinators were purposefully chosen to participate in the qualitative interview. Moreover, six (6) stakeholders have also joined in the focus group discussion. Findings in the study showed that the best implementing schools can be described in terms of improved facilities, awards received and generated resources. Also, their practices vary from different areas of the BE program which have emerged as the contributing factors in recognizing them as best implementers. Challenges were unavoidable in the implementation of the BE program. Best-practice schools have faced challenges such as time constraints, a lack of resources, and a lack of stakeholder involvement.

Keywords: Volunteerism, Community Partnership, School Leadership, Service in Education

Introduction

Education is one of the solutions that the government sees to uplift the economic status of the citizens in the country, since it is believed that the economic status of its people defines the progress of the nation. Various theories and philosophies have been applied to enhance educational reforms, especially in the Philippines. Mass teachers' training and seminars are conducted, hoping that new trends in education should enhance the way teachers teach and therefore, develop learners' academic achievements. Principals, supervisors, head teachers and subject coordinators also undergo intensive training.

Educational opportunities have been given much emphasis as well. This is in order to attain the Education for All (EFA) goal as one of the main objectives of education and the Sustainable Development Goal 4 (SDG4) which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all by 2030. In the Philippines, the government reaches out to all citizens to enable all children to be in school. Though lots of efforts have been done, much is still needed to help in the formulation of the education of Filipino children.

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

As the DepEd endeavors to solve the many challenges facing Philippine education, BE serves as one of its frontline initiatives reminding every Filipino that they are all stakeholders in education (DepEd Manual, 2008).

Education is an important aspect of Filipino culture, but unfortunately, most schools do not have the funds to provide their students and teachers with basic school supplies, such as pencils, paper, books or chalk. In most rural schools, the school is a one-room building, with one teacher simultaneously teaching several grades in the same classroom. The education of these children is suffering because teachers do not have all the materials to conduct classes and lessons daily, but because of BE, such problems are lessened. Through the school administrators’ efforts and the strong influence of teachers, the active participation of stakeholders draws positive feedback in supporting the BE by giving their cash, in kind, even volunteering their service during the weeklong schedule (Alave & Ancho 2020).

Due to the success of the said program, DepEd dispensed a Regional Memorandum No. 35, s. 2017 which is all about BE Evaluation for Best Implementing Schools. This drives all schools to actively participate in the said program utilizing all the resources they must win in the competition. There’s a criterion being set for selecting the best BE implementing school and serving as guidelines for the schools on how to implement the program. (Enclosure No. 1 to Regional Memorandum No 35, s.2017).

Management of resources, on which this study is based, entails not only money or financial resources, but also the physical development of the school. In this aspect, BE, relies on how school principals manage the implementation of this program as part of their resource management resources skills.

This study focused on determining the practices of the best implementer schools in the implementation of the BE Program under the umbrella of Adopt-A-School Program in the Division of Valenzuela City. The experiences of the school principals and the coordinators were also identified. This brought to the surface problems encountered by the implementers of the program during its implementation.

Individuals donating to and volunteering is an important and increasingly necessary aspect of society and the unified responsibility of citizens as well. According to Craig et al. (2020), analysis revealed that parents, peers, and social media have a positive influence on volunteer intentions as part of their unified responsibility.

Vinton (2012) describes several factors that explain why contemporary social work organizations need to focus more on the management of volunteers. Especially because of the pressure on budgets under prevailing economic conditions, the general retreat of the governmentally financed welfare state, the growing demand for social services, and changes in the availability of volunteers, social workers across all policy fields and organizational contexts and cultures will feel pressured to involve more volunteers.

Volunteerism is any action in which time is given freely to benefit another person, group, or organization (Wilson, 2012). It is the act of giving services or donations freely. However, because of the busy lives, it can be hard to find time to volunteer. The benefits of volunteering can also be great. Volunteering offers vital help to people in need, worthwhile causes, and the community, but the benefits can be even greater for the volunteer. It can help to find friends, connect with other people in the community, learn and develop new skills, and even advance the present career.

Giving to others can also help protect the mental and physical health. Research has found that involvement in voluntary services is considerably predictive of better mental and physical health, life satisfaction, self-esteem, happiness, and lower depressive symptoms (McDougle et al, 2014). It can reduce stress, combat depression, keeps people mentally stimulated, and provide a sense of purpose. The study of Yeung et al (2017) suggests that volunteering should be promoted by public health, education, and policy practitioners as a kind of healthy lifestyle, especially for the social subgroups of elders, ethnic minorities, those with little education, single people, and unemployed people, who generally have poorer health and less participation in volunteering.

The present study sought answers to the following questions:

1. How may the best implementer schools be described in terms of:
 - 1.1 facilities;
 - 1.2 award received;
 - 1.3 budget, if any?
2. What are the challenges encountered by the school principals and coordinators in the implementation of the BE Program?

Methods

This study utilized the qualitative case study method. The qualitative case study is a research method which enables a complex phenomenon to be explored through the identification of different factors interacting with each other. The case observed is a real situation (Debout, 2016).

According to Baxter and Jack (2008), qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts. When the approach is applied correctly, it becomes a valuable method for research to develop theory, evaluate programs, and develop interventions.

A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context, an established research design that is used broadly in a wide variety of disciplines, particularly in the social, educational, clinical, and business research (Crowie et al., 2011).

A case study research design usually involves qualitative methods, but quantitative methods are sometimes also used. Case studies are good for describing, comparing, evaluating, and understanding different aspects of a research problem.

Research Site

The study was conducted in a division in the Philippines' National Capital Region which is the Division of City Schools-Valenzuela. This is one of the large divisions in the region consisting of 42 public elementary and 19 secondary schools. It is located in the northern part of Metro Manila. This division was selected by the researchers because this is where she is currently employed.

Selection Criteria and Participants

Purposive sampling technique was used by the researchers in determining the informants or participants for this study. Choosing the appropriate informants or participants of a study is crucial for its results and findings. Participants in this study included school principals, BE coordinators, and General Parent Teachers Association (GPTA) officers from six (6) best implementer schools in the Division of Valenzuela City as the researchers believed those with experience both in teaching and administration would be the best participants for the study. These teacher coordinators and school heads have the actual and first-hand experiences that are needed to answer the queries that arrived at best results of this study. Table 1 shows the distribution of the respondents used in the study.

Table 1 Participants of the Study

Participants	Number of Participants
Principals	6
BE Teacher Coordinators	6
Stakeholders (GPTA Officers)	6
Total	18

All the names of the participants as well as their respective schools were not mentioned in the study to observe anonymity. They were assigned codes such as Principal A, Principal B, Principal C, Principal D, Principal E, Principal F, BE Coordinator A, BE Coordinator B, BE Coordinator C, BE Coordinator D, BE Coordinator E, BE Coordinator F, Stakeholder A, Stakeholder B, Stakeholder C, Stakeholder D, Stakeholder E and Stakeholder F.

The participating schools were recognized as best implementing schools according to the criteria set by the Department of Education in choosing the best implementing schools. In addition, these schools had adhered to the criteria which resulted to be recognized as best implementing schools.

Research Instrument

Interview questionnaires for Principals, BE Coordinators and GPTA Officers were crafted. The interview guide for school principals and BE coordinators consists of 20 guide questions and 5 questions for the stakeholders' focus group discussion.

Part I of the interview guide was used to gather data on the description of the best implementing schools in terms of facilities, award received, budget, if there is.

Part II includes questions which provide clarification, confirmation, and elaboration of the responses to the best practices identified by the participants during the implementation of the program as well as the challenges encountered by the school principals and BE Teacher Coordinators.

Part III describes the practices implemented by the best implementer schools in terms of advocacy and marketing, resource mobilization, program implementation, administrative and finance and documentation. Another instrument was used for the focus group discussion (FGD) of GPTA officers. This includes questions on how they perceived the implementation of the BE program.

Data Collection

An application for permission to conduct the study was sent to the office of the Schools Division Superintendent of the City of Valenzuela. Afterwards, an initial contact was made by the researchers with the participating schools by phone to briefly introduce and explain the study. School administrators also received an approved letter/endorsement from the Schools Division Superintendent indicating that the permission to solicit information to the selected schools was hereby granted. Other than that, the participants also received a letter of invitation describing the purpose and nature of the research study, the approximate time require for completion of the study, and the name and contact information of the researchers, should participants require more information about the study.

Before conducting the interview and focus group discussion, the researchers briefly introduced herself and explain the purpose of the study. She sought the participants' consent by discussing the contents of the "Informed Consent Form." She emphasized that their participation is voluntary and all information and data that will be gathered in this study will be treated with utmost confidentiality. During the interview, questions on how they implemented the BE program were asked. Furthermore, they were also asked to elaborate their answers. No private or personal questions or those that were not related to the study were asked. After agreeing to participate in the study, the participants signed the "Informed Consent Form" at the end of the interview. The researchers also asked permission from the participants to allow her to take photos and record the discussion using an audio-recording equipment. The interview for school principals and teacher-coordinators were done virtually and through physical setup while the focus group discussion for stakeholders was done virtually. Both the interviews and focus group discussion lasted for approximately 1 to 2 hours.

The researchers also asked the permission of the school principal for the conduct of the document review to the BE report. This report includes documents on the budget, facilities improved, and relevant

activities related to the successful implementation of the program. The researchers went to the school to analyze the BE report of the best implementing schools.

Data Analysis

The researchers analyzed and summarized objectively the data taken from the participants of the study to interpret their views, standpoints, and perceptions in line with the variables.

All the interviews were transcribed verbatim to prevent interpretation bias. Each interview was then summarized and sent to the participants for a check on authenticity. The data analysis was carried out in a process of reading and rereading of the data, selecting and coding (data reduction) and displaying the data in within case and cross case matrices (Miles & Huberman, 1994). Both “in vivo” and “priori codes” were used.

The process of identifying the themes started with familiarizing myself with the data collected. In this first step, the researchers arranged the data in a tabular manner to easily capture the meaning of the data presented. After that which, preliminary codes were assigned to the data to describe its content. Moreover, searching for patterns or themes in the codes was conducted across the different interviews. The assigned themes were then reviewed, defined, and named.

This section presents the findings, analysis, and interpretation of the qualitative data gathered that were coded and put together into themes to give light to the problems stated in the first chapter of this research.

The discussions are presented following the order of presentation of questions presented in the statement of the problem.

1. How may the best implementer schools be described in terms of:
 - 1.1 facilities;
 - 1.2 award received;
 - 1.3 budget, if any?

Table 2 Description of Participating Schools

School	Description
School A	This school is one of the mega schools from the division. It is a consistent champion in the Search for BE Best Implementer Schools for 3 years, 2017-2019.
School B	It is also one of the mega schools in Valenzuela City. It was awarded as one of the Best Implementer Schools, 2 nd place for the year 2017 and 2018 and 3 rd place winner in 2019.
School C	It is one of the large schools in the division. It was awarded 3 rd place for 3 consecutive years, 2017, 2018 and 2019.
School D	This school is one of the medium schools in Valenzuela City. It was awarded first place for 3 consecutive years, 2017, 2018 and 2019 as Best BE Best Implementer School.

School	Description
School E	This school, a small school in the Division, is also a consistent 1 st place winner for 3 consecutive years, 2017, 2018 and 2019.
School F	It is one of the small schools in the division. It won 1 st place as Best Implementer School in 2017 and 2 nd place in 2019.

All schools that were included in this research were BE Best Implementer Schools for at least three years, 2017-2019. However, one school only won twice, 2017 and 2018, based on the data from the division office, but was also awarded best implementer school prior to the years mentioned above. It was included to complete the number of schools that the researchers needed for this research.

School A, one of the mega schools in Valenzuela City, improved a lot of facilities from the resources generated in the implementation of BE such as repainting of classroom walls, chairs and tables, repair of electric fans, replacement/repair of faucets, water lines and drinking fountains, repair of electrical wirings and breakers, rehabilitation and improvement of the school garden, installation of screen doors and windows, installation of grills and fire exit. They also have replaced some roofs and gutters and tiled two special science rooms, installed two rain catchers and was able to put up a new waiting shed. They generated a total donation of Php 4,395,049. Cash donations amounted to Php 396, 130.00 and estimated cost of volunteer services was Php 1,149, 475 and the rest were donations in kinds. This school was awarded 1st place in the Best BE Best Implementer schools for three consecutive years; 2017, 2018 and 2019.

School B, another mega school in Valenzuela City, on the other hand, also improved their School Vegetable Garden, repainted their comfort rooms and replaced some bowls, repaired and repainted classrooms, chairs, tables, doors and windows, replaced broken window glasses and tubular lamps, repaired and replaced gutters and ceilings, repair and replaced leaking pipes and installed new wash areas, repaired and construct school signage provided white boards and chalk boards to some classrooms and was able to put up two make shift classrooms for Kindergarten. They have generated a total donation of Php1,187,624.49. Total cash donations only amounted to 58,600, the rest of it were in kind donations. They were awarded 2nd place in 2017 and 2018, and 3rd place in 2019.

School C is categorized as a large school in Valenzuela City. Data from their 2019 BE report showed that they have improved several their facilities from the fund or resources they generated from the activity that year, such as repainting of classroom walls, tables, and chairs, repairing, and replacing of electrical connections, switches and lights. rehabilitation of their school ground and School Vegetable Garden, tiling of two classrooms, repairing, and replacing broken pipes and rehabilitation of comfort rooms. The generated resources amounted to Php 418, 627. From it, cash donations were Php 65,190, in-kind donations amounted to Php 72,787, and the estimated cost for volunteer services rendered was Php 280,650. They won 3rd place in BE Best Implementer Schools for the year 2017, 2018 and 2019.

School D, a medium school in Valenzuela City, also improved and added some facilities in their school during the BE program. Their BE document showed that aside from repainting of their classroom walls,

tables and chairs, they also have replaced the damaged faucets and lavatories in comfort rooms, replaced the damaged fluorescents in the classrooms, improved their feeding center, rehabilitated their School Vegetable Garden, unclogged and constructed new canals, repaired and added some cabinets for instructional materials, installed some water pipes, repainted corridors and waiting shed, rehabilitated some of their classroom floorings, repainted a whole building and constructed its rain gutters and tiled its floorings. They generated a total donation of Php13,453,507. Their total cash donations amounted to Php12,600 pesos only, while Php1,424,507 came from the estimated cost or volunteer services and the remaining came from donations in kinds. They were awarded as consistent 1st place winner as Best BE Implementer School for the years 2017, 2018 and 2019.

School E, a small school, also did a lot of improvements in their facilities during the implementation of the said program. Some of these are replacement of roofs and ceilings, replacement of broken windows, unclogging/repairing and repainting of comfort rooms, construction of exit gate, rehabilitation of comfort rooms in kindergarten, mural painting of walls, refilling of classroom medical safety kits, construction, and procurement of school signages and vinyl tiling of some classrooms. They also constructed a new Hydroponics Urban Garden inside the school premise. They generated a total amount of Php2,378,562, as reflected in their BE documents. Cash donations only amounted to Php285,971.00, the cost of volunteer services, Php1,117,050 and the remaining amount was from the in-kind donations. They won consistently as 1st place for three consecutive years, 2017, 2018 and 2019 in the annual search for Best BE Implementer Schools.

School F, another small school in Valenzuela City, did the following during the BE Maintenance Week; repainting of classroom walls, tables and chairs, replacement of Dilapidated roofs on reading intervention rooms, replacement of ceilings, renovation and tiling of comfort rooms, repairing and replacement of some leaking pipes, installation of new faucets in the washing area, procurement of rostrum and signages for some specific areas in and outside the school, repainting of school gate and landscaping of the school grounds. They generated cash donations amounting to Php55,876, cost of volunteer services Php459,900, and the donations in kinds amounted Php307,455. The total generated resources were Php823,231. They were awarded 1st place in 2017 and 2nd place in 2018.

Indeed, improvement of major facilities in schools are given much attention during the conduct of BE. Donations either in cash or in kind are being used to fund the different repairs and improvements of school facilities. This, in a way, affected their quest to be recognized as Best BE implementer in the division.

2. What are the challenges encountered by the school principals and coordinators in the implementation of the BE Program? The following are the challenges that the schools encountered during the implementation of BE.

Table 3 Summary of Themes and its Descriptions on the Challenges Encountered

Themes	Description
Time Constraints	Limited time in the pre, during and post implementation of the program.
Scarcity of Resources	Limited resources generated resulting to budget constraints and funds unavailability.
Inadequate Stakeholder Involvement	Lack of involvement of some target stakeholders

Time Constraints

Time management plays very important role in the success of every project or activity. It refers to the process of organizing and planning how much time you spend on specific activities. Good time management enables a person to work smarter, get more done in less time, even when time is tight, and pressures are high. Failing to manage your time affects effectiveness and causes stress.

Managing time is one of the major obstacles in the conduct of a certain program. In the implementation of BE, time is very essential from pre-implementation to post-implementation. Every activity needs adequate time for its successful conduct. Time management is one of the challenges that school administrators encountered during the implementation of the program.

Principal B, when asked what are the challenges that they encountered during the implementation of BE, her answer was:

"I think time is our major challenge. Sometimes, we lack time since BE runs only for a week."

(P2F2TC)

Coordinator B also emphasized that there are other things to do aside being the coordinator of the program. She mentioned that,

Coordinator E also mentioned that,

"The challenges we have encountered in the implementation of our BE Program were the series of overlapping seminars/webinars conducted by the region and division. As a result, teachers were not able to attend to our BE programs." (C5F3TC)

On the other hand, due to work overload and the limited time given to the program, health problems have occurred to program implementers such as fatigue. This was attested by Principal C and Coordinator C. According to them,

"Fatigue. when one is tired, it lessens the enthusiasm in participating the program and being in one big family it may effect on dealing with each other." (P3F3TC)

The ability to manage time effectively is important. It leads to improved efficiency and productivity, less stress, and more success in the implementation of the program. There are things that the implementers of the program have done in facing the challenges brought by time management. According to Principal C,

“To manage those challenges planning is really important, so planning will allow us to arrange the things that we must accomplish in day to day and it will prepare the teachers emotionally and physically. In lack of materials, it gives us a view on what we are going to ask to our stakeholder.” (P3F3TC)

In the conduct of the BE program, time management is very essential. Improving time management at work allows everyone to enhance performance and achieve desired goals with less effort and more effective strategies. However, failing to manage time or poor time management skills at work can result in missed deadlines and appointments and lack of focus.

Ghiasvand et al. (2017) highlighted that time is considered the greatest valuable commodity in our lives, and the advancement of other sources are reliant on the presence and availability of time. The key to attaining success in life is to focus on effective time management. Time management means to ideally use the time available, and which incorporates aspects of planning, goal setting, prioritizing goals and activities, communications, and delegation. People can deal with several tasks, identify their accountabilities, and adapt with limitations by managing themselves in a single time through such behavior.

In addition, Wu and Passerini (2013) have investigated individual perceptions of time and time management approaches that professionals used to accomplish their productivity in the implementation of their daily tasks, projects and routines. Projects have particular time frames from the beginning to the end, which often need to be broken down into smaller temporal features (e.g. milestones), and necessitate learning and knowledge capture throughout different project phases.

Scarcity of Resources

One of the most important factors that contributes to the success of the implementation of BE are the resources- cash or in kinds It includes all the donations, materials that the school received from various stakeholders to be used for BE before the opening of classes for the benefit of the learners. While some schools stated they don't have any problem when it comes to resources because of the generous supplies from sponsors or stakeholders, others experienced scarcity of resources and they considered it as one of the challenges that affect the implementation of BE in their respective schools.

Principal F lamented that,

“Well, sometimes po not all materials or resources are enough to accomplish the needed projects to be accomplished.” (P6F5SR)

Coordinator F also narrated the challenge they encountered and in order to ease such problem and to suffice the materials needed for the implementation of BE, they resorted in soliciting from another stakeholders.

In addition to this, one of the challenges that Stakeholder C has experienced is the difficulty in persuading other stakeholders specifically other parents to support the implementation of the program. She uncovered that,

“For me, one big challenge is to raise funds, coordinate and to talk to different types of organizations to get enough help that our school needs.” (Stakeholder C)

Usman (2016) revealed that in school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated, and controlled by the school management team. Adequate and apposite resources are vital in the administration of a school. In addition, Lower and Czekanski (2019) highlighted in their study that due to a scarcity of financial resources, the management of human and financial resources are major difficulties inhibiting club effectiveness. many prescribed management practices were not adhered to.

Resources were very important in the conduct of BE Program. Donations in kinds or in cash greatly contribute to the success of its implementation and limited resources is indeed a great challenge for implementers of the program and needs to be addressed right away for the success of its implementation.

In overcoming the challenge of scarcity of resources, networking plays a vital role in acquiring resources necessary for the implementation of the program. Through networking, potential partners can donate either in cash or in kind depending upon the needs of the school. These potential partners are the result of networking activities conducted through advocacy and marketing strategies. Seeking the help and support of these partners boost the resources of the school while implementing the BE.

Social Learning Theory of Skinner as cited by Groffmann et al. (2019), posited that new behaviors can be acquired by observing and imitating others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely desist. The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual.

Horsburgh and Ippolito (2018) believed that on the basis of theoretically-informed analysis, it suggested the explicit use of Bandura's model to develop an approach to support learning from role modelling. It develops understanding of how learning from observation occurs and their ability to maximize opportunities and create the conditions in the environment.

Furthermore, Cilliers (2021) highlighted that social learning theory integrated behavioral and cognitive theories of learning to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. The theory departs from the understanding that learning is not purely behavioral but rather a cognitive process that takes place in a social context. In this sense learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior (observational learning or modeling).

Inadequate Stakeholder Involvement

Inadequate stakeholder involvement is one of the most common reasons programs and projects fail. In BE program, it is one of the most common challenges where program managers experienced in its implementation. Therefore, it is very important that relevant stakeholders should be involved in the planning,

monitoring and evaluation process. The crucial point is to identify the relevant stakeholders that have an interest in the project: they may make decisions, participate in project activities, or are themselves affected by program activities.

Seeking the support of stakeholders in the implementation of the program is not an easy task. Though their help is very significant, it takes time for program implementers to really convince the stakeholders. According to Principal A,

"The challenges are in the hands of people that are not willing to help and support the BE." (P1F1SI)

On the other hand, Principal B also said that lack of manpower or volunteers can affect their plans on their projects. The unavailability of some parents or stakeholders to render their services during the BE week hindered the completion of their planned projects.

"Another problem mam is our manpower or volunteers. Since we know that in BE, we mostly rely on the services of our volunteers to do the job. Sometimes we lack volunteers for a particular project, there are those that we cannot finish, and we also have stakeholders who do not respond. (P2F2SI)

On the other hand, stakeholders from FGD also narrated the problems they encountered during the maintenance week was the lack of cooperation from the parents to give their services or support them in their advocacy. They said that,

"The problems that we are experiencing, first of all, there are also parents who do not cooperate, for example, we have a program in school, or we have to raise funds, there are also parents who ask questions, who do not do not like to support." (S2F2SI)

Challenges greatly affect implementation of every program and in order to successfully implement the BE Program especially when it comes to scarcity of resources, implementers must find ways how to find ways to alleviate the problem.

The study of Jahangirian et al. (2015) revealed that while factors like communication gap, stakeholders' high workload, and too much complexity involved signify the most significant primary pivotal factors, some others such as reluctance to change proved interestingly insignificant.

On the other hand, Gregory et al. (2020) argued that taking stakeholders seriously denotes more than merely giving attention to how stakeholders are branded and engaged. It also means considering how power relations and identities influence on the building of understandings of the context, focal concerns and stakeholder interactions.

Furthermore, Thizy et al. (2019) highlighted that incorporating stakeholders for the duration of the project helps guarantee that their feedback is reliable and incorporated into future endeavors and that they are part in the determination of the development pathway and its resultant intervention. Ventures should therefore clarify in the early stage in the development process, the purpose and extent of stakeholder involvement, including stakeholders' roles, how much flexibility there is for stakeholders' involvement, and the eagerness of teams to modify processes and activities based on stakeholder input. They should see to

it that there is a clear instrument to communicate how the project team considered stakeholder inputs and the rationale for acting upon them or not.

Moreover, the findings in the study of Parker and Jorritsma (2021) pointed out that high levels of stakeholder involvement are not easy to secure across large-scale integrative projects in both time and space. A significant lesson from the findings is that impact can be registered even when involvement is lower than expected and that ad-hoc rather than systematic engagement can be a more realistic and productive determination in a collaborative project.

Indeed, stakeholders, program managers and potential partners should be involved in the evaluation from the earliest stages, whenever possible. This ensures that the evaluation design and plan include their priorities. This also ensures that they feel some sense of ownership of the outputs of the evaluation and are more likely to put them to use. As a result, stakeholders are actively engaged in the implementation of the program.

Park and Shin (2017) found out that Prosocial behavior of anonymous peers exerts an intense influence on college students' involvement in a signature campaign and cash donation, whereas the reading of a prosocial paragraph has no effect. Furthermore, no participants testified peer influence as a reason for engaging in prosocial behavior.

Prosocial behavior is not only a foundational and consistent aspect of personality, as earlier studies report, but is also highly malleable and unstable in response to immediate situations. The present study is concerned with volunteerism which is a kind of prosocial behavior concerned with the behavior expressed by the stakeholders during the implementation of Brigada Eskwela program.

The Theory of Unified Responsibility (Dutta, 2004) suggests that the underlying concept of responsible living that makes the individual take charge of his or her health also perhaps leads him or her to volunteer his or her time for community 13 organizations. The theory of unified responsibility also states that a sense of responsibility underlies the personal and social domains of individual action. This further insinuates that there is shared responsibility, allowing persons with different legal, geographic, and functional authorities and responsibilities to work together effectively for the improvement of the society.

Overcoming the challenge on inadequate stakeholders' involvement requires active engagement from individuals and companies. Explaining the importance of the program to them contributes to increased number of participants to the program. As they learn and understand the objectives of the BE program, stakeholders will actively engage and collaborate to help in the needs of the program. They can also participate in action planning noting significant awareness about the program.

Volunteerism in the Brigada Eskwela Program

Volunteerism is the practice of providing time and skills for the benefit of other people and causes rather than for financial benefit. It has been highlighted that volunteerism always occur in the Brigada Eskwela program. Volunteers join the weeklong maintenance week as part of the program. This enables approaching challenges also from different angles. Volunteers from the Brigada Eskwela program always take the time to help the school with what they need from carpentry works to academic needs of learners.

According to Brewis (2010) volunteering is assumed to moderate disputes between schools and local communities, to promote a positive image of the school locally, to provide students with fun and is stimulating experiences and opportunities to make friends as well as developing students' sense of civic duty and responsibility. It can be strongly argued that service activity can indeed be a powerful pedagogical tool today, as many universities attempt to embed volunteering more closely into the curriculum and to promote student volunteering for employability and skills development. On the other hand, Stukas, Snyder and Clary (2016) focus on the importance of intrinsic motivation for promoting sustained involvement in volunteers, even as they acknowledge that volunteers who come with extrinsic or self-oriented reasons can still offer much to communities and can be satisfied when their activities match their motivations.

Volunteerism is the heart of the Brigada Eskwela Program. It champions the spirit of volunteerism. It is not only DepEd's program, but also that of education stakeholders. It mobilizes and brings together thousands of parents, alumni, civic groups, local businesses, non-government organizations, teachers, students, and individuals who, not just donate some resources, but also volunteer their time and skills to do classroom repairs, maintenance work, and clean-up of public elementary and secondary schools for the benefit of the learners, to get the quality education they truly deserve.

Conclusions

Based on the findings of the study, it can be concluded that:

In the implementation of BE program, schools are able to be recognized as best implementers based on the facilities being improved, resources generated, and awards received. Best implementing schools practice promotional support through campaigning for information campaigning and prioritizing stakeholders. These schools are also able to activate resources by being transparent and accountable through which their priority needs during the implementation of the program are assessed. In addition, schools have administered the program where they plan their actions strategically ensuring that monitoring and supervision are conducted to gather feedbacks throughout the implementation. In terms of fiscal control, schools manage their financial resources through practicing sound fiscal management and creating a financial committee that investigates proper accounting and reporting of all generated resources. Furthermore, schools can present and report their accomplishments through suitable achievement reporting. They assigned a person-in-charge who is skilled and talented in presenting significant milestone of the program by complying organized accomplishment reports. The best implementing schools have practices that are unique to them which include conducting fund-raising activities as strategies, advocating partnership through appreciation and recognition, maintaining open and transparent communication, initiating community-based projects, and making stakeholders as collaborative partners. These practices contribute to the effective and efficient implementation of the program where both internal and external stakeholders have shared their goals in ensuring that the program is delivered for positive outcomes. Even though these schools are considered best implementers, challenges still exist. They faced challenges on time management and scarcity of resources. They have limited time and resources in managing the implementation of the program.

Volunteerism being the heart of the BE program serves as the primary mover in its successful implementation. It influences individuals and organizations to take their active role in supporting the program. It provides cooperation and collaboration as key factors in achieving the goals of the program.

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