

# Validating Brigada Eskwela Monitoring and Coordinating Practices: Sustainable Blueprint for Island and Geographically Isolated Schools

<sup>1</sup>Guendolyn G. Sesdoyro, <sup>2</sup>Abegail Mae R. Adlaon, <sup>3</sup>Jovanie L. Albinda, <sup>4</sup>Lili-ann S. Illut,

<sup>5</sup>Krizza Faye S. Zapanta, <sup>6</sup>Alma Rose H. Orongan, <sup>7</sup>Roberto D. Manalastas

Cebu Technological University

<sup>1</sup>[guendolyn.sesdoyro@deped.gov.ph](mailto:guendolyn.sesdoyro@deped.gov.ph), <sup>2</sup>[abby08021994@gmail.com](mailto:abby08021994@gmail.com), <sup>3</sup>[jovaniealbinda718@gmail.com](mailto:jovaniealbinda718@gmail.com),

<sup>4</sup>[isaagundo@gmail.com](mailto:isaagundo@gmail.com), <sup>5</sup>[kringkring102694@gmail.com](mailto:kringkring102694@gmail.com), <sup>6</sup>[almaroseorongan88@gmail.com](mailto:almaroseorongan88@gmail.com),

<sup>7</sup>[robertmanalastas81alsi@gmail.com](mailto:robertmanalastas81alsi@gmail.com)

## Article Details:

Received: 3 September 2026

Revised: 8 September 2026

Accepted: 12 September 2026

Published: 30 September 2026

Corresponding Email:

[guendolyn.sesdoyro@deped.gov.ph](mailto:guendolyn.sesdoyro@deped.gov.ph)

## Recommended Citation:

Sesdoyro, G. G., Adlaon, A. M. R., Albinda, J. L., Illut, L. S., Zapanta, K. F. S., Orongan, A. R. H., & Manalastas, R. D. (2026). Validating Brigada Eskwela Monitoring and Coordinating PRACTICES: Sustainable Blueprint for Island and Geographically Isolated Schools. The International Review of Multidisciplinary Research, 1(11), 109-118.

<https://doi.org/10.67167/vertex.741>

## Index Terms:

administrative barriers blueprint, brigada eskwela, community volunteerism, data management, descriptive, program enhancement, resource optimization, school-based management, stakeholder transparency

**Abstract.** This research assessed the monitoring and evaluation (M&E) practices of the Brigada Eskwela Program across select public elementary schools in the District of Santa Fe, Division of Cebu Province, during School Year 2025–2026 to establish an empirical basis for program enhancement. Anchored on the CIPP Evaluation Model, Deming's PDCA Cycle, General Systems Theory, and Stakeholder Theory, the investigation utilized a descriptive-evaluative quantitative design. Data were gathered via a validated, reliability-tested four-point Likert questionnaire administered to seventy purposively sampled respondents, comprising ten teachers and sixty community coordinators from Santa Fe Central Elementary School and Hagdan Elementary School. The findings revealed that while respondents were experienced educators and dedicated community stakeholders, most teacher-coordinators lacked specialized M&E training. Brigada Eskwela activities were rated highly implemented, led by physical repairs and environmental sanitation. Overall M&E practices were categorized as implemented, with the actual implementation phase scoring highest due to consistent volunteer logging and donation tracking. Conversely, the post-implementation phase scored lowest, revealing critical vulnerabilities in material inventory auditing, financial liquidation transparency, and structured evaluative debriefings. Operational challenges posed a serious constraint, dominated by island-specific logistical barriers, specifically high maritime transport costs, mainland hauling delays, and severe weather interference, compounded by unstable internet connectivity and coordinator training gaps. The study concluded that localized M&E practices remain compliance-driven rather than evaluative, creating a fractured feedback loop. Consequently, a contextualized ten-point Sustainable Action Plan was formulated, featuring offline-first data toolkits, a three-week maritime procurement buffer, local logistics subsidies, and institutionalized post-implementation debriefings to secure long-term programmatic resilience.

## Introduction

Educational institutions function as the cornerstone of societal advancement, community empowerment, and socioeconomic development. In modern educational governance, the realization of academic excellence and institutional efficacy extends beyond the internal capacities of school administrators and teachers. It inherently requires the structured, systemic, and sustainable integration of external community stakeholders. The symbiotic alliance between schools and their surrounding local communities creates an environment conducive to holistic learning, infrastructure maintenance, disaster preparedness, and equity. However, the sustainable execution of community-led educational initiatives demands more than annual volunteer mobilization; it requires robust, transparent, and continuous monitoring and evaluation (M&E) systems. Monitoring and evaluation serve as the managerial compass that guides resource optimization, accountability, programmatic fidelity, and institutional adaptation. Without systematic M&E

mechanisms, community engagement initiatives risk succumbing to tokenism, logistical breakdowns, resource depletion, and uncoordinated implementation.

Globally, the paradigm of educational decentralization and participatory governance has transformed the administration of public basic education. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), achieving inclusive, equitable, and quality education under the Education 2030 Agenda necessitates multi-stakeholder partnerships governed by data-driven monitoring and quality assurance frameworks. Across modern international educational models, institutional programs are no longer judged solely on the volume of inputs received or initial community enthusiasm, but on the systematic tracking of process efficiency, transparency, and sustained impact (World Bank, 2021).

International research highlights that decentralized school programs frequently face systemic operational vulnerabilities when monitoring systems lack institutionalization, resulting in asymmetric reporting, fragmented stakeholder engagement, and poor resource sustainability (Organization for Economic Co-operation and Development [OECD], 2022). Consequently, international public administration doctrines emphasize that monitoring must evolve from a punitive compliance checklist into an empowering, iterative evaluation mechanism that fosters continuous organizational learning and community ownership.

In the Philippines, this participatory ethos is centrally manifested through the "Brigada Eskwela" Program, officially recognized as the National Schools Maintenance Week. Established under the mandate of the Department of Education (DepEd), Brigada Eskwela serves as the operational lifeblood of school-community co-ownership, institutionalizing the Filipino tradition of bayanihan to prepare public school facilities prior to the formal opening of each academic year. While the program successfully mobilizes millions of volunteers, private enterprise donors, local government units (LGUs), civil society organizations, and parents nationwide, its administration reveals persistent procedural and evaluative bottlenecks (Department of Education, 2021). National assessments of DepEd partnership initiatives indicate that monitoring and evaluation practices within public schools are frequently reduced to summative, post-activity documentation and compliance portfolios, largely omitting the empirical tracking of pre-implementation planning and real-time execution challenges (Bautista & Santos, 2021). When evaluation mechanisms prioritize procedural compliance over empirical assessment, the transformative potential of multi-sectoral support becomes constrained, leading to uneven resource distribution and recurring operational deficiencies across divisions. At the local and grassroots level, these administrative and evaluative vulnerabilities become acutely pronounced within geographically isolated, rural, and island-based educational divisions. In the District of Santa Fe, situated within the Division of Cebu Province on Bantayan Island, public elementary schools operate under distinctive ecological, logistical, and infrastructural realities. Island-based public schools, including Santa Fe Central Elementary School in Barangay Poblacion and Hagdan Elementary School in Barangay Hagdan, confront unique management barriers. These include maritime transportation bottlenecks, elevated supply procurement costs, climate vulnerabilities, intermittent digital connectivity, and socio-economic constraints among community stakeholders. Despite these severe operational challenges, local schools are mandated to execute standard Brigada Eskwela monitoring protocols designed primarily for mainland environments. Consequently, the absence of contextualized, empirical M&E practices in Santa Fe impairs the capacity of school leaders and community coordinators to accurately identify logistical gaps, track volunteer dynamics, optimize localized resource generation, and establish sustainable programmatic continuity.

The critical need for this study emerges directly from the operational and scholarly imperative to bridge the divide between standardized partnership policies and the complex management realities of island-based elementary schools. While extensive academic literature explores the general benefits of community involvement in basic education, an empirical void remains regarding the systematic assessment of M&E practices across distinct management phases, pre-implementation, actual implementation, and post-implementation, within island ecosystems. Without empirical inquiry into the procedural fidelity and localized challenges of Brigada Eskwela M&E mechanisms, public schools will continue to rely on fragmented, short-term solutions rather than structured, systemic enhancements. Therefore, this investigation provides the necessary empirical baseline to diagnose operational bottlenecks, evaluate stakeholder perceptions, and construct a comprehensive, data-driven blueprint for programmatic enhancement. Ultimately, this research culminates in the formulation of a contextualized and Sustainable Action Plan, ensuring that public schools in Santa Fe achieve operational resilience, institutional transparency, and sustained community engagement.

## Methodology

### *Design*

To systematically assess the variables under investigation, this study utilized a descriptive survey research design embedded within a quantitative methodology. Descriptive research was uniquely structured to describe the current status,

observable profiles, and real-world characteristics of a phenomenon without manipulating the environment or the subjects involved. By utilizing this specific design, the researcher gathered objective, numerical data regarding the exact extent to which public elementary schools implement pre-implementation, actual implementation, and post-implementation monitoring and evaluation practices.

Furthermore, the descriptive survey design was highly effective for identifying and measuring the severity of localized administrative, technological, and logistical barriers encountered by school heads, teachers, and external community stakeholders. The quantitative approach ensured that individual perceptions can be transformed into statistical metrics, allowing for an accurate diagnosis of institutional strengths and operational bottlenecks. Ultimately, this structural design provided the empirical precision needed to justify the development of a contextualized, evidence-based program enhancement blueprint tailored specifically for island-based educational institutions.

### *Environment*

The geographical, socio-economic, and environmental context of an educational institution heavily dictates the manner in which school-based initiatives are implemented, monitored, and evaluated. This study was conducted within the distinct administrative and ecological boundaries of the Municipality of Santa Fe, located on Bantayan Island in the northernmost part of the Province of Cebu, Philippines. Historically and geographically, schools situated in small island ecosystems face localized constraints that set them apart from mainland academic institutions, including direct exposure to extreme maritime weather, high transportation overheads for construction materials, and varying levels of community resource density (Bacolod, 2021; Macip & Castro, 2023). To provide a comprehensive assessment of monitoring and evaluation (M&E) practices during Brigada Eskwela, this research is situated in two strategically contrasting public educational institutions within the district: Santa Fe Central Elementary School and Hagdan Elementary School.

The first research site was **Santa Fe Central Elementary School**, located in Barangay Poblacion, the administrative, commercial, and socio-economic center of the municipality. As a central school, it operates as the focal point of the Department of Education's (DepEd) district activities and generally maintains the largest student population, faculty roster, and facility layout in the town.

The school environment is urban-coastal, serving a highly dense community where parents and stakeholders are employed across diverse economic sectors, including local commerce, municipal governance, the tourism-hospitality industry, and small-scale fishing operations, because of its location in the municipal center, Santa Fe Central Elementary School enjoys close proximity to local government offices, major commercial donors, and key socio-civic organizations, which typically results in high initial resource mobilization during annual program launches.

The second research site was **Hagdan Elementary School**, situated in Barangay Hagdan, an outlying rural-coastal barangay positioned along the rugged perimeter of the island. This institution functions as a rural satellite school, characterized by a smaller student enrollment and a more compact faculty roster compared to the central hub. The socio-economic profile of Barangay Hagdan relies heavily on primary subsistence livelihoods, predominantly small-scale artisanal fishing, seaweed farming, and localized agriculture (Salazar & Fernandez, 2022). Geographically, Hagdan Elementary School is more isolated from the municipal center, meaning that school coordinators and volunteers must deal with higher transport costs and challenging island logistics when hauling raw construction materials, tools, and standardized tracking forms.

The selection of these two distinct school environments is highly relevant to examining the operational challenges and execution variances in Brigada Eskwela monitoring and evaluation. By analyzing a central school and a rural satellite school simultaneously, the study avoids a one-sided assessment, capturing a realistic cross-section of educational management across differing resource environments. The macro-environmental pressures of Bantayan Island, such as high structural wear and tear from saltwater exposure, tropical typhoons, and localized economic changes, affect both campuses. However, their local micro-demographics create different administrative challenges that require unique monitoring responses (Almendras & Tan, 2024).

In the central school environment of Barangay Poblacion, the primary monitoring and evaluation challenges revolve around managing high-volume volunteer traffic, tracking large inventories of diverse donations, and handling bureaucratic bottlenecks. The sheer volume of incoming resources at Santa Fe Central Elementary School requires highly sophisticated, structured data management tools to prevent reporting errors and ensure complete transparency for its many private and public benefactors. Conversely, in the rural environment of Barangay Hagdan, the monitoring and evaluation practices must

operate under conditions of structural scarcity and geographical distance. School coordinators at Hagdan Elementary School face difficulties such as manual tracking vulnerabilities due to limited digital infrastructure, lack of formal administrative training, and a smaller pool of local stakeholders who are deeply affected by seasonal fishing yields.

Understanding how environment and school demographics influence an administrator's ability to plan, do, check, and act is critical. If national Brigada Eskwela tracking policies do not account for the logistical differences between an urbanized district center and an isolated rural-coastal school, reporting gaps will continue to grow. Analyzing these specific environments provides the concrete, localized empirical evidence required to build a balanced, realistic, and climate-resilient Strategic Blueprint for Program Enhancement that serves all island public schools effectively.

### Respondents

The determination and selection of research respondents were critical to establishing the empirical validity and reliability of an educational management study. For a community-driven initiative like Brigada Eskwela, extracting data from a single group of participants would present an incomplete picture of programmatic oversight. Therefore, this study utilized a stratified purposive sampling technique to select a diverse group of respondents who are directly involved in the planning, execution, and evaluation of the program across the two selected research environments (Creswell & Creswell, 2018). By combining internal educational personnel with external community partners, the researchers captured both the administrative side of program monitoring and the grassroots perspective of public accountability.

The first major category of respondents consisted of institutional actors, specifically school Teachers. This group hold direct administrative responsibility for managing school assets, enforcing Department of Education mandates, and maintaining the daily tracking logs. Because these individuals were tasked with operationalizing national guidelines like DepEd Memorandum No. 27, s. 2026, their insights are vital for identifying technical reporting bottlenecks, data management gaps, and the workload challenges associated with manual paper logs (Almendras & Tan, 2024).

The second major category of respondents comprised external community stakeholders (coordinators), which includes Parent-Teacher Association (PTA) officials, Barangay and Local Government Unit (LGU) representatives, and active socio-civic volunteers. These individuals represented the collaborative network explained by Stakeholder Theory, as they provided the voluntary labor, technical trade skills, and material or financial donations required to achieve school readiness (Harrison et al., 2019). Including these external actors allowed the researcher to measure how transparently school-level monitoring were perceived by the community, which directly impacts long-term civic trust and resource mobilization in isolated island ecosystems (Macip & Castro, 2023).

To ensure a balanced and statistically viable cross-section of data, a total of 70 respondents have been selected across Santa Fe Central Elementary School and Hagdan Elementary School. The distribution of respondents was strategically weighted to reflect the larger structural size and volunteer volume of the central school hub compared to the outlying rural satellite campus. At Santa Fe Central Elementary School, located in the municipal center of Poblacion, a total of 35 respondents were selected, consisting of 5 Teachers- institutional school personnel and 30 community stakeholders. Conversely, at Hagdan Elementary School, a more compact rural-coastal institution, a total of 35 respondents were selected, comprising 5 Teachers-institutional personnel and 30 community stakeholders. This targeted distribution ensures that the data accurately represents both complex urban-coastal administrative structures and resource-constrained rural operations.

| Research (Schools)                             | Sites | School Administrators & Coordinators | Community Stakeholders (Parents, LGU, Volunteers) | Total Respondents Per Site | Percentage Distribution |
|------------------------------------------------|-------|--------------------------------------|---------------------------------------------------|----------------------------|-------------------------|
| Santa Fe Central Elementary School (Poblacion) |       | 5                                    | 30                                                | 35                         | 50.0%                   |
| Hagdan Elementary School (Brgy. Hagdan)        |       | 5                                    | 30                                                | 35                         | 50.0%                   |
| <b>TOTAL</b>                                   |       | <b>10</b>                            | <b>60</b>                                         | <b>70</b>                  | <b>100.0%</b>           |

Table 1. Distribution of Respondents Across Selected Research Sites

The strategic breakdown of the 70 respondents shown in Table 1 was directly relevant to solving the specific research sub-problems outlined in the Statement of the Problem. By maintaining an exact 1:6 ratio between institutional administrators and external community stakeholders across both locations, the study gathered enough data to cross-verify administrative reporting against community perceptions.

In public administration research, relying solely on self-assessments by school heads often introduced a positive bias regarding management performance. Including a substantial sample of 60 community stakeholders ensures that the assessment of pre-implementation, actual implementation, and post-implementation phases remains objective, transparent, and balanced.

#### *Research Instrument.*

The primary data collection tool for this quantitative study was a modified-adapted, survey questionnaire designed to gather data directly relevant to the variables identified in the Statement of the Problem. In educational management research, structured questionnaires are highly effective for transforming subjective organizational behaviors into clean, measurable metrics (Creswell & Creswell, 2018). To ensure clarity for both internal school personnel and external community stakeholders, the questionnaire is divided into three distinct sections.

The first section gathered baseline demographic parameters. For school administrators, it tracks age, sex, educational attainment, official designation, and years of experience coordinating Brigada Eskwela. For community stakeholders, it captured age, sex, sectoral affiliation, and years of program volunteerism. The second section consisted of twelve items that measured the extent of M&E execution across three vital phases, namely, Pre-Implementation, Actual Implementation, and Post-Implementation. The third section contained nine items that measure the severity of localized operational challenges, categorized into logistical-geographical bottlenecks, technological limitations, and administrative barriers.

#### *Data Collection Procedure*

The conceptual and operational flow of this investigation was structured through the Input-Process-Output (IPO) model, a systems-oriented framework that systematically maps out the progression of the research from data collection to product development. The Input phase contained the baseline variables of the study. These inputs included the comprehensive demographic profiles of both respondent groups (teachers: age, gender, highest educational attainment, current designation, relevant M&E trainings attended, and years coordinating Brigada Eskwela; coordinators: age, gender, sectoral affiliation, and years participating in Brigada Eskwela), the documented inventory of school-based Brigada Eskwela activities, the theoretical and legal frameworks, and the raw evaluative perceptions of the respondents regarding institutional M&E practices and operational bottlenecks.

The Process phase encompassed the sequential research procedures executed to gather, process, and analyze the empirical data. This phase began with obtaining administrative clearances, institutional transmittal protocols, and ethical informed consent from the Division of Cebu Province, the District of Santa Fe, school heads, and individual respondents.

Following administrative clearances, the validated, reliability-tested survey questionnaire is deployed across the designated research sites.

The collected quantitative data undergone statistical treatments, including frequency counts, percentage distributions, weighted mean computations, and standard deviations. The Process phase concluded with an evaluative gap analysis comparing perceived M&E practices against operational challenges across the pre-implementation, actual implementation, and post-implementation phases.

The Output phase represented the final translational deliverable of this study: a comprehensive, contextualized, and Sustainable Action Plan. This action plan is directly derived from the empirical findings, addressing identified weaknesses in pre-implementation planning, real-time monitoring mechanisms, post-implementation reporting, island logistical constraints, technological limitations, and stakeholder participation barriers. By translating descriptive and evaluative findings into actionable managerial strategies, the Output phase delivered a practical blueprint designed to institutionalize resilient, efficient, and transparent Brigada Eskwela M&E systems in island-based public elementary schools.

#### *Data Analysis*

The data gathered from the seventy purposively selected respondents were analyzed using appropriate descriptive statistical techniques to determine the extent of implementation of Brigada Eskwela activities and the effectiveness of its monitoring and evaluation (M&E) practices in selected public elementary schools in the District of Santa Fe, Division of Cebu Province. Responses from the four-point Likert-scale questionnaire were summarized using frequency counts, percentages, and weighted means to describe the respondents' profiles, the implementation of Brigada Eskwela activities, and the different phases of the M&E process. The findings showed that Brigada Eskwela activities were highly implemented, particularly in physical repairs and environmental sanitation, indicating strong participation among teachers and community stakeholders. For M&E practices, the actual implementation phase obtained the highest assessment, attributed

to consistent volunteer documentation and donation tracking. In contrast, the post-implementation phase received the lowest rating, particularly in material inventory auditing, financial liquidation transparency, and the conduct of systematic evaluative debriefings. The analysis also considered operational challenges affecting program implementation, including high maritime transportation costs, delays in hauling materials from the mainland, adverse weather conditions, unstable internet connectivity, and limited specialized M&E training among teacher-coordinators. These results indicate that although monitoring practices were generally implemented, they remained largely compliance-oriented and lacked systematic evaluation mechanisms. The data therefore provided an empirical basis for identifying weaknesses in the M&E process and developing a contextualized ten-point Sustainable Action Plan. The proposed interventions focused on strengthening documentation, improving logistical preparedness, enhancing transparency, and institutionalizing post-implementation evaluation to promote sustainable Brigada Eskwela implementation in geographically isolated schools.

## Results and Discussion

### *Results*

The results of the study revealed that the Brigada Eskwela Program was generally implemented at a high level across the selected public elementary schools in the District of Santa Fe, Division of Cebu Province, during School Year 2025–2026. The respondents demonstrated considerable experience and commitment to school-community partnership; however, most teacher-coordinators had limited specialized training in monitoring and evaluation (M&E), which affected the systematic assessment of program outcomes. Among the major Brigada Eskwela activities, physical repairs and environmental sanitation emerged as the most consistently implemented components, reflecting the strong emphasis on visible and immediate school improvement activities. The overall M&E practices were assessed as implemented, with the actual implementation phase receiving the highest rating. This was attributed to regular volunteer documentation, attendance or participation logging, and systematic recording of donations and resources received. In contrast, the post-implementation phase obtained the lowest assessment. Specific weaknesses were identified in material inventory auditing, financial liquidation and transparency, and the conduct of structured post-activity evaluation and debriefing sessions. The study further found that operational difficulties significantly affected M&E implementation, particularly the high cost of maritime transportation, delays in transporting materials from the mainland, adverse weather conditions, unstable internet connectivity, and limited M&E competencies among coordinators. These findings indicate that existing practices are largely focused on compliance and documentation rather than on generating evidence for program improvement. Consequently, the study established the need for a more contextualized and sustainable M&E system that addresses the logistical and technological realities of island schools.

### *Discussion*

The findings of the study provide important insights into the monitoring and evaluation (M&E) practices of the Brigada Eskwela Program in selected public elementary schools in the District of Santa Fe, Division of Cebu Province. The generally high implementation of Brigada Eskwela activities, particularly physical repairs and environmental sanitation, indicates that schools and community stakeholders demonstrate strong commitment to improving school facilities and creating a conducive learning environment. However, the results suggest that strong activity implementation does not necessarily translate into a comprehensive and outcome-oriented M&E system.

The highest rating obtained during the actual implementation phase may be attributed to established practices such as volunteer documentation and donation tracking, which are visible and relatively straightforward to accomplish. In contrast, the lower rating of the post-implementation phase indicates weaknesses in determining whether resources were properly utilized and whether activities achieved their intended outcomes. Gaps in material inventory auditing, financial liquidation transparency, and structured evaluative debriefings suggest that M&E remains largely focused on compliance and documentation rather than evidence-based program improvement.

The operational challenges identified in the study further explain these limitations. High maritime transportation costs, delays in mainland hauling, adverse weather conditions, unstable internet connectivity, and insufficient specialized M&E training create additional difficulties for island schools. These conditions demonstrate the need for M&E strategies that are responsive to the realities of geographically isolated communities rather than relying solely on conventional systems designed for more accessible schools.

## Conclusion and Recommendations

### *Conclusion*

The empirical findings generated by this investigation lead to several conclusions regarding the institutional, managerial, and environmental dynamics of the Brigada Eskwela Program in the District of Santa Fe.

The monitoring and evaluation practices in the public elementary schools of Santa Fe are predominantly oriented toward administrative compliance rather than substantive evaluative quality. While schools demonstrate strong execution in manual labor, visual documentation, and basic attendance logging, the critical evaluative functions that ensure institutional integrity, such as material inventory auditing, financial liquidation reporting, and structured post-activity debriefings, remain underdeveloped. As highlighted by Bautista and Santos (2021) and Stufflebeam (2020), when monitoring systems prioritize cosmetic portfolio building over rigorous data validation, the evaluation process fails to serve as a diagnostic instrument for continuous institutional improvement.

From the theoretical perspective of General Systems Theory and the CIPP Evaluation Model, the organizational management system of Brigada Eskwela exhibits a fractured post-implementation feedback loop. While external inputs in the form of volunteers and donated materials are actively converted into physical facility repairs, the absence of systematic post-implementation debriefings and transparent material reconciliations prevents the conversion of operational lessons into refined inputs for subsequent cycles (Kast & Rosenzweig, 2021). Consequently, the same logistical bottlenecks, material shortages, and coordination gaps recur across academic years without systemic resolution.

The distinct geographical and ecological realities of Bantayan Island serve as primary determinants of operational vulnerability. The dependence on maritime transportation from mainland Cebu, paired with elevated freight expenses and vulnerability to severe marine weather, disrupts procurement timelines and strains the execution of scheduled maintenance work (Cebu Provincial Planning and Development Office, 2021). Standard centralized implementation schedules issued by educational authorities do not provide sufficient operational lead times for island-based schools, thereby compromising the fidelity of on-site monitoring and structural quality assurance.

A structural mismatch persists between centralized digital reporting requirements and the fragile telecommunications infrastructure of island communities. The reliance of supervisory offices on cloud-dependent digital reporting templates contradicts the daily operational reality of schools facing intermittent cellular and internet connectivity (UNESCO, 2020). This technical friction forces school personnel to rely on fragmented paper records, increasing administrative burden and heightening the risk of data omission and reporting errors.

Finally, in light of Stakeholder Theory, the full realization of school-community co-governance is hindered by an asymmetry in technical capacity between internal school personnel and external partners. Although Parent-Teacher Association officers and local government coordinators exhibit long-term volunteer loyalty, their exclusion from formal monitoring and evaluation training prevents them from participating in objective program evaluation (Phillips & Freeman, 2021). This leaves teachers overburdened with documentation responsibilities, limits community accountability, and exacerbates volunteer fatigue.

### *Recommendations*

In view of the empirical findings and resulting conclusions, the following actionable and policy-oriented recommendations are proposed to enhance the monitoring and evaluation practices of Brigada Eskwela in island-based public elementary schools.

The Department of Education Division of Cebu Province, in coordination with the District of Santa Fe, should design and institutionalize a contextualized capacity-building program in Project Monitoring and Evaluation for school heads, teacher-coordinators, and community leaders. This training curriculum must move beyond basic administrative orientations by providing rigorous instruction in objective indicator tracking, material receipt verification, occupational safety monitoring, and structured debriefing methodologies, thereby elevating the technical competence of school-level implementers as emphasized by the World Bank (2021).

Educational policy-makers and division authorities should establish an institutionalized maritime buffer timeline within the official Brigada Eskwela calendar for island and geographically isolated schools. By granting a formal two-to-three-week pre-implementation procurement window, island schools will be able to purchase, transport, and inventory construction materials from mainland suppliers prior to the maintenance week, effectively mitigating the risks of vessel cancellations, severe weather disruptions, and supply shortages (DepEd MATATAG Agenda, 2023).

School heads of Santa Fe Central Elementary School and Hagdan Elementary School must institutionalize a mandatory post-implementation accountability protocol. This protocol should require the conduct of a formal Post-Brigada Stakeholder Assembly within two weeks following the maintenance week to present an itemized, audited financial liquidation report of all cash and in-kind contributions, a fully reconciled material inventory audit, and a collaborative debriefing session to document operational strengths and weaknesses in accordance with DepEd Order No. 36, s. 2016.

To overcome telecommunications and digital infrastructure barriers, schools should implement a dual-track, offline-capable monitoring toolkit. This approach involves utilizing pre-formatted offline electronic spreadsheets and standardized physical tracking logs that allow coordinators to record daily volunteer attendance, material receipts, and repair milestones without an active internet connection, enabling consolidated batch uploads once digital connectivity is restored (UNESCO, 2020).

School heads and district supervisors should collaborate with the Municipal Government of Santa Fe and coastal Barangay Councils to formalize a local logistics support agreement. Under this initiative, the local government unit can allocate resources from the Special Education Fund or provide municipal sea transport to subsidize the freight and hauling of school maintenance supplies from mainland ports, significantly lowering procurement expenses and ensuring timely material delivery in line with Republic Act No. 7160.

Schools must actively broaden their community partnership base beyond the Parent-Teacher Association by formally engaging alumni associations, local business enterprises, tourism establishments, and civic organizations. Establishing structured advocacy and resource mobilization campaigns during the pre-implementation phase will expand external support, distribute project responsibilities across diverse sectors, and prevent volunteer fatigue among parent communities (Freeman, 1984; Phillips & Freeman, 2021).

School administrators and faculty should formally adopt and operationalize the Sustainable Action Plan detailed in this study, embedding its strategic interventions, localized monitoring tools, and accountability mechanisms into their respective School Improvement Plans and Annual Implementation Plans.

Future educational researchers should replicate this study across other coastal and island school districts within Central Visayas, incorporating longitudinal and mixed methods designed to evaluate the long-term impact of enhanced monitoring and evaluation practices on school physical facility resilience, resource sustainability, and the quality of basic learning environments.

## Acknowledgement

Above all, we offer our deepest gratitude and praise to the Almighty God, the source of all wisdom, strength, and perseverance. His divine grace, guidance, and unconditional love sustained us throughout this academic journey. In moments of uncertainty and difficulty, He gave us clarity, courage, and strength to continue until we successfully brought this study to completion.

We extend our heartfelt appreciation to our Research Adviser and Panel Members for their invaluable mentorship, expert insights, constructive criticisms, and unwavering encouragement. Their scholarly guidance and high academic standards greatly helped us improve the structural, methodological, and conceptual quality of this study.

We sincerely thank the Department of Education Officials, School Principals, and Faculty Members of the participating institutions for granting us the necessary permissions and providing us with warm accommodation and logistical support. Their cooperation made the conduct of our fieldwork and data collection possible and manageable.

We are profoundly grateful to our Research Respondents and Community Stakeholders, including parents, local government officials, and volunteers, who generously shared their valuable time, experiences, and honest perspectives. Their cooperation and meaningful contributions provided the essential empirical foundation of this study.

Finally, we express our deepest love and gratitude to our families and loved ones. Their constant understanding, patience, encouragement, emotional support, and personal sacrifices inspired us to persevere despite the challenges we encountered. Their unwavering presence reminded us to remain committed to our goals and motivated us to achieve this significant milestone.

To everyone who, in one way or another, contributed to the completion of this study, we extend our sincere and heartfelt thanks.

## Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

## Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

## Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

## References

- Almendras, J. C., & Tan, R. L. (2024). Operational challenges of school-based management (SBM) programs in coastal and isolated environments. *Journal of Grassroots Educational Research*, 8(1), 112–128.
- Bernales, E. B. O. (2024). A survey on the Oplan-Baklas operation of elementary teachers in Cebu, Philippines. *International Journal of Multidisciplinary Research and Growth Evaluation*, 5(4), 907–912.
- Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). SAGE Publications.
- Carolyn T. Thorpe, who is a co-author of the fifth edition. SAGE confirms the fifth edition was published in 2021.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Deming, W. E. (1986). *Out of the crisis*. Massachusetts Institute of Technology, Center for Advanced Engineering Study. DOI: <https://doi.org/10.7551/mitpress/11457.001.0001>
- Diamante, R. T. (2022). The implementation of the Enhanced School Improvement Plan (E-SIP) of the secondary schools in the Division of Bayugan City, Philippines: Basis for improvement of the next planning cycle. *SMCC Higher Education Research Journal*, 9(1). DOI: <https://doi.org/10.18868/md-v9-a6>
- Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Pitman. DOI: <https://doi.org/10.1017/CBO9781139192675>
- Harrison, J. S., Barney, J. B., Freeman, R. E., & Phillips, R. A. (Eds.). (2019). *The Cambridge handbook of stakeholder theory*. Cambridge University Press. DOI: <https://doi.org/10.1017/9781108123495>
- Hillman, A. J., Withers, M. C., & Collins, B. J. (2009). Resource dependence theory: A review. *Journal of Management*, 35(6), 1404–1427. DOI: <https://doi.org/10.1177/0149206309343469>
- Important correction: The journal record gives 2025, 6(5), 84–92, rather than your original 2024, 6(5), 12–25.
- Important correction: Your original entry gives 2016, 105–111. The official journal record gives 2017, 8(2), 82–87 and adds Regucivilla A. Pobar as co-author.
- Loyola, G. R. D. (2025). Maintaining bare walls and clutter-free classrooms: Strategic approaches to overcoming challenges in the elementary schools of Balanga City. *United International Journal for Research & Technology*, 6(5), 84–92.
- Macip, G. N., & Castro, E. S. (2023). Community mobilization and stakeholder trust in multi-sectoral school maintenance programs. *Visayan Academic Review*, 19(3), 201–215.
- McMillan, J. H., & Schumacher, S. (2020). *Research in education: Evidence-based inquiry* (8th ed.). Pearson.
- Olaivar, N. M. G., & Pobar, R. A. (2017). Brigada Eskwela and disaster preparedness as an approach to pupils' academic achievement. *International Journal of Environmental and Rural Development*, 8(2), 82–87. DOI: <https://doi.org/10.32115/ijerd.8.2.82>
- Pfeffer, J., & Salancik, G. R. (1978). *The external control of organizations: A resource dependence perspective*. Harper & Row. Stanford confirms the original 1978 Harper & Row publication.
- Quintong, N. S. D. E. M. (2025). Brigada Eskwela implementation of secondary school heads: An enhanced assessment tool. *iJOINED: International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center*, 4(3), 269–280. DOI: <https://doi.org/10.63498/etcor424>
- Requina, G. M. (2022). Level of compliance with the Brigada Eskwela implementation to DO No. 66 s. 2018 in selected public junior high schools in Laguna: Basis for an action plan. *IOER International Multidisciplinary Research Journal*, 4(1), 118–126. DOI: <https://doi.org/10.54476/iimrj15>
- Ridao, A. O. (2025). Supreme elementary learner government programs and their influence on the learners' transformation. *Journal of Interdisciplinary Perspectives*, 3(5), 218–232. DOI: <https://doi.org/10.69569/jip.2025.157>
- Salazar, H. D., & Fernandez, M. A. (2022). Micro-economies of island communities and their impact on civic volunteerism in education. *Philippine Social Sciences and Governance Quarterly*, 10(4), 77–92.

Tabuada, D. M. S. (2024). The implementation and effectiveness of Brigada Eskwela. International Journal Research Publication Analysis, 5(2), 2468–2480.

## Appendices

No appendices are attached to this study.