

THEN AND NOW: THE LEADERSHIP JOURNEYS OF BRIGADA ESKWELA COORDINATORS

Kristel Jane C. Aguipo¹, and Maedel Joy V. Escote²

¹Student, Graduate School, Assumption College of Nabunturan, Davao de Oro, Philippines

²Faculty, Graduate School, Assumption College of Nabunturan, Davao de Oro, Philippines

ABSTRACT

The purpose of this research was to explore and understand the experiences, challenges, coping mechanisms, and insights of six Brigada Eskwela Coordinators serving in public schools in Montevista, Davao de Oro. Using a phenomenological approach, in-depth interviews were conducted with selected coordinators to answer key research questions related to leadership development, community engagement, resource mobilization, emotional resilience, and program implementation. Findings revealed that while coordinators encountered difficulties such as low stakeholder participation, lack of financial support, and heavy workload, they remained steadfast in their commitment to fostering bayanihan and improving school environments. They coped by practicing strategic planning, promoting volunteerism, encouraging collaboration, and maintaining a growth-oriented mindset. Coordinators found meaning in building safe learning spaces, empowering communities, and strengthening their own leadership capacity. Aspirations centered on receiving clearer guidelines, adequate funding, structured training, and formal recognition to support their evolving roles. The study emphasized the importance of institutional support, inclusive policies, and sustainable leadership programs to enhance the effectiveness and well-being of Brigada Eskwela leaders. Recommendations called for integrated support systems, regular capacity-building, participatory planning, and policy reforms that recognize the coordinators' vital role in school-community development. The findings underscored Brigada Eskwela Coordinators as resilient, service-driven leaders committed to inclusive education and grassroots transformation.

Keywords: Educational administration, Brigada Eskwela Coordinators, experiences, challenges, coping mechanisms, insights, phenomenological study.

1. INTRODUCTION

Brigada Eskwela is a collaborative effort that brings together various stakeholders to maintain and enhance school environments, emphasizing the values of volunteerism, resource mobilization, and shared responsibility in education. Moreover, the Brigada Eskwela Coordinators play a pivotal role in fostering partnerships and mobilizing resources to create conducive learning environments in schools (Maghuyop, 2023). As key drivers of the Brigada Eskwela Program, they spearhead initiatives that engage stakeholders including parents, community members, and private entities in sustaining and enhancing school facilities. However, these coordinators often encounter significant challenges, such as resource constraints, low stakeholder involvement, and the demanding task of balancing these responsibilities with their core teaching or administrative duties (Maghuyop, 2023; Manila & Decano, 2022).

In India, the Unnati Project a government-supported initiative aimed at improving school quality in under-resourced areas demonstrates similar challenges for coordinators who are tasked with mobilizing local resources while navigating cultural and logistical barriers (Singh et al., 2022). This program highlights the importance of

grassroots participation, where local stakeholders, including parents and community leaders, play a vital role in school transformation. The initiative aligns its objectives with national education priorities such as equity, inclusivity, and foundational learning, while also depending heavily on the personal commitment and sacrifices of coordinators and school leaders. However, despite notable achievements in select districts, the broader impact and scalability of the Unnati Project remain constrained due to inconsistent systemic support, limited funding, and gaps in inter-departmental coordination.

In Tacloban, Philippines, the Brigada Eskwela Program, instituted by the Department of Education, has become a cornerstone of community engagement in education. Coordinators are instrumental in aligning the program's objectives with school needs, from cleaning classrooms to conducting repairs. While the program has garnered widespread recognition for promoting bayanihan (community spirit), coordinators face mounting challenges such as logistical complexities, insufficient training, and uneven stakeholder support (Santos & Medina, 2023). These difficulties raise questions about how coordinators navigate their leadership journeys amidst these constraints.

In Montevista, Davao de Oro, based on observations, personal experiences, and preliminary interviews, Brigada Eskwela Coordinators in smaller communities encountered unique challenges. These included limited financial support, low community participation, and the dual burden of achieving program targets while managing teaching responsibilities. Through personal experience, the researcher witnessed the difficulties of mobilizing stakeholders, securing resources, and sustaining volunteer engagement, often leading to stress and exhaustion among coordinators. While some exhibited remarkable dedication and adaptability, others struggled with the overwhelming workload, sometimes resulting in burnout. This highlighted the need for localized insights into their leadership strategies and coping mechanisms.

Despite the abundance of studies on the impact and outcomes of Brigada Eskwela, there was a lack of research focusing on the leadership journeys of the coordinators themselves. In Montevista, there was currently no available research on Brigada Eskwela, making it essential to examine how the program operated in this context and what insights could be drawn from the experiences of local coordinators. Understanding their personal experiences, strategies, and the factors that influenced their effectiveness presented a compelling area of inquiry. This study aimed to address that need by exploring the challenges, successes, and leadership transformations of Brigada Eskwela Coordinators, shedding light on their pivotal yet underappreciated role in education.

1.1 Research Questions

The study explored the experiences of Brigada Eskwela coordinators in the Department of Education, as well as the challenges they encountered and the ways they utilized to cope with the difficulties. It was guided by the following questions;

1. What are the experiences of the coordinators in leading the brigada eskwela program?
2. What are the challenges encountered by the coordinators in leading the brigada eskwela program?
3. What are the coping mechanisms of the coordinators in leading the brigade eskwela program?
4. What are the insights of the coordinators in leading the brigada eskwela program?

2. LITERATURE REVIEW

This section discussed topics and literature relevant to the concept being studied, with the goal of providing readers with a clear understanding of the issues and challenges faced by Brigada Eskwela coordinators in the Department of Education. It presented findings from various studies similar to this research, offering deeper insight into the key focus areas of the qualitative study. The information was sourced from a range of materials, including manuals, journals, websites, and other reference sources.

Brigada Eskwela. Brigada Eskwela, also known as the National School Maintenance Week, has evolved into a multifaceted initiative in the Philippine education system. Coordinators play a pivotal role in its implementation, particularly in fostering stakeholder collaboration and addressing resource gaps (Marquez, 2022). The program has grown beyond simple maintenance activities, encompassing long-term community engagement and sustainability efforts. As such, effective leadership is necessary to ensure that Brigada Eskwela continues to meet the

evolving needs of schools. Understanding the challenges and opportunities within this initiative allows for more targeted policy interventions.

For instance, Reyes (2021) explored the impact of leadership styles among Brigada Eskwela coordinators, emphasizing adaptive strategies during the pandemic. His study revealed that coordinators who demonstrated flexibility and problem-solving skills were more successful in mobilizing resources. These findings suggest that leadership approaches must be tailored to specific contexts, especially during crises. Coordinators who actively engage stakeholders and encourage innovation tend to sustain volunteer participation. Therefore, leadership development programs should be integrated into Brigada Eskwela training modules.

Similarly, Lopez and Melchor (2020) documented coordinators' discourses, illustrating how resilience and innovative thinking became central to program execution during the transition to the "new normal." Their findings emphasize the importance of stakeholder participation in addressing resource limitations while maintaining educational support systems. According to their research, effective communication strategies helped maintain engagement despite pandemic-related restrictions. This underscores the significance of building strong networks and fostering a culture of collaboration. Moreover, these insights highlight the necessity of institutionalizing best practices that emerged during the crisis.

Experiences of Brigada Eskwela Coordinators. The role of Brigada Eskwela coordinators has become increasingly significant as they navigate challenges in implementing this vital program. Research indicates that coordinators' experiences are marked by their ability to mobilize resources, foster community partnerships, and address diverse challenges, particularly during crises such as the COVID-19 pandemic. According to Lopez and Melchor (2023), coordinators faced unique hurdles in the transition to the "new normal," requiring them to develop adaptive strategies to sustain stakeholder engagement while adhering to health protocols. This highlights the dynamic nature of their leadership and their resilience in times of uncertainty. Moreover, the thematic analysis conducted by Balinas et al. (2021) underscores that effective communication and relationship-building are at the core of successful Brigada Eskwela programs.

In addition, coordinators often act as intermediaries between the school and external stakeholders, ensuring that resources are effectively utilized and aligned with educational goals. They must also navigate complex interpersonal dynamics and maintain a spirit of volunteerism within the community. Recent studies emphasize the emotional and logistical demands placed on coordinators. For example, Gundalan (2022) observed that the role requires a balance between administrative duties and grassroots advocacy. As a result, coordinators often derive personal satisfaction from their impact on school improvement but report experiencing burnout due to the extensive demands of the program.

Furthermore, the study conducted by Herrera and Santos (2023) found that the ability to sustain partnerships is a crucial skill for Brigada Eskwela coordinators. Many coordinators employ negotiation strategies to encourage private sector involvement and maximize available resources. These partnerships ensure long-term sustainability and facilitate innovative initiatives within schools. However, some coordinators struggle to secure consistent external support due to shifting economic conditions. To address these concerns, institutional policies must reinforce support mechanisms for coordinators.

Challenges Encountered by the Brigada Eskwela Coordinators. The challenges encountered by Brigada Eskwela coordinators often revolve around resource management, stakeholder involvement, and the alignment of efforts with institutional goals. The report by Concepcion (2022) highlights the significant role of active teacher participation in sustaining Brigada Eskwela's educational initiatives, emphasizing that insufficient engagement among educators can lead to gaps in program execution. Similarly, Mercado (2021) underscores the variability in external stakeholder support, including alumni and community contributions, which can pose difficulties in meeting program objectives. Coordinators must constantly seek innovative ways to attract sustained support from different sectors. Without consistent engagement, sustaining Brigada Eskwela initiatives becomes increasingly difficult.

Moreover, Manila and Decano (2022) explore the adjustments needed for Brigada Eskwela's implementation in the "new normal," particularly focusing on the logistical and psychological challenges faced by coordinators as they transition to hybrid or remote formats. Their study emphasizes the importance of

administrators' coping mechanisms to mitigate resource scarcity and ensure the program's continuity. Coordinators must navigate shifting priorities while maintaining the essence of Brigada Eskwela's mission. Schools that lack proper digital infrastructure often struggle to implement hybrid participation models effectively. Therefore, investment in digital tools and virtual engagement strategies has become crucial.

Fernandez (2021) further delves into stakeholder perceptions, revealing that unclear communication and limited resources are among the persistent obstacles to achieving maximum community involvement. Coordinators frequently encounter difficulties in ensuring that all stakeholders understand their roles and responsibilities. Miscommunication often leads to inefficiencies in resource distribution and participation rates. Ensuring transparency and clarity in expectations can significantly enhance engagement levels. Thus, refining communication strategies is essential for overcoming these barriers.

Coping Mechanisms Employed by Brigada Eskwela Coordinators. The coping mechanisms employed by Brigada Eskwela coordinators play a crucial role in overcoming the challenges they face during the implementation of the program. As the key figures managing the collaboration between school administrators, teachers, and community stakeholders, coordinators often experience stress due to limited resources, logistical hurdles, and the need for effective communication. According to Ramos et al. (2022), one of the main coping strategies coordinators use is to forge partnerships with local government units, private organizations, and volunteers. These partnerships help alleviate resource constraints and provide a more sustainable approach to implementing the program. Establishing strong relationships with external stakeholders ensures long-term support and financial stability for Brigada Eskwela initiatives.

Additionally, emotional and psychological support is essential for coordinators. Further, Mercado and Hernandez (2021) found that coordinators often rely on peer support, mentoring, and community networks to cope with the stress associated with managing a large-scale program like Brigada Eskwela. Having a support system allows coordinators to share best practices and seek advice from experienced colleagues. Mental health and well-being initiatives, such as stress management training, have been recommended to help coordinators maintain resilience. By fostering a sense of solidarity among coordinators, the challenges of Brigada Eskwela can be managed more effectively.

Another strategy discussed by Valencia (2023) is the implementation of recognition systems, where coordinators celebrate the efforts of active participants. Public acknowledgment and incentives serve as motivational tools for volunteers, encouraging sustained involvement. Recognizing contributions through certificates, awards, and public announcements boosts morale and enhances community engagement. Furthermore, Valencia's study suggests that recognition programs create a culture of appreciation, strengthening relationships among stakeholders. When volunteers feel valued, they are more likely to remain committed to Brigada Eskwela's success.

Insights of The Brigada Eskwela Coordinators. The insights shared by Brigada Eskwela coordinators offer valuable perspectives on the challenges and rewards of managing the program. Coordinators often reflect on how the program deepens their sense of responsibility and commitment, not only to their schools but also to their communities. According to Fernandez (2021), many coordinators feel that Brigada Eskwela has significantly enhanced their leadership skills, as they are tasked with navigating complex situations and mobilizing diverse stakeholders. These personal growth experiences are an essential aspect of the program's impact, leading to a stronger sense of ownership and leadership among coordinators. Furthermore, their reflections indicate that Brigada Eskwela serves as both a professional and personal development opportunity.

In addition to leadership growth, coordinators emphasize the importance of collaboration with various community partners. Similarly, Bautista et al. (2022) highlight that coordinators often see Brigada Eskwela as an opportunity to strengthen community ties, noting that these partnerships foster a shared responsibility for education. However, they also acknowledge the emotional toll of managing expectations from different groups, such as school administrators, teachers, parents, and local government officials (Abad et al., 2023). This balance of leadership and collaboration underscores the complexity of their roles. Despite these challenges, coordinators express pride in their ability to unite diverse stakeholders for a common cause.

3. METHODOLOGY

This chapter discusses the methods and procedures used in the study. It included the research design, locale, participants, and data analysis.

3.1 Research Design

This study employed a qualitative phenomenological research design, which was well-suited for exploring the nuanced and deeply personal experiences of Brigada Eskwela coordinators. The qualitative approach emphasized understanding human experiences from the participants' own perspectives, prioritizing depth over breadth, and enabling the researcher to explore the subjective meanings and interpretations that coordinators attached to their roles. As Moustakas (1994) asserted, phenomenology allowed for the immersion of researchers in the participants' lived experiences, where meaning was derived from their narratives rather than imposed through predefined categories.

Qualitative research, by nature, is inductive and interpretive, focusing on capturing the richness, complexity, and variability of human behavior and social contexts. In this study, the qualitative lens allowed for the exploration of how coordinators experienced, made sense of, and responded to the multiple demands and expectations of organizing Brigada Eskwela. Through in-depth, semi-structured interviews, detailed stories and reflections emerged, revealing coordinators' strategies, personal transformations, leadership practices, and emotional labor involved in mobilizing community support and resources.

By using a qualitative phenomenological approach, this study closely examined how participants interpreted and constructed meaning from their daily interactions, challenges, and responsibilities, highlighting their adaptive leadership and community engagement. As Van Manen (2016) emphasized, phenomenology is particularly effective in capturing the texture and tone of lived experience, insights that cannot be adequately grasped through quantitative methods. This approach was particularly valuable in uncovering the underexplored dimensions of school-based leadership within community-driven programs, offering a holistic understanding of how coordinators enacted their roles, navigated constraints, and cultivated relationships that contributed to the success of Brigada Eskwela.

3.2 Research Locale

The study was conducted in the elementary schools of Montevista District, Davao de Oro Division, including Dauman Elementary School, New Dalaguete Elementary School, Camansi Elementary School, Camantangan Elementary School, Banglasan Elementary School, and Bankerohan Elementary School.

3.3 Research Participants

This study had six participants, which was deemed sufficient to saturate the information gathered from the study group using in-depth interviews (IDI). The participants were identified using the purposive sampling method.

Furthermore, the inclusion criteria for selecting participants were as follows: a public elementary school teacher in the School Year 2024-2025 at Montevista District, Montevista, Davao de Oro, who had at least three years of experience as Brigada Eskwela coordinators.

The exclusion criteria for this study included teachers who had served as Brigada Eskwela coordinators for less than three years, those who were not currently assigned as coordinators in the School Year 2024-2025, and teachers from private schools. Additionally, those who were on leave or had administrative designations that limited their involvement in Brigada Eskwela coordination were not included in the study.

For withdrawal criteria, participants could voluntarily withdraw from the study at any point without penalty or loss of benefits. Withdrawal could also be initiated by the researcher if a participant was found to no longer meet the inclusion criteria, became unavailable for follow-up interviews, or requested to discontinue participation. All data collected prior to withdrawal was retained unless the participant requested otherwise.

3.4 Data Analysis

Analysis was considered the most challenging phase in a qualitative study, often receiving less attention in the literature (Johnson & Christensen, 2019). The data analysis process enabled the researcher to develop a broad understanding of the information and reflect on its broader significance. This study involved transcription, coding, thematic analysis, and the development of key themes and core ideas.

Data coding entailed organizing the raw data gathered. The data was organized by filtering out the irrelevant information and breaking it down into manageable sections, facilitating the emergence of themes (Saldaña, 2021). In this study, the researcher used colored pens to highlight recurring and relevant themes, applying the same color to similar ideas. Each theme was grouped based on these colors and labeled with words and short phrases. The researcher identified colors that appeared frequently, as these were likely to form the main themes.

Thematic analysis was employed to analyze the participants' responses, focusing on identifying and reporting recurring patterns or themes in the data (Braun & Clarke, 2021). The responses were transcribed and organized into themes, which formed the foundation for discussions and recommendations.

In this study, thematic analysis was carried out after identifying the initial codes. The responses were categorized and analyzed, progressing from general to specific, with similar core ideas being grouped into comprehensive themes. Each theme was verified by containing at least five core ideas. Additionally, the researcher assigned code names to each participant to ensure their anonymity. Transcription involved converting audio recordings into text (Aldridge, 2020), which helped organize and comprehend the data collected from the interviews and discussions.

4. RESULTS AND DISCUSSION

4.1 What are the experiences of the coordinators in leading the brigada eskwela program?

This section presents the results to the first major research question; 'What are the experiences of the coordinators in leading the brigada eskwela program?' Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the experiences of brigada eskwela coordinators in facilitating the brigada eskwela program.

4.1.1 Experiences in Leading the Brigada Eskwela Program

The themes in this section were coming from the specific research question 1.1 'What were your experiences in leading the brigada eskwela program?' The responses generated the themes: navigating leadership challenges through resilience and resourcefulness and transformative leadership through community support and collaboration.

Navigating Leadership Challenges Through Resilience and Resourcefulness. The participants revealed that leading the Brigada Eskwela Program demanded resilience as they encountered persistent challenges such as limited financial resources and low community engagement. Despite these difficulties, they demonstrated remarkable resourcefulness by seeking in-kind donations, adjusting activity schedules, and rallying support through personal outreach. Their experiences highlighted how adaptability and determination enabled them to overcome obstacles and sustain the program's success. Informant 2 described the difficulty of taking on the role, yet expressed firm commitment to doing what is right, stating that:

While stepping into this position has been challenging, I am determined to give my utmost effort to carry out my duties with excellence and in accordance with what is right. Requesting support and assistance from our Brigada partners is never an easy task.

Meanwhile, Informant 5 reflected on the anxiety and lessons gained from leading in a small community, sharing that;

Kulbaan man sad ta ani ui ahm ang mga experiences nako in leading the Brigada Eskwela program, leading in a small community was both a challenge and a learning experience. One major difficulty was the limited financial support, we had to be resourceful by seeking in-kind donations and maximizing what little we had. Another challenge was low community participation, which we addressed by personally reaching out to the parents and adjusting schedules to encourage involvement.

(I also felt nervous about this, my experiences in leading the Brigada Eskwela program, especially in a small community, were both challenging and a learning experience. One major difficulty was the limited financial support, we had to be resourceful by seeking in-kind donations and maximizing what little we had. Another challenge was low community participation, which we addressed by personally reaching out to the parents and adjusting schedules to encourage involvement.)

Transformative Leadership Through Community Support and Collaboration. The participants emphasized that strong collaboration with stakeholders, especially barangay officials and parents, played a crucial role in the successful implementation of the Brigada Eskwela Program. They shared how community support through manpower, material donations, and active participation transformed their leadership experiences and empowered them to achieve collective goals. These partnerships not only strengthened the program's outcomes but also fostered a deeper sense of unity and shared responsibility within the school community. Informant 1 recalled a memorable and community-driven experience, stating that;

One of the unforgettable experiences was the construction of the cemented pathway of our school, it was an overwhelming support of the barangay officials from materials and to their own manpower in constructing the said project. They worked from 8:00 am -7:00 pm. As of now Banglasan Elem. School learners and teachers and even the whole community benefited the entrance pathway of the school specially during rainy days. Leading Brigada Eskwela taught me that leadership goes beyond authority, it is about service, teamwork, and dedication. Despite the challenges, seeing the school clean, safe, and ready for learners made every effort worthwhile. It reminded me of the power of unity and the importance of engaging the community in education.

Meanwhile, Informant 3 reflected on the meaningful lessons gained from the experience, sharing that;

Ahmm ang pagdumala jud sa brigada eskwela program was a meaningful and enriching experience. Brigada eskwela thought me the value of collaboration, leadership, and community engagement.

(Ahmm, managing the Brigada Eskwela program was truly a meaningful and enriching experience. Brigada Eskwela taught me the value of collaboration, leadership, and community engagement.)

4.1.2 Advantages in Leading the Brigada Eskwela Program

This section presents the results to the specific research question 1.2 ‘What are the advantages in leading the brigada eskwela program?’ The theme which served as result was developing leadership skills.

Developing Leadership Skills. The participants shared that leading the Brigada Eskwela Program provided valuable opportunities to enhance their leadership, communication, and problem-solving skills. Through hands-on experience in planning, coordinating, and mobilizing resources, they gained confidence and learned to lead with greater efficiency and purpose. This leadership journey also helped them grow professionally and personally, preparing them for greater responsibilities in their roles. Informant 1 emphasized the developmental benefits of the role, stating that;

Leading the Brigada Eskwela program in school offers several advantages, both for the individual leader and the school community. As School Brigada Eskwela Coordinator, it enhances my organizational, communication, and management skills.

In addition, Informant 2 pointed out a key learning outcome, sharing that;

I learn to manage people and organize task well.

Furthermore, Informant 3 underscored leadership development, expressing that;

Maka Improve sa leadership skills, you learn how to plan, organize and manage people, time and resources. And kuan brigada eskwela helps you grow as a leader while making a real difference in the school and the community.

(It improves your leadership skills; you learn how to plan, organize, and manage people, time, and resources. Also, Brigada Eskwela helps you grow as a leader while making a real difference in the school and the community.)

4.1.3 Reflection on Leadership Development in Leading the Brigada Eskwela Program

This section presents the results to the specific research question 1.3 ‘How do you reflect on your leadership development through your experiences in leading the brigada eskwela program?’ The themes which served as results were: fostering community ties through inclusive engagement and transformative leadership and personal growth.

Fostering Community Ties Through Inclusive Engagement. The participants reflected that their leadership in the Brigada Eskwela Program strengthened their connection with the community by promoting inclusive engagement and shared responsibility. By actively involving parents, local officials, and volunteers, they created a sense of belonging and collective ownership over school improvement initiatives. These experiences deepened their understanding of collaborative leadership and the importance of building trust and unity within the community. Informant 3 emphasized the value of collective involvement, stating that;

Builds a sense of shared responsibility among teachers, parents, students and local teachers. This fosters long-term community ties and enhances pride in the school.

Meanwhile, Informant 6 reflected on their active community leadership, sharing that;

My experience as Brigada Eskwela leader kay grabe jud ka focus sa community engagement. Ako ang nag spearhead sa mga initiatives para daghan ang ma-engage nga volunteers like I reached out sa mga parents, alumni, and mga stakeholders like barangay officials, PNP, and others. Ang mga support nga among nakuha for Brigada Eskwela showed jud how powerful ang community volunteerism, and at the same time, naka-prove pud siya nga I can really mobilize resources and inspire people to help

(My experiences leading Brigada Eskwela involved focuses on Community engagement. I spearheaded initiatives to increase volunteer participation, reaching out to parents, alumni, and different stakeholders like barangay officials, PNP and etc. The sources of our brigada eskwela was a testament to the power of community volunteerism and my ability to mobilize resources and inspire others to contribute.)

Transformative Leadership and Personal Growth. The participants expressed that their journey in leading the Brigada Eskwela Program was a transformative experience that significantly contributed to their personal and professional growth. They developed greater self-confidence, learned to lead with empathy, and discovered their capacity to inspire and influence others. These reflections highlighted how overcoming challenges and taking on leadership responsibilities shaped them into more resilient, purpose-driven, and community-oriented individuals. Informant 1 reflected on the meaningful impact of the role, stating that;

Leading the Brigada Eskwela program was a transformative experience that significantly contributed to my growth as a teacher. It was not just about organizing clean-up drives or soliciting donations, it was about bringing people together toward a common goal of improving our school environment for the benefit of the learners.

Likewise, Informant 2 acknowledged professional improvement, sharing that; Being in this position has helped me improve my ability to handle situations and projects more effectively to reach 100% of the goals.

Building on these insights, Informant 4 highlighted how the coordinator role supported her teaching and leadership, stating that;

Dako kaayo 'g natabang ang akong pagka coordinator as a teacher. Nakalarn ko nga ang pagka effective nga Brigada Eskwela Coordinator dili lang kay maghatag og sugo, kundi ang pagdasig sa uban ug pagpangita og paagi aron magpadayon ang ilang kadasig, labi na kung kulang ang mga gamit o tabang.

(My role as a coordinator was a great help to me as a teacher. I learned that being an effective Brigada Eskwela Coordinator is not just about giving orders, but about encouraging others and finding ways to keep their enthusiasm alive, especially when resources or help are lacking.)

4.2 What are the challenges encountered by the coordinators in leading the brigada eskwela program?

This section presents the results to the second major research question 'What are the challenges encountered by the coordinators in leading the brigada eskwela program?' Three specific research questions were used to collect data for this question highlighting the challenges encountered by the participants as brigada eskwela.

4.2.1 Challenges Encountered in Leading the Brigada Eskwela Program

The themes derived from the responses of the research informants to the specific research question 2.1 'What challenges did you encounter in leading the brigada eskwela program?' are presented in this section. The themes generated were lack of parent and volunteer participation and lack of financial support.

Lack of Parent and Volunteer Participation. The participants identified the lack of parent and volunteer participation as a major challenge in leading the Brigada Eskwela Program. They shared that low turnout during activities often delayed implementation and placed a heavier workload on the core team. Despite their efforts to encourage involvement through personal outreach and flexible scheduling, limited engagement remained a recurring obstacle to achieving broader community collaboration. Informant 2 identified key resource challenges, stating that;

Lack of participation from parents. Shortage of skills individuals for task like, electrical repairs, plumbing, or carpentry.

Similarly, Informant 3 pointed out the difficulty in mobilizing support, sharing that;

Low volunteer turnout, it can be hard to gather enough volunteers. Also, some students and parents may not be that interested or available.

Informant 4 elaborated on several recurring issues, expressing that;

First, Lack of Volunteer Participation isa sa pinaka challenge jud was encouraging people to participate. Some community members man gud were hesitant or uninterested, especially when there were no incentives like snacks or giveaways. Second, Inconsistent Attendance and Commitment. Even if volunteers showed up, many were not consistent. Some left early or didn't return the next day, making it difficult to complete planned tasks on time. Third, Need for Close Supervision Some volunteers needed to be constantly monitored, or else they would stop working or lose focus.

(First, lack of volunteer participation was really one of the biggest challenges in encouraging people to participate. Some community members were hesitant or uninterested, especially when there were no incentives such as snacks or giveaways. Second, inconsistent attendance and commitment even when volunteers showed up, many were not consistent. Some left early or did not return the next day, making it difficult to complete the planned tasks on time. Third, there was a need for close supervision some volunteers had to be constantly monitored or else they would stop working or lose focus.)

Lack of Financial Support. The participants revealed that the lack of financial support posed a significant challenge in implementing the Brigada Eskwela Program effectively. With limited funds available, they often had to find creative solutions, such as soliciting in-kind donations and maximizing existing resources. This financial

constraint tested their leadership and planning skills, pushing them to be more resourceful and proactive in mobilizing community assistance. Informant 1 pointed out financial constraints and external setbacks, stating that;

Lack of financial support for needed repairs, cleaning materials, or supplies and difficulty in securing donations or sponsorships from stakeholders or the private sector also atong panahon may delay outdoor activities like painting, gardening, or roof repairs, kay mao pay paghuman pintura ulanon pajud.

(There was a lack of financial support for needed repairs, cleaning materials, or supplies, and it was difficult to secure donations or sponsorships from stakeholders or the private sector. Also, during our time, outdoor activities like painting, gardening, or roof repairs were delayed because right after the painting was finished, it rained.)

Moving forward, Informant 6 emphasized budget limitations and coordination efforts, sharing that;

Limited budget always relies on volunteer contributions and limited school funds. Volunteer coordination managing a diverse group of volunteers with varying skill sets and availability by planning and effective communication.

4.2.2 Most Difficult Part in Leading the Brigada Eskwela Program

This section presents the results to the specific question 2.2 ‘What was the most difficult part in leading the brigada eskwela program?’ After subjecting the responses to content analysis, the themes generated were barriers to effective teacher and community participation and structural challenges in planning and resource management.

Barriers to Effective Teacher and Community Participation. The participants shared that one of the most difficult aspects of leading the Brigada Eskwela Program was overcoming barriers to effective teacher and community participation. These included conflicting schedules, lack of motivation, and limited awareness of the program's goals and importance. Coordinators had to exert extra effort in communication and relationship-building to foster commitment and active involvement from all stakeholders.

Informant 1 expressed frustration over internal participation issues, stating that;

For me, the pinaka challenging part jud in leading the Brigada Eskwela program kay ang low participation sa uban nga teachers. Naay uban nga dili kaayo mo-engage, so ang burden kay mostly naa ra sa Brigada Eskwela Coordinator. Naay uban nga mo-appear lang jud kung ang activity directly benefits ilang own classroom. Even if imo na silang gi-assign to handle volunteer attendance using BE Form 4 during their schedule, ilang gi-submit nga forms kay kulang or incomplete. Bisag mga simple tasks nga unta makatabang sa coordinator, di gihapon nila buhaton. You really have to be the first one to arrive sa school and most of the time, ikaw pud ang last molakaw. Naay days nga magpabilin pa jud ka until gabii kung kailangan mahuman ang mga buluhaton sa mga volunteers.

(In my experience, the most difficult part of leading the Brigada Eskwela program is the low participation of teachers. Some teachers do not actively participate, leaving much of the burden to the Brigada Eskwela Coordinator. Some only show up religiously when the service directly benefits their own classroom. Even when asked to record volunteer attendance using BE Form 4 during their assigned schedule to oversee volunteers, they submit incomplete forms. Even simple tasks that would help ease the coordinator's responsibilities are not supported. You must be the first to arrive at school and often the last to leave. Sometimes, you even stay until late in the evening if the volunteers' tasks need to be completed that day.)

In addition, Informant 4 focused on the difficulty of maintaining consistent volunteer engagement, sharing that;

The most difficult part of leading the Brigada Eskwela program was ensuring active and consistent participation from the community. While some volunteers were genuinely willing to help, many needed extra motivation, such as snacks or recognition, to stay committed. There were also those who would start working but stop once no one was watching, which meant I had to constantly supervise every group to make sure tasks were completed.

Meanwhile, Informant 3 pointed out coordination difficulties across multiple stakeholders, expressing that;

Ang pag-atubang sa nagkalain-laing klase sa mga tawo ginikanan, mga magtutudlo, mga opisyaes sa barangay, ug mga sponsors lisod usahay, ug usahay lisod sab nga mapahiuyon ang mga iskedyul ug responsibilidad.

(Dealing with different people-parents, teachers, barangay officials, and sponsors can be difficult, and sometimes it is hard to align schedules and responsibilities.)

Structural Challenges in Planning and Resource Management. The participants disclosed that structural challenges in planning and resource management were among the most difficult aspects of leading the Brigada Eskwela Program. They faced issues such as lack of clear guidelines, limited logistical support, and difficulties in aligning available resources with the program's needs. These obstacles often led to delays and required coordinators to adapt quickly and make critical decisions with minimal support. Informant 2 highlighted the challenge of achieving full participation, stating that;

Achieving 100% of the planned objectives is often difficult to attain because in leading people to participate such a voluntary activity, you need to be considerate and understanding of their time, capacities and willingness.

Meanwhile, Informant 5 emphasized financial constraints, sharing that;

Para sa akoa jud ang pinakalisod ang finances jud, atong panudlanan unsa man atong ipakaon painit anang mga nag brigada kung wala tay budget unya naa bayay memo ang deped na bawal ta mag hingi ug donation mao ganing maglibog ming mga coordinator kay bawal mang hingi pero walay budget so unsaon nato na.

(For me, the most difficult part is really the finances our budget. What can we serve to the volunteers as snacks if we have no budget? And yet there is a memorandum from DepEd that prohibits us from asking for donations. That is why we coordinators are confused-how can we manage if we are not allowed to solicit but also have no budget?)

In addition, Informant 6 pointed out the scarcity of both materials and manpower, stating that;

Limited resources, securing sufficient materials. Both financial and human resources are usually limited.)

4.2.3 Disadvantages in Leading the Brigada Eskwela Program

This section presents the results to the specific question 2.3 'What are the disadvantages in leading the brigada eskwela program?' After subjecting the responses to content analysis, the themes drawn were heavy workload and leadership pressure emotional cost and risk of burnout.

Heavy Workload and Leadership Pressure. The participants acknowledged that leading the Brigada Eskwela Program came with a heavy workload and significant leadership pressure. They had to juggle multiple responsibilities, including planning, coordination, reporting, and stakeholder engagement, often on top of their regular teaching duties. This intense demand sometimes led to physical and emotional exhaustion, highlighting the need for better support systems and shared leadership. Informant 2 expressed the emotional and physical toll of the role, stating that:

Managing many tasks and people can be tiring and overwhelming. Sometimes, only a few volunteers or donors participate. Some people may also expect too much from you as the leader.

In addition, Informant 3 pointed out the mental strain involved, sharing that;

Reward? Wala gud siyay reward actually pero for me ma (It involves big responsibility and pressure. As a coordinator, you need to handle planning, organizing, and managing many tasks, and it feels stressful to ensure that everything goes well.

Similarly, Informant 4 highlighted the weight of the role, expressing that;

High Pressure and Responsibility jud ang pinaka disadvantage as coordinator sa Brigada Eskwela.”
(High pressure and responsibility are truly the biggest disadvantages of being a coordinator of the Brigada Eskwela.)

Emotional Cost and Risk of Burnout. The participants revealed that the emotional cost and risk of burnout were significant disadvantages of leading the Brigada Eskwela Program. Constant pressure to meet expectations, manage limited resources, and ensure community involvement often left them feeling overwhelmed and fatigued. Despite their dedication, the lack of recognition and support contributed to emotional strain, underscoring the need for mental health awareness and institutional encouragement. Informant 1 emphasized the toll of added responsibilities, stating that:

Some disadvantages that may be experienced when leading the Brigada Eskwela program in school include the need for extra time, effort, and coordination, which may lead to stress or burnout.

Meanwhile, Informant 5 reflected on the discomfort and sacrifices involved, sharing that;

Disadvantages pd na magpabaga jud kag nawong supposed to be dili man jud kita teacher dapat na mn gyud tay kaulaw kay teacher mani sya pero sige man ug pa kayo-kayo, ulaw kaayo pero wala man tay choice kay kita may naa dinhea para man sad ni saatong mga learners so buhaton gyud nato ang tanan para sa ilaha.

(A disadvantage is that you really have to be shameless at times. Supposedly, as teachers, we should have a sense of modesty, especially when dealing with others, but you have to keep asking and following up. It can be embarrassing, but we have no choice because we are the ones present and we do this for our learners, so we really have to do everything for their sake.)

4.3 What strategies did you use in dealing with the challenges in leading the brigada eskwela program?

This section presents the results on the viewpoints of the research participants of the strategies they use in dealing with the challenges in leading the brigada eskwela program. This was the gist of the third major research question, ‘What strategies did you use in dealing with the challenges in leading the brigada eskwela program?’ Three specific research questions were utilized to gather data and information.

4.3.1 Strategies Used in Dealing with the Challenges in Leading the Brigada Eskwela Program

In this section, the themes created were from the responses to specific research question 3.1, ‘What strategies did you use in dealing with the challenges in leading the brigada eskwela program?’ the themes were strategic planning and organizational preparedness and empowering leadership through collaboration and motivation.

Strategic Planning and Organizational Preparedness. The participants emphasized that strategic planning and organizational preparedness were essential in addressing the challenges of leading the Brigada Eskwela Program. They carefully crafted action plans, delegated tasks, and established timelines to ensure smooth implementation despite resource limitations. This proactive approach allowed them to anticipate potential issues, manage workloads efficiently, and maintain the program’s overall effectiveness. Informant 1 emphasized the importance of preparation and collaboration, stating that;

Bilang isang guro at Brigada Eskwela coordinator, natutunan ko na ang pag-lead ng program ay hindi lang basta commitment, kundi nangangailangan din ng maayos na pagpapalano at malawak na partisipasyon ng komunidad. Ang pinaka-unang hakbang ay ang early at strategic planning. Bago pa matapos ang school year, ipinapakita ko na agad sa SPTA Year-End Meeting ang malinaw na action plan, kasama na rito ang iskedyul,

listahan ng kailangang materials, at mga specific roles ng bawat committee. Sa ganitong paraan, may sapat na oras ang stakeholder's para makapaghanda at makapag-ambag ng maayos.

(As a teacher and Brigada Eskwela coordinator, I have learned that leading the program is not just about commitment it also requires proper planning and wide community participation. The very first step is early and strategic planning. Even before the school year ends, I already present a clear action plan during the SPTA Year-End Meeting this includes the schedule, the list of needed materials, and the specific roles of each committee. This way, stakeholders have enough time to prepare and contribute properly.)

Similarly, Informant 6 summarized the core leadership strategies, sharing that;

Proactive Planning, Resource Management, detailed planning, early resource mobilization.

Strengthening Leadership Through Teamwork, Support, and Motivation. The participants highlighted that teamwork, support, and motivation were key strategies in strengthening their leadership while managing the demands of the Brigada Eskwela Program. By fostering collaboration among teachers, parents, and stakeholders, they were able to share responsibilities and boost morale during challenging times. Encouraging open communication and recognizing each member's contribution helped sustain collective effort and inspired a shared commitment to the program's success. Informant 2 emphasized the value of balance between focus and openness, stating that;

Staying focused on planned objectives while being open to others ideas fosters effective teamwork.

Building on this, Informant 3 highlighted essential strategies for success, sharing that; Through early planning, teamwork, good communication, and flexibility. I was able to handle the challenges of Leading the Brigada Eskwela and made it a successful and meaningful experience.

Likewise, Informant 4 pointed out the importance of appreciation, expressing that;

E-Motivate and Encourage gyud nimo and mga volunteers by acknowledging their efforts, giving certificates and snacks.

(You really need to motivate and encourage the volunteers by acknowledging their efforts, giving certificates, and offering snacks.)

4.3.2 Fostering Resilience in Leading the Brigada Eskwela Program

Presented in this section are the themes drawn from the responses to the specific question 3.2, 'How did you foster resilience in leading the brigada eskwela program?' The theme created was fostering resilience in leadership.

Fostering Resilience in Leadership. The participants shared that fostering resilience was crucial in navigating the demands and setbacks of leading the Brigada Eskwela Program. They developed a strong mindset and learned to adapt quickly through continuous problem-solving, reflection, and perseverance. This inner strength enabled them to stay committed, overcome stress, and push forward despite challenges and limited resources.

Informant 2 emphasized the role of community collaboration and communication, stating that:

I fostered resilience by promoting strong community collaboration, and maintaining open communication with stakeholders.

In the same vein, Informant 6 highlighted collective adaptability and purpose, sharing that:

As the Brigada Eskwela Coordinator, I fostered resilience by promoting collaboration, adaptability, and a strong sense of purpose among all stakeholders.

Meanwhile, Informant 1 reflected on learning through experience, expressing that:

I was able to foster resilience while leading the Brigada Eskwela program by really taking time to reflect and learn from the challenges. After sa Brigada Eskwela, mag-reflect jud ko kung unsay mga nag-work and unsay wala. Ang mga low points nako, instead nga ma-discourage ko, I take them as opportunities para ma-improve pa ko sa next planning and leadership. Part na siya sa akong growth not just as a coordinator but also as a leader.

(I fostered resilience in leading the Brigada Eskwela program by reflecting and learning from challenges. After Brigada Eskwela, I would take time to reflect on what worked and what did not. I consider my low points as opportunities for improvement in future planning and leadership, as part of my learning and leadership growth.)

4.3.3 Solutions Employed on the Challenges Encountered in Leading the Brigada Eskwela Program

Presented in this section are the themes drawn from the responses to the specific question 3.3, 'What solutions did you employ on the challenges you encountered in leading the brigada eskwela program?' the themes generated were strategic planning, task management, and practical problem-solving and community communication, collaboration, and volunteer motivation.

Strategic Planning, Task Management, and Practical Problem-Solving. The participants emphasized that strategic planning, task management, and practical problem-solving were vital in overcoming the challenges they faced while leading the Brigada Eskwela Program. They created detailed work plans, delegated responsibilities effectively, and made on-the-spot decisions to address issues as they arose. These approaches allowed them to maintain order, maximize limited resources, and ensure the timely completion of program activities. Informant 1 emphasized the importance of strategic collaboration, stating that;

Ang mga challenges ma-address ra jud na through solid planning, proper delegation, active engagement with stakeholders, ug full support from the school community.

(Challenges can be addressed through strong planning, delegation, stakeholder engagement, and support from the school community.)

Likewise, Informant 2 highlighted the value of composure and focus, sharing that;

Maintaining calmness, focus, and determination allows challenges to be addressed and refined effectively.

Meanwhile, Informant 3 shared a practical approach to task management, stating that;

I divided the big tasks into smaller ones and gi-assign nako siya by group para mas dali og mas paspas ang trabaho. Nag-focus mi first sa priority areas like classrooms and toilets before mi nibalhin sa other parts of the school.

(I divided big tasks into smaller ones and assigned them to groups to work foster. We focus first on priority areas (like classrooms and toilets) before other parts of the school.)

Community Communication, Collaboration, and Volunteer Motivation. The participants shared that effective community communication, collaboration, and volunteer motivation were essential solutions in addressing the challenges of leading the Brigada Eskwela Program. They used various strategies such as house-to-house visits, personalized invitations, and regular meetings to encourage involvement and build trust among stakeholders. By recognizing volunteers' efforts and fostering a spirit of teamwork, they were able to sustain participation and strengthen community ownership of the program. Informant 4 described a flexible and collaborative approach to overcoming difficulties, stating that;

I addressed the challenges by maintaining open communication, motivating volunteers with recognition and collaborating with stakeholders for resources, and staying flexible to adjust plans when needed.)

In addition, Informant 6 shared proactive outreach strategies to address low participation, expressing that;

One of the challenges I encountered while leading Brigada Eskwela kay ang low participation sa mga parents and community. So, what I did, ni-attend ko og barangay session para i-emphasize gyud ang importance sa Brigada Eskwela. Nagbuhat pud ko og flyer nga klaro ang dates, time, and tasks gi-distribute nako siya sa tanang possible channels, and nagpa-announce pud ko through the local barangay.

(The challenges I encountered in leading the Brigada Eskwela included low participation from parents and the community. I attended a barangay session to emphasize the importance of Brigada Eskwela. I also made a flyer with clear dates, time, and tasks, distributed it widely, and even made announcements through the local barangay.)

4.4 What are the insights of the coordinators in leading the brigada eskwela program?

This section presents the results on the viewpoints of the research participants of their insights in leading the brigada eskwela program. This was the gist of the fourth major research question, ‘What are the insights of the coordinators in leading the brigada eskwela program?’ Three specific research questions were utilized to gather data and information.

4.4.1 Things Learned in Leading the Brigada Eskwela Program

In this section, the themes created were from the responses to specific research question 4.1, ‘What were the things you have learned in leading the brigada eskwela program?’ The generated themes were the value of teamwork, communication, and collective leadership and developing patience, humility, and emotional intelligence.

The Value of Teamwork, Communication, and Collective Leadership. The participants reflected that one of the most valuable lessons they learned in leading the Brigada Eskwela Program was the importance of teamwork, open communication, and collective leadership. They realized that success was more achievable when responsibilities were shared, ideas were heard, and everyone worked together toward common goals. These experiences taught them that strong collaboration builds trust, fosters unity, and enhances the overall effectiveness of leadership efforts. Informant 3 emphasized the impact of collaboration, stating that;

The importance of teamwork is that big tasks become easier when people work together.

Likewise, Informant 4 reflected on key leadership values, sharing that;

I learned the value of teamwork, the importance of good communication, and how strong leadership can really unite the whole community para ma-achieve ang common goal.

(I learned the value of teamwork, the importance of communication, and how strong leadership can unite a community toward a common goal.)

Similarly, Informant 6 pointed out several lessons drawn from experience, expressing that;

(Leading Brigada Eskwela taught me valuable lessons in leadership, community engagement, resource management, and the power of collective action. It involved leading by example and establishing a strong foundation through communication that promotes effective teamwork.)

Developing Patience, Humility, and Emotional Intelligence. The participants shared that leading the Brigada Eskwela Program taught them the importance of developing patience, humility, and emotional intelligence. They learned to manage stress, handle criticisms, and respond calmly to challenges while remaining focused on their goals. These experiences helped them grow as compassionate leaders who could empathize with others, build stronger relationships, and lead with greater understanding and respect. Informant 2 reflected on personal growth in interpersonal skills, stating that;

My patience and ability to deal with people have improved, allowing me to help create a better environment and build stronger relationship with parents and stakeholders.

Similarly, Informant 1 shared a key leadership lesson, stating that;

I learned to stay calm under pressure and lead with humility and integrity.

4.4.2 Suggestions to DepEd Officials Concerning the Responsibilities in Leading the Brigada Eskwela Program

The theme created in this section was from the responses to the specific research question 4.2, 'What suggestions can you give to DepEd officials concerning the responsibilities in leading the brigada eskwela program?' The themes were providing adequate funding, clear guidelines and support and provide refreshment training.

Providing Adequate Funding, Clear Guidelines and Support. The participants suggested that DepEd officials should provide adequate funding, clear guidelines, and consistent support to improve the implementation of the Brigada Eskwela Program. They emphasized that limited resources and vague instructions often hindered effective planning and execution, placing unnecessary pressure on coordinators. With proper financial assistance, structured policies, and strong institutional backing, coordinators believed they could lead more efficiently and achieve better outcomes for their schools and communities. Informant 2 expressed a hope for continued improvement through financial support, stating that:

It is my hope that adequate funding will be provided to support the continued improvements and beautification of the school.

Informant 3 emphasized the role of DepEd in improving the program, sharing that:

DepEd officials can help make Brigada Eskwela more successful if they provide enough resources, clear guidance, proper training, and recognition sa efforts, while at the same time promoting teamwork and fairness among everyone involved.

(DepEd officials can help make Brigada Eskwela more successful by providing adequate resources, clear guidance, training, and recognition while promoting teamwork and fairness.)

In a similar vein, Informant 4 added suggestions for support and capacity-building, stating that;

I suggest that DepEd provide more support, clear guidelines, recognition for volunteers, and training for school Brigada Eskwela Coordinators to effectively manage and sustain community involvement during Brigada Eskwela.

Provide Refreshment Training. The participants recommended that DepEd officials provide regular refresher training to better equip Brigada Eskwela coordinators with updated knowledge and leadership skills. They believed that continuous learning opportunities would enhance their ability to plan, manage, and collaborate effectively. Such trainings were seen as essential in building confidence, addressing challenges, and ensuring consistent improvement in program implementation. Informant 1 emphasized the need for capacity-building through formal training, stating that:

DepEd officials must give refresher trainings and orientation sessions para ma-capacitate ang school heads, teachers, ug coordinators when it comes to project management, community mobilization, and resource generation especially kay naay mga newly hired teachers nga capable jud of leading the Brigada Eskwela Program in school.

(DepEd officials must offer refreshment training and orientation sessions to capacitate school heads, teachers, and coordinators on project management, community mobilization, and resource generation for there are newly hired teachers capable of leading the Brigada Eskwela Program in school.)

In support of this, Informant 6 highlighted the long-term benefits of strengthening implementation, sharing that:

By focusing on these areas, DepEd can significantly enhance the effectiveness and impact of the brigada eskwela program, ensuring that it continues to be a valuable tool for improving the learning environment for all students.

4.4.3 Hopes and Aspirations in Leading the Brigada Eskwela Program in the Department of Education

The themes created in this section was from the responses to the specific research question 4.3, ‘What are your hopes and aspirations in leading the brigada eskwela program in the Department of Education?’ The themes were promoting bayanihan, volunteerism, and community empowerment and building safe learning spaces and strengthening leadership impact.

Promoting Bayanihan, Volunteerism, and Community Empowerment. The participants expressed their hope to continue promoting the spirit of bayanihan, volunteerism, and community empowerment through the Brigada Eskwela Program. They aspired to nurture a culture where every community member takes part in school improvement efforts, fostering shared responsibility and unity. By inspiring active participation and collaboration, they envisioned a stronger, more empowered community that values education and collective action. Informant 4 expressed a strong desire to promote unity and support among stakeholders, stating that:

I aspire to strengthen the spirit of bayanihan and make sure nga every learner maka-benefit from a well-prepared and supportive learning space.

(I aspire to strengthen the spirit of bayanihan and help ensure that every learner benefit from a well-prepared and supportive learning space.)

Building on this, Informant 5 shared a deeper vision of volunteerism as a cultural value, expressing that:

Ang pinaka hope jud nako no is to create a strong sense of bayanihan mao man gyud na nu as a Filipino and shared responsibility within the school community. I aspire to make Brigada Eskwela more than just a yearly activity it should be a continuous movement that promotes volunteerism, collaboration, and genuine concern for learners.

(My greatest hope is to create a strong sense of bayanihan that is truly part of us as Filipinos and a sense of shared responsibility within the school community. I aspire to make Brigada Eskwela more than just a yearly activity; it should be a continuous movement that promotes volunteerism, collaboration, and genuine concern for learners.)

Meanwhile, Informant 1 shared a hopeful and transformative vision for education through Brigada Eskwela, stating that:

My hope is that through Brigada Eskwela, we do not just clean and repair schools we build bridges, nurture hope, and empower communities to believe in the value of education and their role in shaping the future.

Building Safe Learning Spaces and Strengthening Leadership Impact. The participants shared their aspiration to build safe, inclusive, and learner-friendly school environments through their continued leadership in the Brigada Eskwela Program. They envisioned their roles not only in improving physical facilities but also in creating spaces where students feel secure, motivated, and supported. By strengthening their leadership impact, they hoped to inspire lasting change and contribute meaningfully to the holistic development of learners and the school community. Informant 3 expressed a hopeful vision for the future of Brigada Eskwela, stating that:

It continues to grow as a symbol of unity and teamwork, where everyone contributes to building schools that are safe, clean, and inspiring for every Filipino child.

Similarly, Informant 4 shared a desire to inspire active engagement, expressing that:

Ang akong hope is to inspire more community involvement and makatabang ko in creating a safe and welcoming school environment para sa tanan.

(My hope is to inspire greater community involvement and create a safe and welcoming school environment.)

Furthermore, Informant 6 articulated personal aspirations for program implementation and relationship-building, stating that:

My aspiration in leading the Brigada Eskwela program is to successfully implement tanan required Brigada Eskwela guidelines with clear purpose and direction, while building strong relationships with the community, different stakeholders, teachers, and parents.

(My aspiration in leading the Brigada Eskwela program is to successfully implement all the required Brigada Eskwela guidelines with a clear sense of purpose and direction, while building strong relationships with the community, different stakeholders, teachers, and parents.)

5. CONCLUSION

This study uncovered the rich and transformative experiences of Brigada Eskwela Coordinators, who demonstrate remarkable resilience, innovation, and dedication in their roles. Despite dealing with challenges such as limited resources, uneven stakeholder participation, and systemic barriers, they continue to exemplify proactive leadership, teamwork, and adaptability. Their efforts are driven by a shared vision of creating schools that are not only safe and learner-friendly, but also centers of unity and civic engagement rooted in the spirit of bayanihan.

The findings also bring attention to the need for the Department of Education to establish consistent and meaningful support for these coordinators. Key areas such as clear implementation guidelines, accessible funding, public recognition, and continuous leadership training were identified as essential to boost their effectiveness and motivation. When these supports are integrated into school operations and policy structures, coordinators are empowered to build more impactful and sustainable school-community initiatives.

Additionally, the study emphasized the vital role coordinators play in linking schools with the broader community. Their leadership goes beyond organizing activities-it reflects inclusive decision-making, empowerment of local stakeholders, and a commitment to nurturing community partnerships. Strengthening collaboration among educators, parents, barangay officials, and other community members can help transform Brigada Eskwela into a model of participatory school governance and community-driven development.

Furthermore, the study calls for the broader recognition of Brigada Eskwela Coordinators as key figures in school leadership and reform. Their contributions should no longer be seen as temporary or secondary but as integral to promoting inclusive education and strong school-community bonds. By embedding support systems, fostering a culture of collaboration, and recognizing their efforts, the Department of Education can help ensure that Brigada Eskwela continues to serve as a powerful force for lasting educational and social change.

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