



# ASCENDANCY PRACTICES OF SCHOOL HEADS ON BRIGADA ESKWELA ACCOMPLISHMENTS OF PUBLIC SECONDARY SCHOOLS OF PANABO CITY DIVISION

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## ABSTRACT

The study explored the relationship of ascendancy practices of school heads and the Brigada Eskwela accomplishments in the public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of ascendancy practices of school heads that significantly influence the Brigada Eskwela accomplishments. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive ascendancy practices of school heads and an extensive Brigada Eskwela accomplishments as perceived by the respondents. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of ascendancy practices of school heads were found to have significantly influence the Brigada Eskwela accomplishments. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help school heads strengthen their ascendancy practices in order to successfully accomplished all the stages of Brigada Eskwela implementation.

**KEYWORDS:** Ascendancy practices, brigada eskwela accomplishments, descriptive correlation, Panabo City Division, Philippines

## INTRODUCTION

The “Brigada Eskwela” is a nationwide school maintenance program that engages all education stakeholders to contribute their time, efforts, and resources to help ensure that public schools are ready for school opening. It is also known as the National Schools Maintenance Week, the “Brigada Eskwela” is a nationwide school maintenance program that engages all education stakeholders to contribute their time, efforts and resources in ensuring that public schools are all set in time for class opening (Hernando-Malipot, 2023). Apparently, the Department of Education (DepEd) is married to the burden of fulfilling the commitment of prioritizing education for nation building. Throughout the years, it has devised countless ways to deliver quality education to every Filipino (Carreon, 2015). However, challenges were observed on the implementation of the Brigada Eskwela.

But like any other government agency with flaws and shortcomings, DepEd is not always met with favorable feedback. Most common among the issues thrown at them is the seeming lack of priority for education in the country, as reflected in the deficiency of resources for public schools (Dechos, 2017). In one of the schools in Batangas, one of the problems identified during the conduct of the program is matching the volunteers' materials and non-material donations and services to the needs of the school. Other identified problems are managing human resources, lack of available material resources, and consistency of the services provided by the volunteers.

Meanwhile, in Sorsogon, Tarraya et al. (2023) revealed that in the implementation of the Brigada Eskwela program, inadequate school resources, proper planning mechanisms, and effective communication of the implementation plan were considered as the school's weakness. There is also a need to improve the preparation and presentation of reports and make them more substantial. Threats include the location of the school, availability of private individuals or



organizations, access to stakeholders, low economic status of parents and community, and stakeholders' negative attitude towards the program.

Recognizing this Brigada Eskwela program as best manifestation of school and community relationship, the problem lies on how the schools utilize effective procedures by which to help the stakeholders understand what the schools are trying to do to attract the support of the community in this time of global pandemic (Ursua, 2021). In Davao City, during the pandemic time, the identified private partners and other stakeholders face barriers due to strict health protocols. They are hesitant in extending assistance and services for their safety and security, and the uncertainty that the pandemic has brought to their businesses or sources of income. As a result, administrators face many challenges, including significant adjustments to the strategies and actions in sourcing out. Also, they have issues following up on additional assistance and services from partners and other stakeholders (Manila & Decano, 2022).

In the Division of Panabo City, it was observed that the implementation of Brigada Eskwela faces several challenges. One significant issue was the unequal distribution of resources and participation across schools. Schools in remote or disadvantaged areas may struggle to attract adequate volunteers or obtain sufficient resources compared to more urban or well-established schools. Additionally, the timing of the program, often during the start of the school year, can clash with other commitments for both volunteers and stakeholders, limiting their availability and involvement. Another challenge lied in sustaining the momentum and engagement beyond the designated Brigada Eskwela period, making it crucial to find ways to encourage ongoing support and involvement throughout the academic year.

However, it was important to note that the assessment on the Brigada accomplishments in the Division of Panabo City primarily relied on observations and has not been comprehensively investigated through research. Hence, the researcher was motivated to explore the extent of the Brigada Eskwela accomplishment considering the ascendancy practices of the school heads. Additionally, it sought to examine the correlations between the variables in question and the facets of ascendancy practices of school heads that exert a significant influence on the Brigada Eskwela accomplishments.

This endeavor also aspired to offer valuable insights to policymakers, aiding them in the formulation of policies, programs, interventions, projects, and activities geared towards enhancing the ascendancy practices of school heads leading to the attainment of the Brigada Eskwela accomplishments. Furthermore, this academic pursuit was designed to be beneficial to the broader school community. Additionally, the researcher had intentions to present the findings of this study in international forums and publish it in a Scopus-Indexed journal.

## **METHODOLOGY**

### **Research Design**

This study adopted a quantitative research approach, specifically utilizing a descriptive correlational method. Quantitative research involves investigating a specific group, known as the sample population. Employing scientific inquiry, quantitative research relies on observed or measured data to explore inquiries about this sample population. Social scientists, including communication researchers, frequently utilize quantitative research to observe and analyze phenomena or events influencing individuals. The primary objective of quantitative research is to generate knowledge and enhance comprehension of the social world (Allen, 2017). Furthermore, a descriptive correlation study is characterized by a researcher's focus on elucidating relationships between variables without attempting to establish a causal connection (Noah, 2021).

In descriptive research, the variables are not manipulated by the researcher; instead, the primary aim is to depict the characteristics and features of the variables in the study (Fox, 2007; Korrapati, 2016). Conversely, a correlational research design investigates and assesses the relationship between the study's variables without any attempts to manipulate them. Correlation analysis also evaluates the strength and direction of the variables, determining whether the relationship is positive or negative, as well as assessing if it's strong or weak.

This study was categorized as quantitative since it relied on numerical data for analysis and interpretation. It adopted a descriptive approach as its primary goal was to assess the extent of ascendancy practices of school heads and the Brigada Eskwela accomplishments. Furthermore, it was considered correlational since it measured the relationship



between ascendancy practices of school heads and the Brigada Eskwela accomplishments within the public secondary schools of Panabo City Division.

### **Respondents and Sampling**

This study focused on 150 public secondary teachers within the Division of Panabo City. Research suggests that a minimum of 50 samples is needed for simple regression analysis, and generally, about 100 samples are sufficient for most research scenarios (Hair et al., 2018). Therefore, the inclusion of 150 respondents was more than adequate to fulfill the objectives of this study.

For this study, the sample was determined using a probability sampling approach, specifically employing two-staged cluster sampling. This method ensures that each element within the population has a defined probability of being included in the sample, guaranteeing equal and independent chances for every member (Ragab & Arisha, 2018). Cluster sampling, a prevalent research technique, involves dividing the population into distinct clusters, each consisting of unique units that represent comprehensive and distinct subsets (Thomas, 2020). In this study, a two-staged cluster sampling approach was utilized, where elements were randomly selected from the clusters or divisions chosen in the initial selection. The target population included all secondary teachers within the public schools of the Panabo City Division.

The inclusion and exclusion criteria for this study entailed the selection of secondary teachers with a minimum of 2 years of teaching experience. This criterion was based on the understanding that their 2-year tenure within the public school system enables them to effectively evaluate the ascendancy practices of their school head and the Brigada Eskwela accomplishments. Additionally, it was essential to emphasize that participants had the autonomy to withdraw from the study when they felt uncomfortable or uneasy about responding to the survey questionnaire. Their decision to withdraw was fully respected, highlighting the paramount importance placed on the welfare and well-being of the respondents throughout the research process.

### **Research Instruments**

To collect data, this study utilized a modified survey questionnaire, specifically tailored for this research. The questionnaire was divided into two distinct sets to comprehensively address the research objectives. The first set centered on assessing the ascendancy practices of school heads, while the second set was dedicated to evaluating the Brigada Eskwela accomplishments.

**Ascendancy Practices.** The ascendancy practices questionnaire was adapted from Hail (2001). The instrument consists of 25 items. It has the following indicators, namely: providing directions (1-5), leading courageously (1-7), influencing others (1-6), and fostering teamwork (1-7). The questionnaire was subjected to a pilot testing having a result of .74 suggesting that the items have relatively high internal consistency.

**Brigada Eskwela Accomplishments.** The Brigada Eskwela accomplishments questionnaire was adapted from Mondina (2022). The instrument consists of 15 items. It has the following indicators, namely: pre-implementation stage accomplishments (1-5), implementation stage accomplishments (1-5), and post-implementation stage accomplishments (1-5). The questionnaire was subjected to a pilot testing having a result of .75 suggesting that the items have relatively high internal consistency.

### **Data Analysis**

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

*Mean.* This was used to measure the extent of ascendancy practices of school heads and Brigada Eskwela accomplishments.

*Pearson r.* This was utilized to determine the relationships between ascendancy practices of school heads and Brigada Eskwela accomplishments.



*Regression Analysis.* This was utilized to determine the significant influence of ascendancy practices of school heads on Brigada Eskwela accomplishments.

## RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

### *Findings*

The main focus of the study was to determine the significance of the relationship between ascendancy practices of school heads and Brigada Eskwela accomplishments in public secondary schools. The study was conducted in the selected secondary schools in Panabo City Division. There were one hundred fifty (150) secondary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of ascendancy practices of school heads has a mean score of 3.49. Its descriptive equivalent is extensive which means that the ascendancy practices of school heads is oftentimes evident among the respondents. This descriptive equivalence underscores that these leadership practices are not just occasional but are regularly observed, emphasizing the sustained and notable impact of school heads in guiding and steering their educational institutions.

Meanwhile, the extent of Brigada Eskwela accomplishments has a mean score of 3.58. It has a descriptive equivalent of extensive which means that it is oftentimes evident. This descriptive equivalence underscores the impactful and sustained nature of Brigada Eskwela initiatives, emphasizing their routine and effective implementation within the educational context.

It was found out that there is a significant relationship between ascendancy practices of school heads and Brigada Eskwela accomplishments as reflected on its p-value .000 which is less than the .05 level of significance. The hypothesis of no significant relationship between ascendancy practices of school heads and Brigada Eskwela accomplishments was rejected. The rejection of the null hypothesis, supported by a p-value of .000, indicates a robust and significant relationship between the ascendancy practices of school heads and Brigada Eskwela accomplishments, emphasizing the influential role of leadership in the success of community-driven initiatives. This finding underscores the importance of effective leadership in shaping and fostering the positive outcomes of programs like Brigada Eskwela within educational institutions.

More so, it was revealed that all the domains of ascendancy practices of school heads significantly influence the Brigada Eskwela accomplishments. This is reflected on its  $r^2$  value which is .512 and its p-value .000 which is less than .05 level of significance. The study's findings indicate that each domain within the ascending practices of school heads significantly affects the Brigada Eskwela accomplishments. This is evidenced by the substantial R-squared value of .512, indicating that 51.2% of the variance in Brigada Eskwela accomplishments can be attributed to these domains.

## Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of ascendancy practices of school heads implies that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the school heads, namely, providing direction, leading courageously, influencing others, and fostering teamwork.

Meanwhile, the extent of Brigada Eskwela accomplishments is extensive. Apparently, all indicators are found to be oftentimes evident specifically on pre-implementation stage accomplishments, implementation stage accomplishments, and post-implementation stage accomplishments.

Based on the findings, the ascendancy practices of school heads and Brigada Eskwela accomplishments are related. All domains of ascendancy practices of school heads are linked to Brigada Eskwela accomplishments. Also,



ascendancy practices of school heads significantly influences the Brigada Eskwela accomplishments. In fact, all domains of ascendancy practices of school heads, namely, providing direction, leading courageously, influencing others, and fostering teamwork significantly influence the Brigada Eskwela accomplishment by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the four domains of ascendancy practices, the Brigada Eskwela accomplishments will increase.

### Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may prioritize a thorough analysis of the extensive results related to the ascendancy practices of school heads and Brigada Eskwela accomplishments. This involves employing a multifaceted evaluation approach that includes performance metrics, stakeholder feedback, and qualitative assessments. Additionally, fostering a culture of continuous improvement and knowledge-sharing among schools can be facilitated by creating a platform for disseminating successful practices, encouraging collaboration, and ensuring that effective leadership and community engagement remain central to the educational enhancement initiatives.

Moreover, school heads may meticulously review the comprehensive results of ascendancy practices and Brigada Eskwela accomplishments, using the data as a foundation for reflective leadership. This entails not only acknowledging areas of success but also identifying opportunities for growth and refinement in leadership strategies and community engagement. Collaborating with educators, parents, and stakeholders to establish a shared vision for continuous improvement will further strengthen the positive impact of ascendancy practices and enhance the sustainability of Brigada Eskwela initiatives within the school community.

Furthermore, teachers may actively engage with the extensive results concerning the ascendancy practices of school heads and the accomplishments of Brigada Eskwela. This involvement includes providing constructive feedback on leadership approaches, actively participating in improvement initiatives, and collaborating with school leaders to enhance the educational environment. Furthermore, educators can contribute significantly to sustaining the positive outcomes of Brigada Eskwela by incorporating community-building elements into their teaching practices and fostering a culture of collective responsibility for the school's success.

Lastly, future researchers may delve into a comprehensive exploration of the extensive results related to the ascendancy practices of school heads and Brigada Eskwela accomplishments, employing a mix of quantitative and qualitative research methods. In-depth analyses should not only assess the immediate impact but also consider the long-term effects on school culture, academic performance, and community engagement. Additionally, investigating the transferability of successful practices across diverse educational contexts can contribute valuable insights for developing universal strategies that foster effective leadership and sustainable community-driven initiatives.

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