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## Leadership Practices and Stakeholders' Support in the Brigada Eskwela Program

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### Abstract

**Aim:** This study investigated the impact of leadership practices on stakeholder support within the Philippines' Brigada Eskwela program, a nationwide initiative designed to enhance public schools through community collaboration. The program addresses resource gaps by fostering partnerships and volunteerism among government agencies, private entities, local communities, and educational institutions. The research sought to understand how effective leadership can bolster community involvement and improve education outcomes.

**Methodology:** The study used descriptive, correlational and comparative designs, gathering quantitative data from 480 respondents. Statistical tools, including two-way ANOVA, Pearson r Correlation, and the coefficient of determination, were used to assess leadership practices and stakeholder support. This approach enabled a thorough, data-driven analysis of leadership and community engagement dynamics.

**Results:** The study revealed that leadership practices, specifically Communication and Collaboration, significantly influenced stakeholder support for programs like Brigada Eskwela. High ratings for leadership practices were consistent across different regions, indicating no significant geographical variations in implementation or support. This consistency led to widespread backing for various programs.

**Conclusion:** Effective leadership practices drive stakeholder support for educational initiatives like Brigada Eskwela. Strong leadership consistency across diverse community settings ensures broad support and successful program execution. These findings underscore the importance of cultivating leadership skills to enhance community participation and improve the quality of public education in the Philippines.

**Keywords:** Leadership Practices, Stakeholders' Support

### Introduction

The United Nations' Sustainable Development Goal 4 (SDG 4) is committed to quality education and lifelong learning opportunities for everyone, essential for fostering a fulfilling and productive life and achieving sustainable development. Despite notable advancements in school enrollment, millions of children remain out of school, particularly in regions where educational systems struggle to accommodate population growth. Even with increased enrollment, many students fail to develop fundamental skills due to inadequately trained teachers and insufficient school facilities. To address these challenges, it is crucial to construct and enhance educational facilities sensitive to the needs of children, individuals with disabilities, and gender considerations, ensuring safe, non-violent, inclusive, and effective learning environments for all.

Acknowledging education's central role in national progress, the Philippines has increased its investment in the education sector. While these governmental strides are commendable, they are insufficient to surmount the deep-seated challenges within the educational system. The Philippine education system continues to grapple with inequalities, and quality remains a concern. Addressing these problems will require a continued commitment to increased funding for education and an efficient mechanism to ensure the money is spent most effectively. A collaborative approach involving parents, educators, private entities, and community members is crucial in improving access to quality education and empowering schools to achieve



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educational objectives. Programs like Brigada Eskwela demonstrate the positive effects of diverse stakeholders' collaborative involvement.

Launched in 2003, Brigada Eskwela is a nationwide initiative by the Department of Education (DepEd) that exemplifies community collaboration in preparing public schools for the academic year. This program mobilizes volunteers from diverse sectors—parents, alumni, civic groups, local businesses, and non-governmental organizations—to improve school facilities through repairs, maintenance, and clean-up activities. By addressing resource gaps and fostering a shared responsibility for education among government, communities, and the private sector, Brigada Eskwela has become a cornerstone of community development and a key element in enhancing the Philippine basic education system. The success of Brigada Eskwela relies on volunteerism and "Bayanihan," engaging education stakeholders to contribute time, effort, and resources to ensure schools are ready for the start of classes.

The researcher concentrates on enhancing leadership practices and stakeholders' support within the Brigada Eskwela Program, aiming to empower school heads, coordinators, and stakeholders to implement the program effectively. The anticipated findings are expected to bolster colleagues' capabilities in the 2nd Congressional District of Camarines Sur, facilitating a successful execution of Brigada Eskwela as they prepare for the new school year while ensuring sustained stakeholder engagement. This study highlights strategies that can significantly improve school-community relationships, promote volunteerism, and expand resources through Brigada Eskwela, ultimately fostering a better learning environment where students can focus on their education. By reinforcing the shared responsibility of all stakeholders in educating Filipino youth, this approach cultivates a collaborative spirit that enhances community commitment to nurturing future generations.

## Objectives

This study determined the influence of the extent of disposition of leadership practices of school heads and the stakeholders' support on the Brigada Eskwela Program.

Specifically, this study answered the following:

1. What is the extent of disposition of leadership practices on the Brigada Eskwela Program implementation along:
  - a. Communication
  - b. Collaboration
  - c. Shared decision-making
  - d. Recognition of stakeholders' contributions
2. What is the level of stakeholders' support in the implementation of the Brigada Eskwela Program along:
  - a. school improvement
  - b. partnership engagement
  - c. school outcomes
  - d. resource generation and management
  - e. community volunteerism
3. Does the extent of disposition of leadership practices influence the level of stakeholders' support in implementing the Brigada Eskwela Program?
4. Are there significant differences among the aspects of leadership practices and stakeholders support among stakeholders across locations?

## Hypothesis

The extent of the disposition of leadership practices on Brigada Eskwela influences the level of stakeholders' support.

There is a significant difference among the aspects of leadership practices and stakeholder support among the stakeholders across locations.



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## Methods

### Research Design

The study used descriptive, correlational and comparative designs, gathering quantitative data from 480 respondents. Statistical tools, including two-way ANOVA, Pearson r Correlation, and the coefficient of determination, were used to assess leadership practices and stakeholder support. This approach enabled a thorough, data-driven analysis of leadership and community engagement dynamics.

### Population and Sampling

For a comprehensive study, 160 school heads, 160 Brigada Eskwela coordinators, and 160 stakeholders were selected, totaling 480 respondents from the Second Congressional District of the Schools Division Office of Camarines Sur. This ensured diverse perspectives on educational leadership, program coordination, and community support. The sample size enhanced statistical validity, providing reliable insights for future policies.

### Instrument

The research utilized a tool from Global Scientific Journals GSJ: Volume 10, Issue 7, July 2022, to assess leadership practices and modified it based on the DepEd Memo Number 62, s. 2022, which outlines the 2022 Brigada Eskwela implementing guidelines for stakeholders' engagement. Part I of the tool consisted of the profile of respondents. In contrast, Part II included a checklist on leadership practices for school heads and Brigada Eskwela Coordinators, using a defined scale. Part III employed a Likert scale for measuring stakeholders' engagement, with a panel of experts validating the reliability of the indicators. Content validity was assessed through pilot testing of the instruments.

### Data Collection

The researcher first sought approval from the Dean of the Graduate School. Following this, consent from the Schools Division Superintendent was obtained, and subsequently sought the approval of the Public Schools District Supervisor in each municipality within the Second Congressional District of Camarines Sur. These approvals were necessary to gain permission to share the research questionnaire with school heads, teachers, and stakeholders.

Before data gathering, an informed consent document was prepared to ensure that participants were fully aware of their rights and the study's purpose. The researcher wrote a letter requesting approval from the Dean of Graduate Studies to conduct the research as part of the degree requirements. The said endorsement was then submitted to the Division Office to seek permission from the Schools Division Superintendent by providing a letter noted by both the Adviser and the Dean. A dissertation proposal was also submitted to the dissertation committee for review and approval.

Upon receiving permission, the researcher collaborated with the Public Schools District Supervisor in each municipality to facilitate questionnaire distribution. Confidentiality and ethical considerations were emphasized throughout this process. The questionnaire included details about ethical guidelines that were communicated alongside its distribution.

To minimize disruption to classes, school administrators facilitated the distribution of the questionnaire within their respective schools. This distribution occurred during District Management Committee (ManCom) meetings. Two weeks after the mentioned gathering, the researcher collected the accomplished questionnaires from the district offices.

### Treatment of Data

The study used several statistical tools to evaluate leadership practices in the Brigada Eskwela Program. Frequency distribution was used to interpret the data. Mean values clarified stakeholder support in school preparation, partnership engagement, performance indicators, resource generation, and community participation. Pearson r correlation assessed the relationships between Brigada Eskwela Coordinators and school heads' leadership styles and participation levels in program indicators. The coefficient of determination



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quantified the variance in stakeholder support explained by leadership practices. Two-way ANOVA identified significant differences among leadership practices and stakeholder support aspects, providing a comprehensive understanding of the program's effectiveness.

### Ethical Considerations

Informed consent was ensured by including a cover letter that explained the study's purpose and stated that participation was voluntary; only those participants who signed the informed consent document were included. To maintain strict confidentiality, no identifying marks or codes were placed on the questionnaires. Furthermore, all data gathered from this study were treated as confidential and used solely for research purposes. By Republic Act No. 10173, the researcher implemented careful measures to protect the validity and privacy of respondents' answers, adhering to established research ethics.

### Results and Discussion

Table 1 summarizes stakeholders' support for implementing the Brigada Eskwela program. The result shows that the overall level of stakeholders' support was rated High, with an average weighted mean of 3.02. All aspects of the program received a descriptive interpretation of high support. The highest-rated aspect was School Improvement, with a mean score of 3.05. This indicates that stakeholders were highly supportive in providing the necessary resources, such as material things, for the school and students. This aspect is usually easier to fulfill compared to other aspects.

The second-highest-rated aspect among the five stakeholders' support categories is Partnership Engagement, with a mean score of 2.92. This aspect focuses on providing workforce services to enhance the school and foster partnerships. The high rating suggests that stakeholders actively participated in school improvement efforts and worked towards establishing collaborations.

The third-highest-rated aspect was Resource Generation and management, with a mean score of 2.87. This aspect highlights the importance of stakeholders' active engagement in educational initiatives. It emphasizes the significance of addressing the issues faced by public schools through collaborative efforts. The results indicate that stakeholders recognized the value of partnerships in improving the educational landscape.

Conversely, the aspects that received the lowest ratings were School Outcomes, with a mean score of 2.77, and Community Volunteerism, which scored a mean of 2.62. While these scores are the lowest in the evaluation, they are still interpreted as high. Nonetheless, these areas may need additional focus and support from stakeholders. To improve the program's overall effectiveness, tackling the challenges associated with school outcomes and promoting more extraordinary community volunteerism is essential.

The study's results highlight stakeholders' crucial role in improving the educational landscape and finding practical solutions to public schools' challenges. The Brigada Eskwela Program serves as a platform for stakeholders to come together, pooling their time, skills, and resources to positively impact these schools. This is supported by Lacanilao (2020), who said that the Brigada Eskwela program aims to prepare our schools for the upcoming academic year through collaborative efforts involving teachers, parents, students, community members, and various stakeholders.



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Table 1

**The Summary of the Level of Stakeholders' Support in the Implementation of the Brigada Eskwela Program**

ASPECTS	School Heads	Brigada Eskwela Coordinator	Stakeholders'	Mean	Interpretation
School Improvement	3.30	3.02	2.83	3.05	High
Partnership Engagement	3.12	2.83	2.81	2.92	High
School Outcomes	3.18	2.63	2.49	2.77	High
Resources Generation and Management	3.04	2.44	3.14	2.87	High
Community Volunteerism	2.96	3.07	1.84	2.62	High
<b>MEAN</b>	3.11	2.77	3.17	3.02	High

Legend: 3.26-4.0 (Very High); 2.26 – 3.25 (High); 1.76-2.25 (Low); 1-1.75 (Very Low)

It can also be observed that stakeholders' support in implementing the Brigada Eskwela program was rated high. The highest degree of support was observed in School Improvement, followed by Partnership Engagement and Resource Generation and Management. However, there is room for improvement in School Outcomes and Community Volunteerism. The study emphasizes the importance of stakeholders' involvement in addressing public schools' challenges and highlights the positive impact of collaborative efforts in the educational landscape. Thus, there is an interconnection within the results of the study.

Table 2 shows the influence of leadership practices on stakeholders' support. The table presents a summary of statistical analyses examining the relationship between different leadership practices. (Communication, Collaboration, Shared Decision Making, Recognition of Stakeholders' Contributions) and various dependent variables related to stakeholders' support (School Improvement, Partnership Engagement, School Outcomes, Resource Generation and Management, Community Volunteerism).

In Communication, the Pearson R-value represents the correlation coefficient, which measures the strength and direction of the relationship between the independent and dependent variables. The R-value of 0.4806 for School Improvement (SI) suggests a moderate positive correlation between Communication and School Improvement. This means that as Communication improves, school improvement also tends to improve. The coefficient of determination (0.2309) suggests that approximately 23.09% of the variation in School Improvement can be explained by Communication. The Significant indicates that this relationship is statistically significant. Regarding Collaboration, the Pearson R-value of 0.9725 for school improvement suggests a robust positive correlation with Collaboration. This implies that as Collaboration increases, School Improvement also tends to increase significantly. The coefficient of determination (0.9449) suggests that approximately 94.49% of the variation in School Improvement can be accounted for by Collaboration. This relationship is also statistically significant. Under the Shared Decision-Making aspect, the Pearson R-value of 0.1199 for School Improvement suggests a weak positive correlation with Shared Decision Making. This means that as Shared Decision-making improves, School Improvement tends to improve slightly, (0.0144) suggests that only about 1.44% of the

Table 2



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**Influence of Leadership Practices with Stakeholders' Support**

Independent Variable	Dependent Variable	Pearson r	Coefficient of Determination	Statistical Significance
Communication	School Improvement	0.4806	0.2309	Significant
	Partnership Engagement	0.2353	0.0554	Significant
	School Outcomes	0.1923	0.0369	Significant
	Resources Generation and Management	0.1327	0.0176	Significant
	Community Volunteerism	0.1111	0.0123	Significant
Collaboration	School Improvement	0.9725	0.9449	Significant
	Partnership Engagement	0.1987	0.0395	Significant
	School Outcomes	0.1085	0.0118	Significant
	Resources Generation and Management	0.4600	0.2116	Significant
	Community Volunteerism	0.4615	0.2129	Significant
Shared Decision Making	School Improvement	0.1199	0.0144	Significant
	Partnership Engagement	0.2019	0.0408	Significant
	School Outcomes	0.6873	0.4724	Significant
	Resources Generation and Management	0.5889	0.3468	Significant
	Community Volunteerism	0.1518	0.0230	Significant
Recognition of Stakeholders' Contribution	School Improvement	0.8361	0.6991	Significant
	Partnership Engagement	0.5321	0.2831	Significant
	School Outcomes	0.0548	0.003	Significant
	Resources Generation and Management	0.8608	0.7409	Significant
	Community Volunteerism	0.7430	0.5520	Significant

$r_{05(4,28)} = 0.088$

variation in School Improvement can be explained by Shared Decision Making. Despite the weak correlation, this relationship is statistically significant.

Making improvements, School Improvement tends to improve slightly. Under the Recognition of Stakeholders' Contribution aspect, the Pearson r-value of 0.8361 for School Improvement suggests a strong positive correlation with Recognition of Stakeholders' Contribution. This implies that as Recognition of Stakeholders' Contribution increases, School Improvement also tends to increase significantly.

The coefficient of determination (0.6991) suggests that approximately 69.91% of the variation in School Improvement can be accounted for by Recognition of Stakeholders' Contribution. This relationship is also statistically significant. Similar interpretations can be applied to the other dependent variables (Partnership Engagement, School Outcomes, Resource Generation and management, Community Volunteerism). The R-values and coefficients of determination vary, indicating different strengths and directions of the relationships. The Significance in every case indicates that the relationship is statistically significant, meaning that the results are unlikely to have occurred by chance.

Table 3 illustrates that the variance in leadership practices among respondents is not significantly influenced by either the group or aspect categories. The F-values for both categories, 3.57 for groups and 1.2973 for aspects are lower than the critical F-values at the 5% significance level of 5.14 and 4.76, respectively. It implies that the differences observed in the leadership practices among respondents are likely due to chance rather than being attributable to the group or aspect categories. This could suggest that these categories do not significantly differentiate the leadership practices in the Brigada Eskwela Program. It may



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indicate that the practices are uniform across different groups and aspects. This could be a strength of the program, as consistency in leadership practices can lead to predictable and reliable outcomes. However, it could also be a limitation if the program is not sufficiently adaptable to the unique needs and contexts of different groups or aspects.

Although the Brigada Eskwela Program benefits from uniformity in leadership practices, it is crucial to recognize the significance of adaptability to enhance the program's effectiveness across different groups and aspects. By incorporating a range of leadership approaches that can cater to the specific needs and contexts of diverse groups and aspects, the program can achieve tremendous success and make a more substantial impact, ultimately fostering an inclusive environment that empowers individuals and enhances Collaboration.

Table 3

**Significant Differences (Source of Variance) among the Aspects of Leadership Practices among Respondents**

Source of Variance	df	Sum of Square	Mean Square	F-Value	Interpretation
Groups	2	0.7443	0.3721	3.57	Not Significant
Aspect	3	0.5412	0.1353	1.2973	Not Significant
Error	6	1.133	0.1043		
TOTAL	11	2.4185			

Legend:  $F_{05}(2,6) = 5.14$

$F_{05}(3,6) = 4.76$

Zhang (2023) said that good leadership in school fosters a nurturing learning environment that helps children grow and develop. To cultivate such an environment, School Heads must navigate and promote collaboration across the often-complex network of stakeholders: education authorities, teachers, pupils, parents, and local communities. In a sense, School Heads are the glue that holds everyone together. A good relationship is a product of a strong collaboration between school and parents that supports the overall education process. They are expected to be more flexible in managing school resources to keep up with frequently changing guidelines and circumstances.

**Significant Differences (Source of Variance) Among Aspects of Stakeholders' Support**

Table 4 shows the significant differences among the groups regarding stakeholders' support. Based on the data provided, there are significant differences among the groups regarding stakeholders' support. The F-value for the groups is 0.0751, below the critical value of  $F_{05}(2,8) = 4.46$ . Therefore, the differences among the groups are not statistically significant.

Similarly, there are no significant differences among the aspects of stakeholders' support. The F-value for the aspects is 0.1291, below the critical value of  $F_{05}(4,8) = 3.84$ . Thus, the differences among the aspects are not statistically significant.

The lack of significant differences among the groups and aspects of stakeholders' support suggests that the various factors or variables being considered do not significantly impact stakeholders' support. This finding indicates that stakeholders may have a more uniform perspective or level of engagement regarding the issues at hand, highlighting the need for further investigation into the underlying reasons for this consensus.

The foregoing result implies that stakeholders from different groups exhibit similar levels of support, implying a consensus or uniformity in their perspectives. Additionally, it raises the possibility that other unexamined factors may influence stakeholders' support, warranting further investigation to identify these potential variables and enhance understanding of the dynamics at play.



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Table 4

**Significant Differences (Source of Variance) Among Aspects of Stakeholders' Support**

Source of Variance	df	Sum of Square	Mean Square	F-Value	Interpretation
Groups	2	0.1878	0.0939	0.0751	Not Significant
Aspects	4	0.4848	0.1616	0.1291	Not significant
Error	8	7.5087	1.2514		
TOTAL	14	8.1813			

Legend:  $F_{05}(2,8) = 4.46$        $F_{05}(4,8) = 3.84$

Similarly, this suggests that the various groups being compared do not show significant variations in stakeholder support. Thus, it implies that factors such as demographics, affiliations, or group characteristics may not substantially impact stakeholders' support.

Correspondingly, the absence of significant differences among the aspects indicates that the different aspects of stakeholders' support do not exhibit significant variations. This suggests that communication strategies, engagement efforts, or specific focus areas may not significantly influence stakeholders' support.

Table 5 tests significant differences among aspects of leadership practices across locations. As shown in the table, there is no significant difference in leadership practices across different locations. The F-value for the Locations variation is 0.8589, below the critical value of 2.51. Therefore, the difference in leadership practices across locations is not considered significant. There is no significant difference in leadership practices across different locations. This implies that the Location does not have a significant impact on the way leadership practices are implemented. This finding aligns with previous research studies showing that leadership practices can be consistent across different locations and cultures Azman and Noraini (2023).

However, there is a significant difference in leadership practices among the different aspects. The F-value for the Aspects variation is 3.9625, above the critical value of 2.78. This suggests significant differences in leadership practices when considering the different aspects. However, there is a significant difference in leadership practices among the different aspects.

Table 5

**Test of Significant Differences Among Aspects of Leadership Practices Across Locations**

Sources of Variation	Df	Sum of Square	Mean Square	F-Value	Interpretation
Locations	6	15.820	2.6372	0.8589	Not Significant
Aspects	4	48.667	12.1667	3.9625	Significant
Error	24	73.69	3.0704		
TOTAL	34	138.18			

Legend:  $F_{05}(6,24) = 2.51$        $F_{05}(4,24) = 2.78$

This suggests that certain aspects of leadership practices may be more influential or effective than others. Further research studies have indicated that specific aspects of leadership, such as Communication and decision-making, significantly impact organizational performance and employee satisfaction Mulligan et al. (2020)

Table 6 presents the further test (Duncan's Multiple Range Test) of significant differences between the aspects of engagement. As gleaned from the table, the mean of Communication is 4.07, Collaboration is 3.45, shared decision-making is 4.83, and Recognition of stakeholders' contribution is 3.52.



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According to the test results, the mean scores for Communication and shared decision-making are not statistically different. This means there is no significant difference in the level of engagement between these two aspects. Although not statistically different, the mean scores for Communication and shared decision-making are still relatively high. This suggests that these aspects are also important in engagement, even if they may not differ significantly from each other. Organizations should continue to prioritize effective Communication and involve stakeholders in decision-making processes. Communication and shared decision-making are not statistically different in terms of engagement.

The result suggests that Communication and shared decision-making hold equal importance in fostering engagement. Organizations should recognize the significance of these two aspects and allocate resources and efforts to improve both areas simultaneously. The lack of statistical difference implies that communication and shared decision-making are closely interconnected. Effective Communication is crucial for facilitating shared decision-making and vice-versa. Organizations should develop strategies that promote seamless Communication and collaborative decision-making processes to enhance engagement levels.

The finding emphasizes the need for a holistic approach to engagement. Organizations should not solely focus on improving one aspect while neglecting the other. Instead, they should adopt a comprehensive approach that integrates effective Communication and shared decision-making to create a supportive and engaging environment.

**Table 6**

**Further Test (Duncan's Multiple Range Test) of Significant Differences Between the Aspects of Engagement**

Aspects	Mean	Statistically Significant
Communication	4.07	a
Collaboration	3.45	B
Shared Decision Making	4.83	a
Recognition of Stakeholders' Contribution	3.52	Ab

The result highlights the importance of fostering a collaborative culture within the organization. Encouraging open communication channels and involving stakeholders in decision-making can contribute to a sense of ownership and empowerment, enhancing engagement levels.

The finding suggests that effective communication and shared decision-making help align individual and organizational goals. When employees are actively involved in decision-making processes and have access to clear communication channels, they are more likely to understand and align their efforts with the organization's objectives, leading to higher levels of engagement. Generally, the implications of the finding that communication and shared decision-making are not statistically different underscore the need for organizations to prioritize both aspects and adopt a comprehensive approach to enhance engagement levels.

On the other hand, Collaboration is significantly different in terms of Communication and shared decision-making. This indicates a notable difference in the level of engagement when it comes to Collaboration compared to the other two aspects. However, Collaboration is not significantly different from Recognition of stakeholders' contributions. The finding that Collaboration is not significantly different from recognizing stakeholders' contribution indicates that both aspects are equally important in engagement. Organizations should ensure that stakeholders' contributions are acknowledged and valued, as this can positively impact engagement levels. This suggests that the level of engagement in Collaboration is similar to the level of engagement in recognizing stakeholders' contributions. The results highlight the significance of Collaboration in fostering engagement. Organizations and teams should promote collaborative efforts to enhance stakeholder engagement levels.

Discussions are supported by the Authentic Transformational Theory (2018), which Bill George and Peter Sims developed. This theory states that leaders should prioritize authenticity and self-awareness in their leadership approach to inspire and motivate their followers. The findings from the study on engagement align with the principles of the Authentic Transformational Theory (2018), which emphasizes the importance of authenticity and self-awareness in leadership to inspire and motivate followers.

In the study's context, effective communication and shared decision-making are key aspects of engagement. The theory suggests that leaders should prioritize authenticity in Communication and be open, transparent, and genuine with their stakeholders. By fostering a culture of open communication channels,



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leaders can create an environment where employees feel heard and valued, leading to higher levels of engagement.

Additionally, the theory highlights the significance of self-awareness in leadership. Self-aware leaders can understand their strengths and weaknesses and leverage this knowledge to involve stakeholders in decision-making. By actively involving stakeholders and recognizing their contributions, leaders can create a sense of ownership and empowerment, which enhances engagement levels.

Furthermore, the theory emphasizes the importance of Collaboration in fostering engagement. Collaboration allows individuals to work together towards a common goal, promoting teamwork and synergy. Leaders should encourage collaborative efforts within the organization, providing the necessary support and resources for teams to collaborate effectively. By promoting Collaboration, leaders can enhance engagement levels among stakeholders.

By applying this theory to the present study, organizations should focus on developing leaders who embody authenticity and self-awareness. These leaders should prioritize effective Communication, involve stakeholders in decision-making processes, and recognize their contributions. Additionally, organizations should foster a collaborative culture, promoting employee teamwork and Collaboration.

Organizations can create a supportive and engaging environment by adopting a comprehensive approach that integrates effective Communication, shared decision-making, and Collaboration. This approach aligns with the principles of the Authentic Transformational Theory (2018) and can lead to higher levels of engagement among stakeholders.

Therefore, the study's findings and the Authentic Transformational Theory (2018) emphasize the importance of effective communication, shared decision-making, and Collaboration in fostering engagement. Organizations should prioritize these aspects and adopt a comprehensive approach to enhance stakeholder engagement.

Table 7 presents the test of significant differences (Analysis of Variance) among the aspects of leadership practice of school heads in the Brigada Eskwela Program across locations.

The table presents the results of an Analysis of Variance (ANOVA) test, which is used to determine if there are any statistically significant differences between the means of three or more independent groups. In this case, the groups are defined by different aspects of the leadership practice of school heads in the Brigada Eskwela Program across different locations.

The table is divided into three rows: Location, Aspects, and Error. Each row shows the degrees of freedom (df), sum of squares, mean square, and F-value. Degrees of freedom (df) is the number of values in a study that can vary. In this case, there are 6 degrees of freedom for Location, 3 for aspects, and 18 for error. The sum of squares measures the total variability in the data. The mean square is the average. Variability is calculated by dividing the sum of squares by the degrees of freedom.

The F-value is the test statistic for ANOVA. It was calculated by dividing the mean square between groups by the mean square within groups. The larger the F-value, the more likely the differences between group means are statistically significant. In this case, the Location and Aspects rows have F-values described as Not Significant. This means that, according to this analysis, there are no statistically significant differences in leadership practices across different locations or aspects. Variability is calculated by dividing the sum of squares by the degrees of freedom.

The F-value is the test statistic for ANOVA. It is calculated by dividing the mean square between groups by the mean square within groups. The larger the F-value, the more likely the differences between group means are statistically significant.

In this case, the Location and Aspects rows have F-values described as Not Significant. This means that, according to this analysis, there are no statistically significant differences in leadership practices across different locations or aspects.

The critical F-values (Fo5) for Location and Aspects are 2.66 and 4.76, respectively. These are the values that the calculated F-values would need to exceed for the differences to be considered statistically significant. Since the calculated F-values (0.0429 for Location and 0.0039 for Aspects) are less than the critical F-values, the differences are not considered statistically significant.

In essence, this table shows that the leadership practices of school heads in the Brigada Eskwela Program do not significantly vary across locations or aspects.



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The study conducted by Harris and Leithwood (2020). supports the results obtained, indicating that leadership practices, including Communication, empowerment, and collaborative decision-making, are essential for promoting stakeholder engagement in the Brigada Eskwela Program. The analysis also reveals no significant differences in leadership practices across different locations or aspects. Therefore, it is recommended that the leadership practices in the program prioritize effective Communication, empowerment of stakeholders, and collaborative decision-making. By consistently implementing these practices in various locations, educational institutions can enhance stakeholder engagement and the program's overall success.

Table 7

**Test of Significant Differences (Analysis of Variance) Among the Aspects of Leadership Practice of School Heads in the Brigada Eskwela Program Across Locations**

Sources of Variation	df	Sum of Square	Mean Square	F-Value	Interpretation
Location	6	0.1625	0.0271	0.0429	Not Significant
Aspects	3	0.0282	0.0025	0.0039	Not Significant
Error	18	11.3702	0.6317		
<b>TOTAL</b>	<b>27</b>	<b>11.5609</b>			

Fo5 (6,18) = 2.66

Fo5 (3,18) = 4.76

**Conclusions**

Leadership practices in the Brigada Eskwela Program are generally considered strong, especially in shared decision-making and stakeholder recognition. However, improvements in communication strategies are needed to boost overall effectiveness and engagement among stakeholders.

Stakeholder support demonstrates a robust commitment to allocating resources for school improvement, earning the highest average score. Partnership engagement also shows a strong desire for Collaboration among stakeholders. Resource generation and management receive moderate support. School outcomes and community volunteerism have the lowest ratings, indicating areas needing attention.

Effective leadership practices, specifically Collaboration and recognizing stakeholder contributions, significantly promote school improvement. Communication has a moderate impact, while shared decision-making shows a weaker correlation. Geographical Location does not significantly affect leadership styles, but decision-making and communication methods show notable variability.

**Recommendations**

To enhance stakeholder engagement, schools should continuously work to involve a wide array of participants, such as parents, local businesses, and community organizations. Formalizing procedures for needs assessment, strategic planning, and evaluation is crucial to ensure the long-term success of Brigada Eskwela initiatives. Encouraging feedback, engaging in conversation, responding to questions, and demonstrating how feedback influences decision-making can significantly improve stakeholder communication and engagement. Effective communication between the school and parents, achieved through regular meetings and performance reports, also helps monitor student progress and address potential issues. By tailoring communication methods to stakeholder preferences and expectations, schools can ensure that all stakeholders are well-informed and actively involved.

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