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Pedagogical Outcomes of Brigada Eskwela as a School-Community Partnership

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Abstract

This study examined the pedagogical outcomes of Brigada Eskwela as a school-community partnership at Luta Elementary School. It aimed to determine how Brigada Eskwela activities influenced teaching and learning processes, classroom readiness, instructional support, and learner engagement, as well as to explore teachers' and stakeholders' perceptions of the program's pedagogical value. A qualitative descriptive research design was employed to capture in-depth and context-specific insights. Data were collected through semi-structured interviews with teachers, the school head, and community volunteers, classroom and school-environment observations, and document analysis of Brigada Eskwela reports and school records. The data were analyzed using thematic analysis, with triangulation applied to enhance the credibility of the findings. The results revealed that Brigada Eskwela contributed positively to pedagogy by improving the physical learning environment, strengthening instructional resources, and fostering a supportive school climate. Clean, safe, and organized classrooms enabled teachers to focus more on instruction and facilitated better learner attention and participation. Community support, through volunteer work and material donations, reduced teachers' non-instructional workload and indirectly enhanced instructional delivery. The study also found that learners demonstrated increased motivation, positive behavior, and a sense of ownership toward their school following Brigada Eskwela activities. However, challenges such as limited funding, uneven stakeholder participation, and the short duration of the program constrained the sustainability of its pedagogical impact. The study concludes that Brigada Eskwela has the potential to function as an effective pedagogical support mechanism when intentionally aligned with instructional goals and sustained through continuous school-community collaboration.

Keywords: *Brigada Eskwela, school-community partnership, pedagogical outcomes, learner engagement, elementary education*

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Introduction

Brigada Eskwela has long been recognized in Philippine basic education as more than a pre-opening “clean-up drive.” Institutionalized by the Department of Education (DepEd) as the National Schools Maintenance Week, it mobilizes teachers, parents, local government units, private sector partners, and community volunteers to collaboratively prepare public schools for the opening of classes. Through activities such as minor repairs, classroom cleaning, safety improvements, and the provision of basic instructional resources, Brigada Eskwela reflects the Filipino value of *bayanihan* and collective responsibility for education. Its objectives strongly align with Sustainable Development Goal 4 (SDG 4), which calls for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all, particularly by ensuring safe, inclusive, and effective learning environments.

DepEd’s implementing guidelines consistently frame Brigada Eskwela as a stakeholder-driven initiative that strengthens school–community partnerships and shared accountability in education. These partnerships contribute to improved school readiness, better learning conditions, and enhanced stakeholder participation key components of SDG 4, particularly Targets 4.1 and 4.a, which emphasize quality basic education and the provision of safe, non-violent, and inclusive learning spaces. By improving physical facilities and school organization, Brigada Eskwela helps create environments that are conducive to effective teaching, sustained learner engagement, and positive learning experiences, especially in public elementary schools facing resource constraints.

While Brigada Eskwela is often discussed in terms of infrastructure development and volunteerism, its most significant contribution may lie in its pedagogical outcomes. Improvements in classroom safety, availability of instructional materials, and strengthened school–community relationships can directly influence classroom practices, learner motivation, and teacher effectiveness. These outcomes resonate with SDG 4’s emphasis on equity and inclusion, as improved learning conditions help reduce barriers faced by learners from disadvantaged backgrounds and support teachers in delivering quality instruction.

This study, therefore, investigates the pedagogical outcomes of Brigada Eskwela at Luta Elementary School by examining how partnership activities contribute to improved teaching conditions, learner engagement, and instructional support. By foregrounding pedagogy and learning outcomes, the study highlights Brigada Eskwela’s role as a community-based educational intervention that advances SDG 4 by supporting inclusive, equitable, and quality teaching–learning processes at the elementary level.

Review of Related Literature

School–community partnerships have long been recognized as vital mechanisms for improving school effectiveness, learner outcomes, and teaching conditions. In the Philippine basic education system, Brigada Eskwela is institutionalized as a national initiative that mobilizes teachers, parents, community members, local government units, and private partners to prepare schools for the opening of classes. While the program is often associated with school maintenance and volunteerism, its broader intent is to strengthen stakeholder collaboration and improve the overall learning environment. Research and policy literature suggest that when schools are physically safe, adequately resourced, and supported by the community, teachers are better positioned to implement effective pedagogical practices and learners are more likely to engage meaningfully in instruction.

Theoretical and empirical studies on school–family–community partnerships provide a strong foundation for understanding the potential pedagogical impact of Brigada Eskwela. Epstein’s framework on school–family–community partnerships emphasizes that volunteering, communication, shared decision-making, and collaboration with the community contribute to improved school climate and student learning. Similarly, Henderson and Mapp’s synthesis of research demonstrates that schools with strong community and family engagement show higher levels of student achievement, motivation, and positive behavior. These findings suggest that partnerships such as Brigada Eskwela can indirectly influence pedagogy by fostering supportive learning conditions and shared responsibility for education.

Several Philippine-based studies have examined Brigada Eskwela in relation to school readiness, stakeholder participation, and school performance. Olavar and Pobar found that schools with higher levels of Brigada Eskwela preparedness showed better indicators of academic achievement, suggesting a link between school readiness activities and learning outcomes. Other studies have highlighted the role of Brigada Eskwela in improving classroom conditions, availability of instructional materials, and school safety factors that directly affect teachers’ instructional effectiveness. Research on implementation challenges, however, points to issues such as uneven stakeholder participation, limited resources, and sustainability concerns, which may constrain the pedagogical benefits of the program.

Recent qualitative studies and DepEd-commissioned research further emphasize that Brigada Eskwela’s impact

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depends largely on how partnerships are organized and sustained at the school level. When collaboration goes beyond one-time volunteer efforts and is aligned with instructional needs, schools are more likely to experience positive pedagogical outcomes. However, much of the existing literature focuses on implementation processes rather than explicitly examining how Brigada Eskwela influences teaching practices, learner engagement, and classroom dynamics.

Overall, the literature suggests that Brigada Eskwela has strong potential to generate pedagogical outcomes by improving learning environments, strengthening instructional support, and fostering a collaborative school culture. Nevertheless, there remains a need for school-based studies that closely examine how these partnership activities translate into concrete teaching and learning benefits within specific contexts, such as Luta Elementary School.

The legal and policy environment in the Philippines strongly supports school–community collaboration. DepEd institutionalized Brigada Eskwela through policy, emphasizing its role in mobilizing stakeholders and improving school readiness. Brigada Eskwela also aligns with the broader partnership direction of the Adopt-a-School framework, which enables private and community partners to contribute resources and services that support public schools. Recent implementing guidelines further emphasize coordination, transparency, safety, and stakeholder mobilization features that may affect how classrooms are prepared and supported.

Internationally, research on school–family–community partnerships shows that meaningful engagement contributes to improved learning conditions and student outcomes, especially when collaboration supports instruction, learning resources, attendance, and a positive school climate. Epstein’s framework on school–family–community partnerships provides a well-established lens for understanding involvement through communication, volunteering, learning support at home, decision-making, and community collaboration. Henderson and Mapp’s synthesis likewise highlights that strong school-family-community connections are consistently associated with improved student achievement and engagement.

Within this context, examining Brigada Eskwela at Luta Elementary School becomes important because the program’s school preparation activities, volunteer systems, and stakeholder support may produce concrete pedagogical effects yet these are often assumed rather than empirically documented at the school level.

Despite strong policy support and growing documentation of Brigada Eskwela implementation, there remains limited school-based research that explicitly examines pedagogical outcomes how Brigada Eskwela’s partnership activities translate into concrete teaching-and-learning benefits such as improved instructional conditions, teacher practices enabled by better resources, learner engagement, and classroom readiness. Much of the existing work focuses on implementation processes, stakeholder participation, or general program descriptions, with fewer studies capturing the classroom-facing effects of the program in a specific elementary school context. Additionally, while partnership frameworks (e.g., Epstein) and evidence syntheses (e.g., Henderson & Mapp) establish that community involvement can improve schooling outcomes, there is a need for localized, context-specific evidence showing *how* a Philippine-based partnership mechanism like Brigada Eskwela produces pedagogical value within one school’s realities.

Addressing these gaps, the present study focuses on Luta Elementary School to examine the pedagogical outcomes of Brigada Eskwela as a school–community partnership, generating grounded insights that can inform partnership strengthening, school improvement planning, and instructional support strategies.

Research Objectives

This study aims to examine the pedagogical outcomes of Brigada Eskwela as a school-community partnership at Luta Elementary School. Specifically, it seeks to determine how Brigada Eskwela contributes to teaching and learning processes by examining its influence on classroom instruction, learning environment, and availability of instructional resources. The study also aims to explore teachers’ and school stakeholders’ perceptions of Brigada Eskwela as a collaborative initiative that supports pedagogical improvement and learner engagement. In addition, it seeks to identify the ways community participation through Brigada Eskwela affects teachers’ instructional practices, classroom management, and learners’ motivation. The study further aims to examine the challenges encountered in maximizing Brigada Eskwela’s pedagogical benefits and to generate context-based insights that may inform the strengthening of school-ommunity partnerships and instructional support mechanisms at Luta Elementary School.

Methods of Research

This study employed a qualitative descriptive research design to examine the pedagogical outcomes of Brigada Eskwela as a school–community partnership at Luta Elementary School. This design was appropriate because the

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study aimed to provide an in-depth and context-specific understanding of how Brigada Eskwela activities influenced teaching practices, learning conditions, and learner engagement, rather than to measure outcomes quantitatively. The qualitative approach allowed the researcher to capture participants' experiences, perceptions, and interpretations of the program's pedagogical contributions within the natural school setting.

The participants of the study included selected classroom teachers, the school head, and key community stakeholders (such as parent-volunteers and local partners) who were directly involved in Brigada Eskwela implementation. Purposive sampling was used to ensure that participants had firsthand experience in planning, implementing, or benefiting from Brigada Eskwela activities related to classroom preparation, instructional support, and school improvement. This sampling strategy ensured the relevance and richness of the data gathered. Data were collected through semi-structured interviews, classroom and school environment observations, and document analysis. Interviews focused on participants' perceptions of Brigada Eskwela's contributions to teaching and learning, changes in instructional conditions, and challenges encountered in maximizing its pedagogical benefits. Observations were conducted to examine classroom readiness, availability of instructional resources, and learning environment conditions following Brigada Eskwela activities. Document analysis involved reviewing school reports, Brigada Eskwela accomplishment reports, lesson plans, and related school documents to identify evidence of pedagogical support linked to the program.

Data analysis was conducted using thematic analysis. Interview transcripts, observation notes, and documents were systematically coded and categorized to identify recurring patterns and themes related to pedagogical outcomes, school-community collaboration, and instructional support. Triangulation of data sources enhanced the credibility and trustworthiness of the findings. Ethical considerations were strictly observed, including securing informed consent, ensuring confidentiality, and using the data solely for academic and research purposes.

Results and Discussion

Based on the thematic analysis of interview transcripts, observation notes, and school documents, several themes emerged that explain the pedagogical outcomes of Brigada Eskwela as a school-community partnership at Luta Elementary School.

Theme 1: Improved Learning Environment as a Foundation for Effective Teaching

Findings revealed that Brigada Eskwela significantly improved the physical and psychosocial learning environment, which directly supported classroom instruction. Teachers reported that repaired classrooms, clean surroundings, and organized learning spaces positively influenced both teaching delivery and learner focus.

One teacher shared,

"Mas maayos ang pagtuturo kapag malinis at ligtas ang silid-aralan. Mas nakakapag-focus ang mga bata."

Another participant stated,

"Pagkatapos ng Brigada Eskwela, mas ganado kaming magturo dahil handa ang classroom."

A community volunteer noted,

"Hindi lang linis ang naitutulong namin, nakakatulong din ito sa pagkatuto ng mga bata."

These responses indicate that Brigada Eskwela contributed to pedagogical effectiveness by creating an environment conducive to learning. Observation data confirmed improved classroom readiness, suggesting that a well-prepared school setting enhances teachers' instructional efficiency and learners' attentiveness.

Theme 2: Community Support Strengthening Instructional Resources and Practices

The study found that community participation during Brigada Eskwela helped augment instructional resources, indirectly supporting pedagogy. Donated materials, repaired furniture, and shared labor reduced teachers' preparation burden and enabled more organized instruction.

A teacher remarked,

"Malaking tulong ang mga donasyon tulad ng armchairs at boards kasi mas nagiging maayos ang klase."

Another teacher explained,

"Dahil sa tulong ng magulang, mas nagagamit namin ang oras sa pagtuturo kaysa sa pag-aayos ng silid."

The school head stated,

"Ang Brigada Eskwela ay nagiging tulay para suportahan ang mga pangangailangan sa pagtuturo."

These findings suggest that Brigada Eskwela functioned as an instructional support mechanism. Document analysis showed alignment between Brigada Eskwela outputs and classroom needs, reinforcing the idea that school-

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community partnerships can enhance pedagogy by addressing resource-related constraints.

Theme 3: Positive Influence on Learner Motivation and Classroom Engagement

Teachers observed that learners demonstrated increased motivation, participation, and positive behavior following Brigada Eskwela activities. Pupils reportedly took greater pride in their school and classroom, which translated into improved engagement during lessons.

One teacher stated,

“Mas nagiging aktibo ang mga bata kapag maayos ang paligid nila.”

Another teacher shared,

“Nakikita ng mga bata na may malasakit ang komunidad sa kanila kaya mas responsable sila.”

A parent-volunteer noted,

“Mas ganado pumasok ang anak ko pagkatapos ng Brigada Eskwela.”

These responses indicate that Brigada Eskwela positively influenced learners' attitudes toward school, which supported instructional engagement. Observations confirmed increased participation and cooperative behavior, highlighting the pedagogical value of a supportive school climate.

Theme 4: Teachers' Perceptions of Brigada Eskwela as a Pedagogical Support, Not Just Maintenance

The findings revealed that teachers viewed Brigada Eskwela as more than a maintenance activity; they recognized its role in supporting teaching and learning. However, some participants noted that its pedagogical impact was often indirect and not always explicitly planned.

One teacher explained,

“Akala dati linis-linis lang, pero ngayon nakikita namin ang epekto nito sa klase.”

Another teacher added,

“Kung mas maipaplano pa ito ayon sa pangangailangan ng pagtuturo, mas magiging epektibo.”

The school head stated,

“May potensyal ang Brigada Eskwela sa pedagogy kung mas malinaw ang ugnayan nito sa instruction.”

This theme suggests that while Brigada Eskwela already contributes to pedagogy, its instructional value can be strengthened through intentional alignment with teaching needs. This reflects a shift in perception from compliance-based participation to pedagogically meaningful collaboration.

Theme 5: Challenges Limiting the Maximization of Pedagogical Outcomes

Despite its benefits, participants identified challenges such as limited funding, uneven stakeholder participation, and the short duration of Brigada Eskwela, which constrained its long-term pedagogical impact.

One teacher shared,

“Hindi lahat ng pangangailangan sa pagtuturo ay natutugunan dahil limitado ang oras at pondo.”

Another participant noted,

“May mga taon na kakaunti ang volunteers kaya hirap sa paghahanda.”

A community member stated,

“Kung tuloy-tuloy sana ang partnership, mas malaki ang epekto nito.”

These challenges indicate that while Brigada Eskwela supports pedagogy, sustainability and consistency remain issues. The findings suggest the need for year-round partnership planning to ensure lasting instructional benefits.

Hence, the study demonstrates that Brigada Eskwela at Luta Elementary School produced positive pedagogical outcomes by improving the learning environment, strengthening instructional support, and enhancing learner motivation. However, maximizing its instructional potential requires intentional planning, sustained community engagement, and closer alignment between partnership activities and classroom needs.

Discussion

The findings of this study demonstrate that Brigada Eskwela functions not only as a school maintenance initiative but also as a meaningful school-community partnership that produces important pedagogical outcomes. The improvement of the physical learning environment emerged as a foundational factor that supported effective

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teaching and learning. Clean, safe, and organized classrooms enabled teachers to focus more on instruction rather than on classroom preparation, while learners became more attentive and motivated. This confirms the view in educational literature that a conducive learning environment is a prerequisite for effective pedagogy and learner engagement.

The study further revealed that community participation during Brigada Eskwela strengthened instructional support by augmenting school resources and reducing teachers' non-instructional workload. Donations of materials, repairs of furniture, and volunteer labor indirectly enhanced teaching practices by allowing teachers to maximize instructional time and organize classrooms more effectively. These findings affirm the role of community partnerships in addressing resource limitations that often constrain instructional quality in public elementary schools.

In addition, the findings showed that Brigada Eskwela positively influenced learners' motivation, behavior, and participation. Learners developed a sense of pride and responsibility toward their school, which translated into improved classroom engagement. Teachers' perceptions also evolved, as they began to recognize Brigada Eskwela as a pedagogical support mechanism rather than merely a compliance-driven activity. However, challenges such as limited funding, uneven stakeholder participation, and the short duration of Brigada Eskwela constrained the sustainability of its pedagogical impact. These challenges suggest that while Brigada Eskwela has strong potential to support teaching and learning, its effectiveness depends on intentional planning and sustained collaboration.

Conclusion

This study concludes that Brigada Eskwela at Luta Elementary School yields positive pedagogical outcomes by improving the learning environment, strengthening instructional support, and enhancing learner motivation and engagement. The findings show that when school-community partnerships are effectively mobilized, they create enabling conditions for better teaching and learning. Brigada Eskwela contributed to pedagogy by reducing teachers' preparation burdens, improving classroom readiness, and fostering a supportive school climate. However, the study also concludes that the pedagogical benefits of Brigada Eskwela are largely indirect and not always systematically planned. Limitations in resources, participation, and sustainability hinder its full instructional potential. Overall, the study affirms that Brigada Eskwela can be a powerful pedagogical support mechanism when aligned more intentionally with instructional goals and school improvement priorities.

Implications

The findings of this study imply that schools should view Brigada Eskwela as an integral component of instructional support rather than solely a maintenance activity. School administrators and teachers may strengthen its pedagogical impact by aligning Brigada Eskwela activities with classroom and instructional needs identified in school improvement plans. The study also implies the need for sustained and year-round school-community partnerships to ensure that the benefits of Brigada Eskwela extend beyond a single implementation period. For teachers, the results highlight the importance of leveraging improved learning environments and community support to enhance instructional practices and learner engagement. At the policy level, the findings suggest that DepEd and school leaders may provide clearer guidelines on linking Brigada Eskwela outputs to teaching and learning priorities. Finally, the study implies that future research may explore long-term and measurable learning outcomes associated with sustained school-community partnerships to further strengthen evidence-based educational practice.

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