

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

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ABSTRACT

In May 2003, the Department of Education launched National Schools Maintenance Week (DepEd Memorandum 79, s. 2003) to promote the Adopt-A-School Program. Every third week of May, teachers, parents, and community members gathered to repair and prepare public schools for the start of classes. In the spirit of “bayanihan”, private institutions or individuals joined forces with local governments to achieve the DepEd Memorandum's goals and objectives. Brigada Eskwela (BE) is the DepEd's response to the problem of inadequate school maintenance and ensures school preparedness and competency before classes begin. Since it is difficult to involve stakeholders including parents, the private sector, community organizations, and non-governmental organizations, not all schools participate in this endeavor. Thus, this study analyzed the level of compliance of the BE implementation guidelines matrix among the Junior High school focal persons in selected schools in Laguna province. It involved 200 respondents and utilized a researcher-made questionnaire for this descriptive study. Frequency, weighted mean, and t-test were employed to determine the level of each BE dimension and significant differences in the demographic profile of the respondents. Results revealed that the responders' compliance with BE is inferred as Complied, with no significant differences in its dimensions. Conferring to the outcomes of the surveys, the bulk of BE Focal Persons were trainees; a minimum amount of service as a BE Focal Person is suggested. In conclusion, it has statistically significant positive correlations with DepEd Memorandum No.24 S.2008 so a plan to close the gap was recommended.

Keywords: Brigada Eskwela, Adopt a School, Bayanihan, Volunteerism

INTRODUCTION

Education is the most significant goal for society when compared to other things like health and safety. Students grow a lot when they go to school and understood to be the second home for all learners, where they are taught to be more responsible and are instilled with them the insightfulness of patriotism, heroism, volunteerism, and the traditional Filipino culture of Bayanihan. The educational structure is the utmost significant

cultural apparatus for the expansion of volunteerism in society. Bayanihan is heavily promoting volunteerism as a traditional mutual aid and self-help formal service delivery mechanism, as well as civic involvement of any kind. In 1998, Republic Act 8525, recognized as the "Adopt-A-School Act, or Adopt a School Program (ASP)" was enacted in the spirit of volunteerism and public-private partnership for the improvement of instruction in the Philippines. Those employed in the secluded sector and professionals are



stimulated to make a positive difference in the growth of the country's public education system through the ASP. (BE Manual, 2009) The Department of Education's solution to the issues of school care and upkeep due to absence and readiness of means, and to warrant school efficiency and promptness aforementioned to the obstacle of courses was the BE program. (DepEd Memorandum No. 79, s. 2003). Each school had dilemmas with Brigada Eskwela implementation because some teachers were sent to training during the third week of May, and because it is vacation, some educators and stakeholders are not yet ready for the task because they are still appreciating and spending their vacation time with family and not all faculty members were present. Because of the fact that many students who volunteer the most days in school are only able to sweep the floor, pull the lawns and wipe windows and doors, they are more likely to contract into physical hazards and minor injuries while exposure to some paint repairing may cause possible health perils by a certain substances' contents in the paints. As for the following assumptions, it is impossible to completely appreciate the endeavors of the Brigada Eskwela.

This is a unique program of the Department's frontline activities in dealing the numerous issues facing Philippine education, reminding each Filipino of our shared obligation for the program's success for present and future generations of Filipino students. Brigada Eskwela Manual (2009). Brief research was completed to keep an eye on the Brigada Eskwela/Adopt-a-School Program, which is run by the Department of Education. Even worldwide readings on the topic of adopting a school have only limited references. Given the detail that BE is one single peak observable activity in public institutions in the Department of Education's soul program in fulfilling the Education for All campaign and advocating for all stakeholders as part of growing needs in the education scheme, piloting the research study may offer the highest management with facts on the manner and efficiency in the compliance in the program's implementation through the DepEd implementing guideline every school year. Notwithstanding, a law known as Republic Act 8525, or "An Act Establishing an Adopt-A-School

Program, Providing Incentives Therefore, and for Other Purposes," was passed during the time of the founding of Brigada Eskwela and was frequently cited as such in Section 1 of R.A. 8525. While attempting to give excellent education to Filipino youth, the administration is also encouraging local government and private sector activities to promote education. It was adopted under President Ramos' administration with the purpose of increasing volunteerism and public-private collaborations in public education. (Bunye, 2015). According to Cando (2016), dedicated school authorities, willing parents, a supportive community, and disciplined learners would be asked to extend help and assistance for the BE program. For the restoration of school learning environment and facilities, such as chairs, tables, windows, and doors, the faculty is searching for volunteers who are willing to dedicate their time, effort, and passion. The period allotted to the Brigada Eskwela will be take hold into consideration when calculating the program's evaluation outcomes. Supported by Rochester and colleagues (2010) Following the commitment of successive governments to the transmission and development of volunteerism, significant funding has been allocated to various initiatives targeted at specific assemblies, and steps to inspire the general public to take part in events and programs that benefit the public as a whole. Getting involved in volunteer work has the potential to have a broad impact on an extensive choice of stakeholders.

Stated by Calanao (2015), BE is an exceptional presentation that exemplifies the Filipinos' enduring bayanihan spirit. In an age of consumerism and individuality, this project has demonstrated that Filipinos can keep compassion for their neighbors and other people, and willingness to collaborate without expecting anything in return. Brigada Eskwela's administration faces several of trials and scenarios according to Balindua (2015). The help extended by stakeholders to the establishment is not totally voluntary but more on propaganda. The vast majority of the volunteers are students from that particular institution of higher learning. Minor repairs and civil works are being carried out with the assistance of volunteers from the community. Also noteworthy, Brigada Eskwela has remained a



portion of the school's extracurricular activities for almost twenty (20) years. It has made considerable inroads in the school set up over the progress of two decades.

OBJECTIVES OF THE STUDY

This study assessed the level of compliance with the implementation of DepEd Memorandum No. 66 s. 2018 among the BE focal persons at the selected Laguna Public Junior High Schools. It aimed to: 1) determine the demographic profile of the respondents in terms of: Sex; Age; Civil Status; Highest Educational Attainment; Item Position; and Length of Appointment as Brigada Eskwela Focal Person; 2.) measure the level of compliance of the respondents in the following Brigada Eskwela dimensions: Pre-Implementation Stage; Implementation Stage; Post Implementation stage; Safe Learning Facilities; School Disaster management; and Disaster Risk Reduction Management; 3) Determine the significant difference in the level of compliance in the implementation of the Brigada Eskwela dimensions by the responders when they are clustered on their demographic profile; 4) Propose a Brigada Eskwela Action Plan

METHODOLOGY

The Descriptive-Research design was employed in this study, a scientific method that comprises monitoring and studying a subject's behavior without interfering with it in any manner during the process (Signh, 2010). It incorporates research that are necessary for giving facts about the nature and current state of a particular thing. Detailed research like this adds gist to the present state of affairs to the quality, the condition, and the facts that are already in place, what is being done to maintain or further evaluate compliance with the guideline's matrix of Brigada Eskwela. As such, the study's design prepared simple random sampling to accumulate data. The simplest and most fundamental approach to probability sampling is described here. This method of picking a sample from a population is also the most often utilized

method for achieving a varied array of objectives. Simply said, each member of the participants has an equal probability of being selected as an ideal member in a simple random sampling procedure. (Forzano, et.al 2011).

For this inquiry, a survey questionnaire was made based on DepEd Memorandum No. 66 s. 2018 was used to collect the information necessary for the investigation. The Brigada Eskwela Implementation Guidelines, Brigada Manual 2009, and expert suggestions from the Department of Education are also references. First, the self-made questionnaire was presented to both the researcher's adviser and the board of evaluators in its first draft form. The completed document was forwarded to the different specialists from the School Division of Santa Rosa City for their input. These are the Assistant Schools Superintendent, School Governance and Operations Divisions, Chief Education Curriculum, Public Schools District Supervisors, Education Program Supervisors, Principals, and the Head Teachers of the district. Deliberating to the findings, the experts' validation is advantageous in terms of the accuracy and validity of the data collected that were used. Additionally, these experts were essential for the victory of the Brigada Eskwela Program. The content validity of the questionnaire was resolved by the procedure of statistical analysis. According to Oriondo and Antonio (1998), the weight of a test is described as the features of a test that measure and what the test is anticipated to measure. It was necessary to conduct content validation on the questionnaire before it could be disseminated to the respondents. The questionnaire that was handed down was thoroughly scrutinized by the researcher's consultant for any modifications and for additional suggestions and corrections. This was completed to guarantee that the survey questionnaire was valid.

Additionally, it was submitted for validation to the study's experts. It was possible to make enhancements to the instruments since the comments and recommendations suggested by the audience members. The dry-run was piloted in the non-public senior high schools' respondents in the Division of Sta. City with Brigada Eskwela Focal Persons. It was presented to the



researcher's adviser and then forwarded to the available statisticians at Polytechnic University of the Philippines for statistical testing to see whether the questionnaire data was reliable. After conducting a thorough evaluation of all the collected data, the statistician and adviser expressed their confidence in the consistency and preparedness of the survey forms, which were then disseminated to the Laguna province intended respondents.

Upon receiving approval for the questionnaire, the researcher approached the Regional Director of the Department of Education – CALABARZON, who in turn approached the Schools Division Superintendent in the various Schools Division Offices in the Province of Laguna, and all Junior Public-School Heads, and requested permission for the distribution and retrieval of study questionnaires. The permission was granted. The Brigada Eskwela/Adopt-A-School focal persons as participants from the Junior High School were requested to complete a survey. They were given direction regarding the survey's purpose and the procedure of evaluating the instrument. Following approval from the SDS, the survey forms were scattered and responded to by those who partake in the survey.

The surveys were collected after a week to give the respondents ample time to respond properly. It was evaluated for statistical treatment, and then the statistical data was processed, analyzed, numbered, compiled, and interpreted.

Measurements and statistical analysis were maximized to inspect the data, using mean, frequency, One-Way ANOVA, and t-test. Experts and Division Brigada Eskwela – Adopt-a-School Focal Persons were involved to gain insight into the recommended action plan. The population and sample size of the respondents are depicted in the table below.

As shown in Table 1, the study's respondents are 200 School Brigada Eskwela Focal Persons from the Laguna Schools' Division. The Division of Laguna has the most Junior High Schools, with 55 randomly chosen as survey respondents. Following that, the Division of Calamba City randomly selected 14 schools with a percentage of 28 percent; the Division of San Pablo with a total of 15 Junior High Schools and randomly selected 10 schools or 20 Brigada Eskwela Focal Persons or 15 percent of the respondents; and the Divisions of Bian, Cabuyao, and Sta. Rosa has a representative sample size of 14 respondents. Following that, proportionate sampling was used based on the school demographics. Prior to delving into the various sampling procedures, it's important to understand what sampling to select a sample. Sampling is the process of picking a subset of a population. Sampling can be used to establish conclusions about a population or to generalize pre-existing theories. In essence, this is determined by the sample technique used. (Taherdoost, 2016).

Table 1
Population and Sample Size of the Respondents

Schools Division Office	No. of School	No. of Selected School	No. of Respondents per School as BE/ASP Focal Person	Total	%
Biñan	8	7	2	14	7.00%
Cabuyao	8	7	2	14	7.00%
Calamba	20	14	2	28	14.00%
Laguna	110	55	2	110	55.00%
San Pablo	15	10	2	20	10.00%
Sta. Rosa	8	7	2	14	7.00%
Total	169	100	12	200	100%

RESULTS AND DISCUSSION

1. Demographic profile of the respondents in terms of Sex, Age, Civil Status, Highest Educational Attainment, Item Position, and Length of Appointment as Brigada Eskwela Focal Person

1.1. In terms of Sex and Civil Status

The frequency and percentage distribution of the respondents' sex and civil status is shown in Table 2. The table displays that most of the participants were female, accounting for 83 percent of the total replies. Meanwhile, male responders account for only 17 percent, or 34. This was a reasonable conclusion and excuse for the



reason that female teachers dominated the teaching vocation.

Table 2
Demographic Profile of the respondents according to Sex and Civil Status

Sex	Frequency (f)	Percentage (%)	CIVIL STATUS	F	
				F	%
Male	34	17	Single	67	33.50
Female	166	83	Married	133	66.50
Total	200	100%	Total	200	100.00

To sum up, female teachers are more patient than male teachers. According to Agbaje and Alake (2014), sex is the variety of physical, biological, mental, and behavioral qualities belonging to and distinguishing between female and male. The impression of examining performance in regard to sex is mostly based on socio-cultural variations amongst males and females. However, 67 out of 200 people, or 33.50 percent, are single, while 133, or 66.50 percent, are married. It merely proves that the common of the BE Focal Person was married. For the task and performance, it may be stated that married Focal Persons are more responsible than singles. Based on the results of a research study piloted by Seung-min Ryu et al. (2002), the effects of marital status demonstrate that married individual achieved better than single person, indicating that differences arise in work performance between married and single employees.

1.2. In terms of Age

Table 3
Demographic profile of the respondents in terms of Age

Age	Frequency (f)	Percentage (%)
20 to 30	102	51.00
31 to 40	51	25.50
41 to 50	37	18.50
51 to 60	10	5.00
Total	200	100.00

Table 3 shows the frequency distribution and proportion of respondents' ages reveals that 50 percent of the respondents were between the ages of 20 and 30 years old, with a frequency of

51.00 percent; 31 to 40 years old has a frequency of 51 or 25.50 percent, thirty-seven (37) or 18.50 percent for 41 to 50, and only ten (10) were between the ages of 51 and 60, with a percentage of 5 percent. The table indicates that a large number of responders was young; this simply suggests that in today's educational system, age does not matter regarding duties and obligations as long as the person entrusted can manage the task efficiently. The data revealed that there was a range of ages.

1.3. Highest Educational Attainment

Table 4
Demographic Profile of the respondents as to Highest Educational Attainment

Highest Educational Attainment (HEA)	Frequency (f)	Percentage (%)
Bachelors	46	23.00
Masters	132	66.00
Doctorate	22	11.00
Total	200	100

Table 4 illustrates the frequency and ratio distribution of the highest educational fulfillment of the BE Focal Person respondents. Based on the data, 46 or 23 percent completed a Bachelor's Degree, 132 or 66 percent completed a Master's Degree, and 22 or 11 percent completed a Doctorate Degree. Passes for advancement are based on educational attainment. According to Heathfield (2019), promotion places an employee in charge of dealing with, overseeing, or managing the effort of others. However, with the high position, title's power, authority, and status come more responsibility, accountability, and enlarged expectations for contributions.

1.4. In terms of Position and Length of Appointment

Table 5 demonstrates that, the item positions of the BE Focal Person, Teacher 3 is the supreme among all. The BE Focal Person, item position is important. The tasks and responsibilities conferred



for each ancillary task are transferred to a larger responsibility, hence promotion implies accountability.

Table 5
Demographic Profile of respondents as to Item Position and Length of Appointment

Item Position	Frequency (f)	Percentage (%)	Length of Appointment	Frequency (f)	Percentage (%)
T 1	50	25.00	1 - 3 years	129	64.50
T2	55	27.50	4 -6 years	60	30.00
T3	64	32.00	7 - 10 years	11	5.50
MT 1	26	13.00			
MT 2	5	2.5			
Total	200	100	Total	200	100

The table also shows the frequency and percentage distribution of respondents in terms of appointment length. The 1 – 3 years length of appointment has a frequency of 129 out of 200 respondents or 64.50 percent which is the highest frequency and percentage acquired. The 4 – 6 years length of appointment as focal person has a frequency of 60 or 30 percent and last is the 7 – 10 years or a frequency of 11 or 5.50 percent. Dominant among is the 1 – 3 years.

2. Level of compliance of the respondents in the following Brigada Eskwela dimensions

As shown in Table 6, the Pre-Implementation Stage has a weighted mean of 4.3 with a standard deviation of 0.56. The Implementation Stage came in second with a weighted mean of 4.19. 0.38 SD; Post Implementation Stage with a weighted mean of 4.18 and an SD of 0.4 SD; Safe Learning Facilities with a weighted mean of 4.1 and an SD of 0.42; School Disaster Management with a weighted mean of 3.71 and an SD of 0.45; and School Disaster Reduction Management with a weighted mean of 3.88 and an SD of 0.37 SD; all BE Dimensions with a Verbal Interpretation of Complied with an overall weighted mean of 06 and 0.43 standard deviations.

Table 6
Level of compliance of the respondents in the Brigada Eskwela Dimension

Dimension	Weighted Mean (WM)	Standard Deviation (SD)	Verbal Interpretation (VI)
Pre Implementation Stage	4.3	0.56	Complied
Implementation Stage	4.19	0.38	Complied
Post Implementation Stage	4.18	0.4	Complied
Safe Learning Facilities	4.1	0.42	Complied
School Disaster Management	3.71	0.45	Complied
Disaster Risk Reduction Management	3.88	0.37	Complied
Overall Weighted Mean	4.06	0.43	Complied

According to Cando (2016)'s research, the BE program would require dedicated school professionals, cooperative parents, a supportive community, and disciplined learners to volunteer for the activities. The school is looking for volunteers who are able to devote their time, effort, and enthusiasm to improving school infrastructure. The level of compliances was rigorously evaluated with BE Focal personnel during the implementation stage to confirm the program's success as indicated in DO No. 17 s.2006 a nationwide volunteer effort that involves all school personnel, learners, parents, or guardians, and public and private stakeholders. It began in 2006 and has grown to include over a million people. At the Brigada Eskwela, compliance is focused not only on external stakeholders but also on internal stakeholders who play a direct portion in the school's programs and activities and the performance of the students in their educational journey. The most significant partners in the Brigada Eskwela are the parents. As stated on the findings of the study conducted by Bartolome et al. (2017), parent involvement denotes to the amount to which a parent is concerned in their children's education. Teachers believe that the parent's greater involvement; the advanced academic



achievement among students. Children learn most effectively once they are encouraged and assisted by others whom they know can be trusted. As an added benefit to all instructors, learners, and stakeholders, the Brigada Eskwela provides a safe-friendly, healthy environment and welcoming atmosphere. Because the school promotes a healthy environment, it also encourages a disaster-free environment, UNISDR (2015).

3. Significant difference in the level of compliance in the implementation of the Brigada Eskwela dimensions

Table 7
Significant difference in the Level of Compliance in the Implementation of Brigada Eskwela Dimensions

Dimensions	F- Value	P- Value	Decision	Remarks
Pre-Implementation Stage	0.003	0.958	Failed to reject HO	Not Significant
Implementation Stage	0.247	0.62	Failed to reject HO	Not Significant
Post Implementation Stage	1.608	0.206	Failed to reject HO	Not Significant
Safe Learning Facilities	0.956	0.329	Failed to reject HO	Not Significant
School Disaster Management	0.578	0.448	Failed to reject HO	Not Significant
Disaster Risk Reduction Management	0.045	0.832	Failed to reject HO	Not Significant

Remarks: If the p-value is less than 0.05 then the decision is to reject the null hypothesis otherwise the decision is failed to reject Ho

Table 7 demonstrates that no significant variation has compelled in the level of compliance of the respondents, resulting in a null hypothesis. As shown in the table, the Pre-implementation Stage has the greatest p-value of 0.958 and the lowest f-value of 0.003, indicating that there is no significant difference in the level of compliance of the Brigada Eskwela Implementation. Because the

p-value is greater than; the null hypothesis cannot be rejected. The degree to which respondents complied with the BE program was rated as favorable. Brigada Eskwela emphasized the Filipino people's contribution to public participation and contribution in education by highlighting their achievements. As cited by Celestial (2015) that successful educational endeavors reach beyond the school grounds. School development programs must involve participants of the community in the planning, implementation, and appraisal of the programs.

4. The Proposed Brigada Eskwela Action Plan

This Brigada Eskwela Action Plan is endorsed to assist respondents in better complying with DepEd Memorandum No. 66 s. 2018 highlighting on the SWOT Analysis, Objectives, Activities, People Involved, and Budget or Resources Available.

SWOT Analysis. This assists every BE Focal Person and the Adopt a School Coordinator in edifying the strength and capacity of all available human and material properties in the school; strengthening the weaknesses identified; providing opportunities to all stakeholders and those who will contribute in the programs and activities; and concentrating on the threats that will arise before, during, and after the program's implementation.

Objectives:

1. Diagnose the importance of participating in the program's implementation, cooperating with others, and developing a sense of personal responsibility.
2. Encourage active immersion in the program's execution by the private institution and to strengthen Bayanihan and volunteerism.
3. Develop a system for systematizing and synchronizing actions associated to the enactment of the Brigade Eskwela Implementation's programs, activities, and key results areas.



Activities:

1. Spreading information to all stakeholders to intensify public mindfulness and engagement in decision-making processes.
2. Identifying available funds and resources, and potential volunteers
3. Guiding and leading the volunteers to the extents of concern that they are interested in.
4. Monitoring and managing the allocation of all supplies and conduct daily inventory.
5. Maintaining and safeguarding records, and related papers and documents.

CONCLUSIONS

The following conclusions had been drawn:

1. Almost all Brigada Eskwela Focal Persons are novices, and mostly are Teacher 1.
2. Brigada Eskwela dimensions such as Pre-Implementation Stage; Implementation Stage; Post Implementation stage; Safe Learning Facilities; School Disaster management; and Disaster Risk Reduction Management are complied.
3. Brigada Eskwela dimensions have significant positive correlations with demographic profile and levels of compliance.
4. The recommended Brigada Action Plan is essential and appropriate for implementation.

RECOMMENDATIONS

The following recommendations are made in accordance with the findings of the study:

1. When determining the BE Focal Person, age and duration of service may be considered.
2. Demonstrating proficiency on the field, a

minimum of three years of service as a Brigada Focal Person may be considered.

3. Coaching and mentoring and technical assistance may be provided to all newly designated BE Focal Persons.
4. Implementing the Brigada Action Plan is highly encouraged

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