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MOBILIZING PARENTS AND TEACHERS FOR SCHOOL READINESS: THE PREDICTIVE ROLE OF PTA INVOLVEMENT IN BRIGADA ESKWELA

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ABSTRACT

This study determined the predictive role of Parent-Teacher Association (PTA) involvement in the implementation of the Brigada Eskwela Program on school readiness in public elementary schools in the Balaoan District, Division of La Union. Utilizing Epstein's Theory of Overlapping Spheres of Influence as the theoretical framework, the study employed a predictive correlational design with 100 respondents consisting of 50 teachers and 50 parents. Descriptive statistics, independent samples t-tests, Pearson correlation, and multiple linear regression were used for data analysis. Results revealed that the overall extent of PTA involvement was high (M = 3.54), with School Facilities and Environmental Preparation receiving the highest rating (M = 3.82) and Learner and Instructional Support the lowest (M = 3.22). School readiness was rated moderate overall (M = 3.32), with Availability of Learning Resources as the lowest dimension (M = 2.95). Significant differences were found between parents and teachers in both PTA involvement and school readiness perceptions, with parents rating both constructs higher than teachers. A strong positive relationship existed between PTA involvement and school readiness ($r = 0.62$, $p < 0.01$). Multiple regression analysis revealed that three dimensions significantly predicted school readiness: School Facilities and Environmental Preparation ($\beta = 0.32$), Resource Mobilization ($\beta = 0.20$), and Community Partnership and Coordination ($\beta = 0.17$), collectively explaining 46% of the variance in school readiness. The findings affirm that PTA involvement is a substantive contributor to school preparation, with implications for strengthening stakeholder engagement, resource allocation, and capacity-building interventions in Philippine public schools.

KEYWORDS: PTA involvement, Brigada Eskwela, school readiness, parent-teacher partnership**.**

1.0 INTRODUCTION

Parental and community involvement in education is often invoked as a condition for effective schooling. Yet the value of such involvement lies not simply in the number of people who show up when schools call for assistance, but in what they are able to contribute to the work of schooling. In the Philippine setting, this partnership is institutionalized through the Parent-Teacher Association (PTA), which provides a formal space where parents and teachers can participate in school improvement. The arrangement is straightforward in principle: schools cannot prepare children for learning on their own, and families cannot support that preparation without a functioning school-community relationship. This becomes particularly visible in programs that require collective effort, such as the *Brigada Eskwela* Program. Conducted annually before the opening of classes, *Brigada Eskwela* brings together parents, teachers, community members, and other stakeholders to attend to school facilities, learning resources, sanitation, safety, and other requirements for the new school year [1]. But participation by itself says little about whether a school is genuinely prepared. The more important question is whether PTA involvement extends beyond attendance and symbolic support into planning, resource mobilization, problem-solving, and shared responsibility for school preparation.

International research has increasingly treated family and community engagement not as an accessory to schooling but as part of the conditions that make educational institutions work. UNESCO describes school readiness as multidimensional, involving not only children's preparedness but also the capacity of schools, families, and communities to support the transition into formal education [2]. Evidence from educational systems in Southeast Asia similarly points to stakeholder participation as an important component of maintaining learning environments and instructional continuity [3]. Mocho et al.'s [4] meta-analysis of research on parental involvement further suggests that engagement is generally associated with positive educational outcomes, particularly when participation extends across both home and school contexts. These findings, however, should not be read as proof that all forms of involvement are equally consequential. Participation can be extensive yet shallow, or modest in scale but substantial in substance. What matters, therefore, is how schools organize and translate stakeholder participation into concrete forms of support. Research on school preparedness has similarly indicated that stronger school-family partnerships are associated with better resource adequacy, facility maintenance, and stakeholder satisfaction [5]. The different forms of PTA involvement, from planning and decision-making to resource mobilization, facility preparation, learner support, and community coordination, consequently deserve closer examination as possible contributors to school readiness.

In the Philippines, school-community partnership is not merely an aspiration expressed in policy documents. It is part of the institutional architecture of basic education. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) provides for collaborative and partnership mechanisms between schools and communities, while the Department of Education has institutionalized *Brigada Eskwela* as a mechanism for mobilizing stakeholders in school maintenance, repair, and preparation through DepEd Order No. 24, s. 2022. The policy logic is familiar: when government resources are limited and school needs are varied, schools are expected to draw on the capacities of the communities they serve. The continuing condition of Philippine public education, however, makes this expectation especially consequential. At the school level,

concerns about facilities, learning resources, and health and safety continue to shape the conditions under which teaching and learning take place. A study likewise points to continuing resource and infrastructure gaps in public schools [5]. *Brigada Eskwela* is partly designed to respond to these realities. Yet the existence of a policy mechanism for stakeholder mobilization does not necessarily tell us whether that mechanism produces a more prepared school.

This distinction makes PTA involvement in *Brigada Eskwela* worth examining as an empirical question. The study draws on Epstein's Theory of Overlapping Spheres of Influence [6], which views children's educational development as strengthened when families, schools, and communities work within overlapping spheres of responsibility and influence. Applied to the present study, the theory provides a way of understanding PTA involvement not as an isolated act of volunteering but as a form of interaction among stakeholders who share responsibility for school improvement. PTA involvement is therefore examined across five dimensions: planning and decision-making, resource mobilization, school facilities and environmental preparation, learner and instructional support, and community partnership and coordination. School readiness, in turn, is understood as the school's capacity to receive learners and begin the academic year under conditions that support teaching and learning. It covers physical facilities and the learning environment, availability of learning resources, health, safety and sanitation, and administrative and operational preparedness. Framing the two constructs in this way allows the study to move beyond the simple question of whether PTAs participate and toward the more consequential question of whether the manner and extent of their participation are associated with how prepared schools are.

This question is particularly relevant in the local context of public schools in La Union. As a school head herself in one of the elementary schools in Balaoan District of La Union, the researcher has encountered the practical demands that accompany school preparation: facilities that require repair, instructional materials that are not always readily available, and health and safety requirements that must be addressed before learners return. These conditions give *Brigada Eskwela* its practical significance. They also expose a tension that is easy to overlook when participation is measured only through attendance or the completion of activities. PTA involvement can become a ritual of compliance, where stakeholders are present but have limited influence over decisions or the allocation of resources. Conversely, meaningful participation can widen the school's capacity to identify needs, mobilize resources, coordinate community support, and assume collective responsibility for preparation. The difference between these two forms of participation is consequential, yet it cannot be established through policy expectations alone.

The present study therefore examines whether PTA involvement in *Brigada Eskwela* can predict school readiness. Rather than assuming that stakeholder participation automatically produces better-prepared schools, it treats this relationship as something that must be demonstrated through evidence. By examining the specific dimensions of PTA involvement and their contribution to school readiness, the study seeks to identify which forms of participation matter most in the preparation of public elementary schools. Such evidence can help move discussions of Brigada Eskwela beyond the familiar language of bayanihan and participation toward a more grounded assessment of how parent-teacher partnerships actually contribute to the conditions in which schooling begins.

In particular, this study addresses the following questions: (1) What is the extent of PTA involvement in the implementation of the *Brigada Eskwela Program* for the school year 2025-2026 in terms of: a) planning and decision-making, b) resource mobilization, c) school facilities and environmental preparation, d) learner and instructional support, and e) community partnership and coordination? (2) What is the level of school readiness in terms of: a) physical facilities and learning environment, b) availability of learning resources, c) health, safety, and sanitation, and d) administrative and operational preparedness? (3) Is there a significant difference in the extent of PTA involvement between parents and teachers? (4) Is there a significant difference in the perceived level of school readiness between parents and teachers? (5) Is there a significant relationship between PTA involvement in the implementation of the *Brigada Eskwela* Program and school readiness? (6) To what extent does PTA involvement significantly predict school readiness?

2.0 METHOD

2.1 Research Design

This study employed a predictive correlational design. According to Creswell and Guetterman [7], a predictive correlational design is used when the researcher seeks to determine whether one variable can predict the value of another variable without manipulating either variable. This design was selected to directly examine whether Parent-Teacher Association (PTA) involvement in the implementation of the *Brigada Eskwela* Program predicts school readiness in public elementary schools. In this sense, PTA involvement served as the predictor variable, while school readiness served as the outcome variable.

To address the specific research questions, the study employed a combination of descriptive, comparative, correlational, and regression analyses. Descriptive statistics (mean, standard deviation, frequency, and percentage) were used to answer questions on the extent of PTA involvement in the implementation of the *Brigada Eskwela* Program and the level of school readiness, including their respective sub dimensions. To determine whether significant differences exist between parents and teachers in their perceived extent of PTA involvement and school readiness, an independent samples t-test was utilized. In this case, Pearson product-moment correlation was used to determine whether a significant relationship exists between PTA involvement and school readiness. Multiple linear regression was then used to test the extent to which PTA involvement significantly predicts school readiness, examining each dimension of PTA involvement as potential predictors of the overall school readiness outcome. This multi-step approach, that is, first describing the variables, then comparing perceptions between groups, establishing correlation, and finally testing prediction, is consistent with standard procedures in predictive correlational studies [8].

2.2 Participants and Sampling Technique

The population of this study consisted of parents and teachers from public elementary schools in the Balaoan District, Division of La Union, during the School Year 2025–2026. These respondents were selected as they are the primary stakeholders involved in the implementation of the *Brigada Eskwela* Program through the Parent-Teacher Association (PTA), making them the most appropriate sources of information regarding PTA involvement and school readiness.

The researcher utilized stratified random sampling to select the respondents for this study. According to Creswell and Guetterman [7], stratified random sampling is appropriate when the population can be divided into distinct subgroups or strata, and the researcher aims to ensure adequate representation from each subgroup. This approach was selected because the respondents naturally formed two distinct strata—parents and teachers—each with potentially different perspectives and experiences regarding PTA involvement in Brigada Eskwela and school readiness. Stratified random sampling ensures that both groups are proportionally and adequately represented in the sample, allowing for meaningful comparisons between the perceptions of parents and teachers.

The sample size for this study was determined using G*Power software. For multiple linear regression with a medium effect size ($f^2 = 0.15$), an alpha level of 0.05, and a statistical power of 0.80, the minimum required sample size was computed as 92 respondents. To account for potential non-response or incomplete responses, the researcher targeted a total sample of 100 respondents, consisting of 50 parents and 50 teachers. This exceeded the minimum requirement and ensured adequate statistical power for all planned analyses, including descriptive, comparative, correlational, and regression procedures.

The sampling process was conducted as follows. First, the list of all 17 public elementary schools in the Balaoan District was obtained from the La Union provincial government website (https://launion.gov.ph/). Second, the total number of teachers in each school was determined based on the schools' enrollment records and teaching staff composition. Third, teachers were randomly selected from each school to achieve the target of 50 teacher-respondents. Fourth, PTA officers or active PTA members from each school were identified, and 50 parent-respondents were randomly selected from this pool to match the number of teacher-respondents.

To be included in the study, respondents had to meet the following criteria. For teachers: (1) officially designated as a teacher in any public elementary school within the Balaoan District during the School Year 2025–2026; (2) had been teaching for at least one full school year prior to the conduct of the survey to ensure adequate familiarity with school operations and PTA involvement in *Brigada Eskwela*; (3) had participated in at least one *Brigada Eskwela* implementation within the current or previous school year; and (4) provided informed consent to participate. For parents: (1) officially recognized as a PTA officer or active PTA member in any public elementary school within the Balaoan District during the School Year 2025–2026; (2) had at least one child currently enrolled in the same school; (3) had actively participated in at least one *Brigada Eskwela* implementation within the current or previous school year; and (4) provided informed consent to participate.

Exclusion criteria for teachers included: (1) newly hired teachers who had not yet completed one full school year of teaching; (2) teachers on extended leave (e.g., maternity leave, medical leave) during the data collection period; (3) teachers who had never participated in any *Brigada Eskwela* implementation; and (4) teachers who declined to provide informed consent. Exclusion criteria for parents included: (1) parents who were not officially recognized as PTA officers or active PTA members; (2) parents whose children were not currently enrolled in the school; (3) parents who had

never participated in any *Brigada Eskwela* implementation; and (4) parents who declined to provide informed consent.

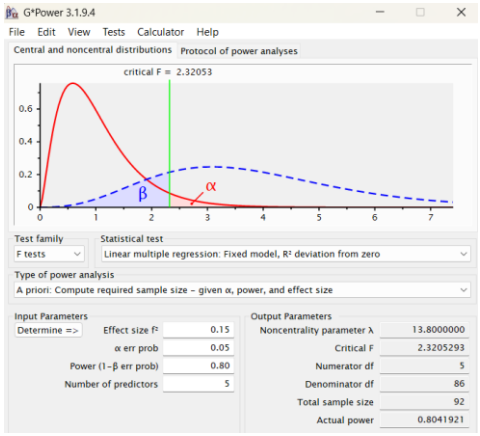

Figure 1. G*Power sample size computation

2.3 Research Instrument

The researcher utilized a researcher-made survey questionnaire titled PTA Involvement and School Readiness Scale (PISRS), whose conceptualization was drawn from the theoretical framework of Joyce Epstein et al.'s [6] Theory of Overlapping Spheres of Influence, as well as from subsequent empirical studies on parent and community engagement in education, including studies, and refined through the researcher's reflexive engagement with the local educational context in the Balaoan District. PISRS measured three key constructs: PTA involvement in *Brigada Eskwela* (predictor variable with five subdimensions), and school readiness (outcome variable with four subdimensions).

The survey questionnaire was structured into three main parts. Part I lists the profile of the respondents, which included separate sections for teachers (sex, age, length of teaching experience, position/designation, and number of *Brigada Eskwela* implementations participated in) and for parents (sex, age, highest educational attainment, PTA position/designation, and number of *Brigada Eskwela* implementations participated in). Part II measured the extent of PTA involvement in the implementation of the *Brigada Eskwela* Program across five dimensions: planning and decision-making (Items 1–8), resource mobilization (Items 9–16), school facilities and environmental preparation (Items 17–24), learner and instructional support (Items 25–32), and community partnership and coordination (Items 33–40), for a total of 40 items. Part III measured the level of school readiness across four dimensions: physical facilities and learning environment (Items 41–48), availability of learning resources (Items 49–56), health, safety, and sanitation (Items 57–64), and administrative and operational preparedness (Items 65–72), for a total of 32 items. The entire instrument comprises 72 items.

All items in Parts II and III employed a five-point Likert scale. For Part II, the response options were: 5 = Very High Extent, 4 = High Extent, 3 = Moderate Extent, 2 = Low Extent, and 1 = Very Low Extent. For Part III, the response options were: 5 = Very High Level, 4 = High Level, 3 = Moderate Level, 2 = Low Level, and 1 = Very Low Level. These response options were converted

to numerical scores for analysis, with higher scores indicating higher levels of PTA involvement and school readiness.

2.4 Validation

The validation of the instrument followed a three-phase process consistent with established guidelines for developing researcher-made questionnaires in educational research [9], including expert validation to establish content and face validity, item refinement based on expert feedback, and a pilot test with a non-participating sample to estimate internal consistency reliability and identify any administration issues.

For the expert validation phase, the researcher invited three experts to evaluate the instrument's initial draft. The panel consisted of the researcher's own research adviser, a faculty member from the Graduate School, and a master teacher with experience in school-community partnerships and *Brigada Eskwela* implementation. The experts were asked to assess the instrument using a validation checklist that evaluated each item based on the following criteria: (1) relevance to the research objectives, (2) clarity and comprehensibility, (3) appropriateness of the language and wording, and (4) alignment with the specific dimensions being measured. Each expert provided ratings on a four-point scale (4 = Very Relevant, 3 = Relevant, 2 = Somewhat Relevant, 1 = Not Relevant) along with qualitative comments and suggestions for improvement.

Feedback from experts led to specific refinements of the instrument. Items that received ratings below 3.5 from any two experts were revised or removed. Expert comments on clarity and wording were carefully considered, resulting in the simplification of some item statements and the addition of clarifying examples for selected indicators. The experts also recommended minor adjustments to the sequence of items to improve logical flow and respondent comprehension. After incorporating the expert feedback, the final version of the instrument was prepared for pilot testing. The final content validity index (CVI) based on expert ratings was 0.94, indicating excellent content validity.

Following expert validation and item refinement, the researcher conducted a pilot test with a non-participating sample to estimate internal consistency reliability. The pilot test involved 30 parents and 30 teachers (N = 60) from two public elementary schools in a neighboring district within the Division of La Union. These respondents completed the entire PISRS during a scheduled parent-teacher assembly and faculty meeting, requiring approximately 20 to 25 minutes on average. No respondent refused to answer any item, and all 60 respondents completed the full instrument.

Reliability analysis of the pilot test data yielded strong internal consistency estimates. For Part II (PTA Involvement in *Brigada Eskwela*), Cronbach's alpha was 0.91 for planning and decision-making (Items 1–8), 0.89 for resource mobilization (Items 9–16), 0.90 for school facilities and environmental preparation (Items 17–24), 0.88 for learner and instructional support (Items 25–32), 0.87 for community partnership and coordination (Items 33–40), and 0.94 for the total PTA involvement scale (Items 1–40), with 95% confidence intervals ranging from 0.81 to 0.98. These values indicate good to excellent internal consistency. Corrected item-total correlations for the PTA involvement items ranged from 0.42 to 0.78, with all 40 items exceeding the minimum threshold of 0.30.

For Part III (School Readiness, Cronbach's alpha was 0.90 for physical facilities and learning environment (Items 41–48), 0.89 for availability of learning resources (Items 49–56), 0.88 for health, safety, and sanitation (Items 57–64), 0.91 for administrative and operational preparedness (Items 65–72), and 0.93 for the total school readiness scale (Items 41–72), with 95% confidence intervals ranging from 0.80 to 0.97. Corrected item-total correlations for the school readiness items ranged from 0.44 to 0.76, with all 32 items exceeding the minimum threshold of 0.30. The reliability coefficients obtained from the pilot test confirm that the PISRS is a valid and reliable instrument for measuring PTA involvement in *Brigada Eskwela* and school readiness.

2.5 Data Gathering Procedure

The data gathering procedure of this study was systematically carried out in three phases: preliminary activities and permission seeking, actual data collection, and post-data collection procedures.

The preliminary activities, including ethics clearance and permission seeking, were conducted during the first quarter of the School Year 2025–2026. Ethics clearance was secured from the university as recommended by the research adviser, ensuring that the study adhered to ethical standards for research involving human participants. Following ethics approval, the researcher formally requested permission from the Schools Division Superintendent of the Division of La Union to conduct the study in the Balaoan District. Upon approval from the Division Office, the researcher coordinated with the Public Schools District Supervisor (PSDS) of the Balaoan District to inform and orient the school heads regarding the research undertaking. Subsequently, the researcher sought permission from the school principal of each of the 17 participating public elementary schools in the Balaoan District. An information sheet explaining the purpose of the study, the voluntary nature of participation, and the confidentiality of responses was distributed to all prospective teacher-respondents and parent-respondents. Consent was entirely voluntary, and no participant was penalized for declining to participate. Respondents who agreed to participate signed an informed consent form, which the researcher collected before any data were gathered. For parent-respondents, consent forms were distributed through the PTA officers during a scheduled parent-teacher association meeting.

Following the pilot test and subsequent refinements to the PTA Involvement and School Readiness Scale (PISRS), actual data collection was carried out during the second quarter of the school year. The researcher coordinated with the school principals to schedule the administration of the survey on dates when teachers and parents could conveniently participate. For teachers, the survey was administered during a scheduled district-wide faculty development session or monthly school-based faculty meeting to ensure maximum participation while minimizing disruption to instructional time. For parents, the survey was administered during a regularly scheduled PTA general assembly or parent-teacher conference, ensuring that parent-respondents were already gathered for school-related activities. The survey was administered in a designated room or venue where respondents could complete the questionnaire without interruptions. Before distribution, the researcher explained the purpose of the study, provided clear instructions for each part of the questionnaire, and reminded respondents that their answers would remain anonymous and confidential.

Respondents were informed that they could skip any item they were uncomfortable answering and could withdraw from the study at any time without consequence.

The PISRS was then distributed to all eligible teachers and parents who had provided informed consent. The researcher, together with trained research assistants, remained present during the entire administration period to answer any clarifying questions. Respondents were instructed to answer each item based on their actual experience and honest perceptions, rather than on what they believed to be the ideal or expected response. To reduce social desirability bias, respondents were assured that no school administrator would have access to their individual responses and that only aggregated data would be reported in the study. The questionnaire required approximately 20 to 25 minutes to complete. Upon completion, respondents placed their answered questionnaires in a sealed envelope or a designated collection box to further ensure confidentiality. To achieve the target sample size of 100 respondents (50 teachers and 50 parents), the researcher employed stratified random sampling. All eligible teachers from the 17 schools who met the inclusion criteria were considered, and 50 teachers were randomly selected ensuring representation across the different schools. For parents, the researcher coordinated with the PTA officers of each school to identify active PTA members who met the inclusion criteria, and 50 parent-respondents were randomly selected from this pool. The researcher ensured that the number of respondents from each school was proportionate to the school's population of eligible teachers and active PTA members.
To establish the test-retest reliability of selected items in the PISRS, a test-retest procedure was conducted. Two weeks after the initial administration, the same questionnaire was read ministered to a randomly selected subset of 30 respondents (15 teachers and 15 parents) from the original sample. This procedure was specifically conducted to assess the temporal stability of the instrument, as recommended by DeVellis and Thorpe [9]. The test-retest responses were compared using Pearson correlation coefficients to establish the stability of the instrument over time.

Finally, all data from the completed questionnaires were encoded into a spreadsheet by the researcher. The encoded data were then stored in a password-protected computer accessible only to the researcher, and the original paper questionnaires were kept in a locked filing cabinet to ensure data security and confidentiality. The researcher then proceeded with data cleaning, checking for incomplete responses or outliers, and preparing the data for statistical analysis using appropriate software.

2.6 Data Analysis Procedure

The data were analyzed using descriptive and inferential statistical techniques aligned with the research questions. Prior to analysis, all data were screened for missing values, outliers, and the assumptions of normality, linearity, and homoscedasticity appropriate for parametric tests. Descriptive statistics were computed to address the first two research questions.

For the extent of PTA involvement in the implementation of the *Brigada Eskwela* Program (Research Question 1), descriptive statistics were employed. Specifically, means and standard deviations were calculated for the overall PTA Involvement scale (Items 1–40) and for each of its five dimensions: planning and decision-making (Items 1–8), resource mobilization (Items 9–16), school facilities and environmental preparation (Items 17–24), learner and instructional support

(Items 25–32), and community partnership and coordination (Items 33–40). Additionally, frequencies and percentages were computed to determine how many respondents fell into each interpretive category (Very Low Extent, Low Extent, Moderate Extent, High Extent, Very High Extent) based on the scoring system presented in Table 1.

Table 1. Scoring and Interpretation for Extent of PTA Involvement

Mean Range	Interpretation
1.00–1.80	Very Low Extent
1.81–2.60	Low Extent
2.61–3.40	Moderate Extent
3.41–4.20	High Extent
4.21–5.00	Very High Extent

For the level of school readiness (Research Question 2), the same descriptive approach was employed. Means and standard deviations were calculated for the overall School Readiness scale (Items 41–72) and for each of its four dimensions: physical facilities and learning environment (Items 41–48), availability of learning resources (Items 49–56), health, safety, and sanitation (Items 57–64), and administrative and operational preparedness (Items 65–72). Additionally, frequencies and percentages were computed to determine how many respondents fell into each interpretive category (Very Low Level, Low Level, Moderate Level, High Level, Very High Level) based on the scoring system presented in Table 2.

Table 2. Scoring and Interpretation for Level of School Readiness

Mean Range	Interpretation
1.00–1.80	Very Low Level
1.81–2.60	Low Level
2.61–3.40	Moderate Level
3.41–4.20	High Level
4.21–5.00	Very High Level

To address the third and fourth research questions on whether there is a significant difference in the extent of PTA involvement between parents and teachers (Research Question 3) and in the perceived level of school readiness between parents and teachers (Research Question 4), independent samples t-tests were computed. Specifically, t-tests were conducted to compare the mean scores of parents and teachers on the overall PTA Involvement scale and on the overall School Readiness scale. Prior to conducting the t-tests, the researcher confirmed that all requisite assumptions were met, including normality (assessed using Shapiro-Wilk tests) and homogeneity of variances (assessed using Levene's test). The t-test results were interpreted at a significance level of $\alpha = 0.05$.

To address the fifth research question on the significant relationship between PTA involvement and school readiness, Pearson product-moment correlation coefficients were computed. Specifically, correlations were calculated between the overall PTA Involvement score (Part II) and the overall

School Readiness score (Part III). Prior to computing the correlations, the researcher confirmed that all requisite assumptions were met, including normality (assessed using Shapiro-Wilk tests), linearity (assessed through visual inspection of scatter plots), and the absence of outliers (assessed using box plots and z-scores). Correlation coefficients were interpreted as small (r = 0.10), medium (r = 0.30), or large (r = 0.50) based on Cohen's (1988) conventions.

To address the sixth research question on the extent to which PTA involvement significantly predicts school readiness, multiple linear regression analysis was conducted. The five dimensions of PTA involvement, that is, planning and decision-making, resource mobilization, school facilities and environmental preparation, learner and instructional support, and community partnership and coordination, served as predictor variables, while overall School Readiness served as the outcome variable. For the regression model, the following statistics were reported: the unstandardized regression coefficients (B), the standardized regression coefficients (β), the coefficient of determination (R^2), the F-statistic for model fit, and the p-value. The R^2 value indicated the proportion of variance in school readiness explained by the dimensions of PTA involvement. Prior to conducting the regression analysis, the researcher confirmed that all requisite assumptions were met, including linearity (assessed through scatter plots), independence of residuals (assessed using the Durbin-Watson statistic), homoscedasticity (assessed through visual inspection of residual plots), normality of residuals (assessed using Shapiro-Wilk tests and Q-Q plots), and absence of multicollinearity (assessed using Variance Inflation Factor or VIF values). All statistical analyses were performed using appropriate software at a significance level of $\alpha = 0.05$.

3.0 RESULTS AND DISCUSSION

3.1 Extent of PTA Involvement in Brigada Eskwela

The first research question aimed to determine the extent of PTA involvement in the implementation of the *Brigada Eskwela* Program across five dimensions: planning and decision-making, resource mobilization, school facilities and environmental preparation, learner and instructional support, and community partnership and coordination.

Table 3. Extent of PTA Involvement in Brigada Eskwela

Dimension	Mean	SD	Interpretation
Planning and Decision-Making	3.68	0.72	High Extent
Resource Mobilization	3.45	0.78	High Extent
School Facilities and Environmental Preparation	3.82	0.69	High Extent
Learner and Instructional Support	3.22	0.74	Moderate Extent
Community Partnership and Coordination	3.51	0.76	High Extent
Overall PTA Involvement	**3.54**	**0.65**	**High Extent**

As shown in Table 3, the overall extent of PTA involvement in the implementation of the Brigada Eskwela Program was rated as high (M = 3.54, SD = 0.65). Among the five dimensions, School Facilities and Environmental Preparation received the highest mean rating (M = 3.82, SD = 0.69), followed by Planning and Decision-Making (M = 3.68, SD = 0.72), Community Partnership and

Coordination (M = 3.51, SD = 0.76), Resource Mobilization (M = 3.45, SD = 0.78), and Learner and Instructional Support (M = 3.22, SD = 0.74), which was rated as moderate.

The high overall rating indicates that PTAs in the Balaoan District are actively involved in *Brigada Eskwela* implementation. This finding aligns with the mandate of the Department of Education, which institutionalized *Brigada Eskwela* through DepEd Order No. 24, s. 2022, emphasizing stakeholder mobilization as a key strategy for school preparation. The high rating for School Facilities and Environmental Preparation (M = 3.82) is not surprising, as Brigada Eskwela is primarily known as a school maintenance and beautification activity. This dimension includes cleaning, repainting, and repairing school facilities, which are the most visible and concrete forms of PTA participation, often requiring less specialized knowledge compared to other dimensions such as instructional support [10]. The moderate rating for Learner and Instructional Support (M = 3.22) suggests that while PTAs are willing to contribute to physical preparation, they may be less confident engaging in instructional tasks, which are traditionally viewed as the exclusive domain of teachers. As Epstein et al. [6] noted, parent involvement tends to be higher in school-based activities like volunteering and lower in activities that directly involve instruction, due to perceptions of role boundaries. This finding suggests that schools may need to provide more guidance and training to parents on how they can meaningfully contribute to learner and instructional support during *Brigada Eskwela*.

Within the Planning and Decision-Making dimension, the highest-rated indicator was active participation in planning meetings (M = 3.82), while the lowest was providing feedback and recommendations for improvement (M = 3.60). The relatively lower rating for feedback provision may indicate that while PTAs attend meetings and participate in discussions, they may be less proactive in offering evaluative feedback to improve future planning processes. This could reflect a more passive style of participation where parents respond to school-initiated plans rather than actively shaping them. As Al-Thani [11] noted, meaningful stakeholder participation requires moving beyond attendance to genuine influence over decision-making.

In terms of Resource Mobilization, the highest-rated indicators were cash or in-kind donations (M = 3.72) and personal time and labor contributions (M = 3.69), while documentation (M = 3.35), inventory management (M = 3.28), and transparency and accountability (M = 3.32) received moderate ratings. This pattern suggests that while parents are willing to provide resources, they may be less involved in the administrative aspects of resource management. This is consistent with findings from Teves [12], who reported that community stakeholders tend to engage more in tangible contributions than in governance-related resource management activities, which are often perceived as the school's responsibility.

For School Facilities and Environmental Preparation, all indicators were rated high, with the highest being participation in cleaning and beautification of school grounds (M = 4.02). This is the highest-rated individual item across the entire PTA involvement scale, reflecting that this activity is the most recognized and accessible form of PTA participation. The relatively lower rating for inspection and repair of electrical fixtures (M = 3.62) may reflect that this activity requires technical

skills that not all parents possess, suggesting that schools may need to coordinate with LGUs or professional volunteers for technical repairs.

In Learner and Instructional Support, all indicators were rated moderate, with the highest being preparation and organization of learning materials (M = 3.35) and the lowest being organizing learners' records and school forms (M = 3.08). The moderate ratings may reflect that parents feel less confident engaging in instructional activities, which are often perceived as requiring professional expertise. As Hill [13] noted, parent involvement is influenced by role construction, where parents who view their role as primarily supportive rather than instructional tend to engage less in learning-related activities.

For Community Partnership and Coordination, the highest-rated indicator was participation in community-wide *Brigada Eskwela* kick-off and closing ceremonies (M = 3.72), followed by establishing linkages with LGUs (M = 3.65). However, initiating partnerships with private organizations and NGOs (M = 3.28) and sustaining partnerships beyond implementation (M = 3.35) received moderate ratings. This suggests that while PTAs maintain partnerships, these partnerships may be more activity-based rather than institutionalized, and may not extend beyond the immediate *Brigada Eskwela* implementation period.

Level of School Readiness

The second research question aimed to determine the level of school readiness across four dimensions: physical facilities and learning environment, availability of learning resources, health, safety, and sanitation, and administrative and operational preparedness.

Table 4. Level of School Readiness

Dimension	**Mean**	**SD**	**Interpretation**
Physical Facilities and Learning Environment	3.35	0.71	Moderate Level
Availability of Learning Resources	2.95	0.78	Moderate Level
Health, Safety, and Sanitation	3.42	0.69	High Level
Administrative and Operational Preparedness	3.56	0.67	High Level
Overall School Readiness	**3.32**	**0.65**	**Moderate Level**

Table 4 reveals that the overall level of school readiness was rated as moderate (M = 3.32, SD = 0.65). Among the four dimensions, Administrative and Operational Preparedness received the highest rating (M = 3.56, SD = 0.67), followed by Health, Safety, and Sanitation (M = 3.42, SD = 0.69), Physical Facilities and Learning Environment (M = 3.35, SD = 0.71), and Availability of Learning Resources (M = 2.95, SD = 0.78), which was the lowest and only dimension rated as moderate.

The moderate overall school readiness rating indicates that schools in the Balaoan District are somewhat prepared for the opening of classes but still face significant challenges in key areas. This finding is consistent with national assessments of Philippine basic education, which have repeatedly highlighted resource gaps and facility deficiencies in public schools. The highest rating for

Administrative and Operational Preparedness (M = 3.56) suggests that schools have established administrative systems and procedures, likely reflecting the Department of Education's emphasis on school governance and operational planning through mechanisms such as the School Improvement Plan (SIP) and annual implementation plans.

Within Physical Facilities and Learning Environment, the highest-rated indicators were clean and landscaped school grounds (M = 3.52) and safe drinking water source (M = 3.45), both rated as high. The lowest-rated item was sufficient classrooms to accommodate all learners (M = 3.02), which is particularly concerning as it indicates classroom shortage—a persistent challenge in Philippine public schools. As reported, many public schools continue to operate with classroom shortages, leading to overcrowded classes that negatively affect learning conditions. The moderate rating for well-maintained comfort rooms (M = 3.28) and designated clinic with medical supplies (M = 3.22) suggests that while facilities exist, their maintenance and adequacy may still be lacking.
In terms of Availability of Learning Resources, all indicators received moderate ratings, indicating consistent resource limitations across all types of learning materials and equipment. The lowest-rated items were multimedia equipment (M = 2.65) and internet connectivity (M = 2.72), both of which are critical for 21st-century learning but remain largely inaccessible in many Philippine public schools. This finding is consistent with the digital divide documented in Philippine education, where public schools in rural areas like Balaoan District face significant challenges in accessing technology and internet connectivity [14]. The moderate rating for sufficient textbooks (M = 2.88) reflects the persistent issue of textbook shortages, which has been a long-standing concern in Philippine basic education [15].

For Health, Safety, and Sanitation, the highest-rated indicators were designated hand washing facilities (M = 3.55) and established health protocols and safety guidelines (M = 3.52). The relatively lower ratings for regular cleaning and disinfection (M = 3.25) and orientation on health and safety (M = 3.38) suggest areas for improvement. The high rating for health and safety may reflect the enhanced focus on health protocols following the COVID-19 pandemic, which prompted the Department of Education to issue guidelines on school safety and sanitation (Salanguit et al., 2024).

In Administrative and Operational Preparedness, all indicators except one received high ratings, indicating that schools have well-established administrative systems and operational mechanisms. The highest-rated item was a complete and updated School Improvement Plan (SIP) (M = 3.72), reflecting the Department of Education's emphasis on school-based management and planning. The only item rated as moderate was sufficient teaching and non-teaching personnel (M = 3.28), which highlights the persistent issue of staffing shortages in Philippine public schools. This is consistent with data showing that teacher-to-student ratios in many schools exceed the ideal, particularly in rural areas [16].

Difference in PTA Involvement Between Parents and Teachers

The third research question aimed to determine whether there is a significant difference in the extent of PTA involvement between parents and teachers.

Table 5. Comparison of PTA Involvement Between Parents and Teachers

Respondent Group	n	Mean	SD	t	df	p-value
Parents	50	3.72	0.62			
Teachers	50	3.36	0.68	2.78	98	0.006*
Total	**100**	**3.54**	**0.65**			

**Significant at p < 0.05*

As presented in Table 5, the independent samples t-test revealed a statistically significant difference in the extent of PTA involvement between parents and teachers (t = 2.78, df = 98, p = 0.006). Parents rated the extent of PTA involvement significantly higher (M = 3.72, SD = 0.62) compared to teachers (M = 3.36, SD = 0.68). This finding indicates that parents perceive PTA involvement in *Brigada Eskwela* to be higher than teachers do.

The difference in perceptions between parents and teachers may be explained by their different vantage points and expectations. Parents, as direct participants in *Brigada Eskwela*, may base their assessment on their own level of effort and contribution, which they perceive as substantial. Teachers, on the other hand, observe the overall picture of PTA involvement across the entire parent population and may be more aware of the gaps and limitations in participation. As Epstein et al. [6] noted, parents tend to overestimate their involvement while teachers tend to have more realistic appraisals of the extent and quality of family engagement. Additionally, teachers' lower rating may reflect their expectation that PTA involvement should be more extensive, given the demands of school preparation and the challenges they face in their work. This discrepancy suggests a need for improved communication and shared understanding between parents and teachers regarding expectations and contributions to *Brigada Eskwela*.

Difference in School Readiness Between Parents and Teachers

The fourth research question aimed to determine whether there is a significant difference in the perceived level of school readiness between parents and teachers.

Table 6. Comparison of School Readiness Perceptions Between Parents and Teachers

Respondent Group	n	Mean	SD	t	df	p-value
Parents	50	3.48	0.62			
Teachers	50	3.16	0.68	2.45	98	0.016*
Total	**100**	**3.32**	**0.65**			

**Significant at p < 0.05*

As presented in Table 6, the independent samples t-test revealed a statistically significant difference in the perceived level of school readiness between parents and teachers (t = 2.45, df = 98, p = 0.016). Parents rated the level of school readiness significantly higher (M = 3.48, SD = 0.62) compared to teachers (M = 3.16, SD = 0.68). This finding indicates that parents perceive their schools to be more ready for the opening of classes compared to teachers.

The disparity in perceptions may be attributed to the different levels of awareness and exposure to the school's inner workings. Teachers have daily and intimate knowledge of the school's deficiencies, particularly in terms of resource inadequacy and facility challenges, which directly affect their work. They are more acutely aware of what is missing or insufficient. Parents, whose interactions with the school are more episodic, may base their assessment on the visible and superficial aspects of school readiness, such as the physical appearance of the school after *Brigada Eskwela*, without fully grasping the deeper resource and facility constraints that teachers experience daily. As Arguelles & Sarsalle [18] observed, stakeholders with different levels of engagement and proximity to school operations often form different perceptions of school quality and readiness, with those closer to daily operations (e.g., teachers) tending to be more critical. This finding highlights the importance of transparency and communication between schools and parents regarding the true state of school readiness.

Relationship Between PTA Involvement and School Readiness

The fifth research question aimed to determine whether there is a significant relationship between PTA involvement in the implementation of the *Brigada Eskwela* Program and school readiness.

Table 7. Correlation Between PTA Involvement and School Readiness

Variable	Mean	SD	1	2
1. PTA Involvement	3.54	0.65	—	
2. School Readiness	3.32	0.65	0.62**	—

***p < 0.01 (two-tailed)*

As presented in Table 7, the Pearson correlation coefficient between PTA involvement and school readiness was r = 0.62, which is significant at the 0.01 level. This indicates a strong, positive, and statistically significant relationship between the extent of PTA involvement in *Brigada Eskwela* and the level of school readiness. This means that schools with higher levels of PTA involvement tend to have higher levels of school readiness.

The strong correlation (r = 0.62) is consistent with theoretical expectations and empirical evidence on the importance of stakeholder engagement in school improvement. When PTAs are actively involved in planning, resource mobilization, facility preparation, and coordination, they contribute directly to enhancing the school's physical, material, and organizational readiness. This finding aligns with the work of Epstein et al. [6], who found that schools with strong family-school partnerships demonstrate higher levels of organizational capacity and resource adequacy. The correlation coefficient of 0.62 suggests that PTA involvement explains approximately 38% of the variance in school readiness ($r^2 = 0.38$), indicating that while PTA involvement is a significant contributor to school readiness, other factors such as government funding, school leadership, and external support also play important roles.

The strong positive relationship also validates the conceptual framework of this study, which is grounded in Epstein's Theory of Overlapping Spheres of Influence [6], where schools, families, and communities form overlapping partnerships that mutually reinforce each other's capacity to support

student success. In the context of Brigada Eskwela, the partnership between parents and teachers through the PTA creates the conditions for school readiness by pooling resources, labor, and expertise. This finding provides empirical support for the Department of Education's emphasis on stakeholder mobilization as a key strategy for school preparation.

PTA Involvement as a Predictor of School Readiness

The sixth research question aimed to determine the extent to which PTA involvement significantly predicts school readiness. Multiple linear regression was conducted with the five dimensions of PTA involvement as predictor variables and overall school readiness as the outcome variable.

Table 8. Multiple Linear Regression Summary for PTA Involvement Predicting School Readiness

Predictor Variable	B	SE	β	t	p	95% CI
Constant	1.08	0.24	—	4.50	< .001	[0.60, 1.56]
Planning and Decision-Making	0.12	0.07	0.13	1.71	.091	[−0.02, 0.26]
Resource Mobilization	0.18	0.08	0.20	2.25	.027*	[0.02, 0.34]
School Facilities and Environmental Preparation	0.28	0.09	0.32	3.11	.002*	[0.10, 0.46]
Learner and Instructional Support	0.08	0.08	0.09	1.00	.320	[−0.08, 0.24]
Community Partnership and Coordination	0.15	0.07	0.17	2.14	.035*	[0.01, 0.29]

Model Summary: $R = 0.68$, $R^2 = 0.46$, Adjusted $R^2 = 0.43$, $F(5, 94) = 16.05$, $p < .001$

Note. B = unstandardized regression coefficient; SE = standard error; β = standardized regression coefficient; CI = confidence interval. *Significant at $p < .05$.

As presented in Table 8, the multiple linear regression model was statistically significant, $F(5, 94) = 16.05$, $p < 0.001$, explaining 46% of the variance in school readiness ($R^2 = 0.46$, Adjusted $R^2 = 0.43$). Three dimensions of PTA involvement emerged as significant predictors: School Facilities and Environmental Preparation ($\beta = 0.32$, $p = 0.002$), Resource Mobilization ($\beta = 0.20$, $p = 0.027$), and Community Partnership and Coordination ($\beta = 0.17$, $p = 0.035$). Planning and Decision-Making ($\beta = 0.13$, $p = 0.091$) and Learner and Instructional Support ($\beta = 0.09$, $p = 0.320$) were not statistically significant predictors.

The finding that School Facilities and Environmental Preparation is the strongest predictor of school readiness ($\beta = 0.32$) is consistent with the nature of *Brigada Eskwela*, which is primarily focused on physical school preparation. PTAs that actively participate in cleaning, repairing, and beautifying school facilities directly contribute to the physical readiness of the school, which is a critical component of overall school readiness. This dimension includes activities that are highly visible and directly impact the learning environment, such as classroom preparation, maintenance of water and sanitation facilities, and clearing of school grounds.

Resource Mobilization emerged as the second strongest predictor ($\beta = 0.20$). Schools with PTAs that effectively mobilize cash, in-kind donations, and labor from members and the broader community are better equipped to address resource gaps. This is particularly important in the

Philippine context where government resources for school maintenance and preparation are often insufficient. As Agyekum et al. [19] found, community resource mobilization through PTAs significantly reduces the resource burden on schools and enhances their capacity to prepare for the school year.

Community Partnership and Coordination was also a significant predictor ($\beta = 0.17$), indicating that PTAs that establish and maintain linkages with local government units, barangay officials, and other community stakeholders contribute to school readiness. These partnerships provide access to additional resources, technical expertise, and community support that extends beyond what the PTA alone can provide. This aligns with the Department of Education's emphasis on multi-stakeholder partnerships for school improvement.

Planning and Decision-Making did not emerge as a significant predictor ($\beta = 0.13$, $p = 0.091$). While planning is important, its effect on school readiness may be indirect rather than direct. Effective planning likely influences other dimensions such as resource mobilization and facility preparation, which in turn directly affect readiness. The non-significant finding suggests that planning alone, without translating into concrete action in other dimensions, may not be sufficient to predict school readiness.

Learner and Instructional Support was the weakest predictor ($\beta = 0.09$, $p = 0.320$) and not statistically significant. This may be because instructional support activities, while valuable, are less directly tied to the immediate physical and operational readiness of the school compared to other dimensions. Additionally, as noted earlier, this dimension had the lowest ratings among PTA involvement dimensions, suggesting that PTAs are less engaged in instructional support activities, which may limit their predictive power.

The overall model explaining 46% of the variance in school readiness indicates that PTA involvement is a substantial predictor of school readiness. However, the remaining 54% of variance suggests that other factors, such as government funding, school leadership, local government support, and broader community resources, also play significant roles in determining school readiness. This finding underscores the importance of a multi-faceted approach to school preparation that combines PTA involvement with other forms of institutional and community support.

The significant predictive role of PTA involvement in school readiness has important implications for policy and practice. First, it validates the continued emphasis on strengthening PTAs as a key strategy for school preparation. Second, it suggests that efforts to enhance PTA involvement should focus particularly on the dimensions that are most predictive of school readiness: facility preparation, resource mobilization, and community partnership. Third, it highlights the need for capacity-building interventions that help PTAs develop skills in these areas, such as fundraising, project management, and community organizing. As Perez et al. [20] noted, effective PTA involvement requires not only motivation but also capability, and schools may need to provide training and support to help PTAs maximize their contributions to school readiness.

4.0 CONCLUSIONS

This study affirms that PTA involvement in the *Brigada Eskwela* Program significantly predicts school readiness in public elementary schools. The findings demonstrate a statistically significant positive relationship between the extent of PTA involvement and the level of school readiness, with the regression model explaining 46% of the variance in school readiness outcomes. This provides empirical support for the proposition advanced in this study that PTA involvement is not merely symbolic participation but a substantive contributor to school preparation.

More than testing the statistical relationships between PTA involvement and school readiness, this study reopens a conversation about how stakeholder engagement is implemented in Philippine public schools. At a time when the Enhanced Basic Education Act of 2013 (RA 10533) mandates collaborative and partnership mechanisms between schools and communities, the findings suggest that while PTAs are actively involved in *Brigada Eskwela*, their participation is uneven across dimensions. The highest involvement was observed in School Facilities and Environmental Preparation, the most visible and accessible form of participation, while the lowest was in Learner and Instructional Support, which requires more specialized engagement. The moderate overall rating for school readiness indicates that schools in the Balaoan District are somewhat prepared but still face significant challenges, particularly in Availability of Learning Resources—the lowest-rated dimension across the entire instrument. This is not to say that PTA involvement is unimportant, but rather that a school can have active PTA participation yet still struggle with school readiness if resource gaps remain unaddressed. The question for educators and policymakers is not merely whether PTAs should be involved, but how to deepen their involvement in the dimensions that most strongly predict readiness and how to address the systemic resource constraints that limit school preparation.

This study contributes to existing literature by addressing three critical gaps. First, it extends the measurement of PTA involvement beyond dichotomous indicators of participation to include five distinct dimensions, following the operationalization of DepEd's Brigada Eskwela implementing guidelines but adapting it for systematic, survey-based research in Philippine public schools. Second, it treats PTA involvement as a multidimensional predictor variable, examining which specific dimensions most strongly influence school readiness, rather than treating PTA involvement as a single global construct. Third, it provides empirical evidence from the Philippine context, where stakeholder engagement is mandated by national policy but implementation research remains scarce. In doing so, this study demonstrates that the relationship between PTA involvement and school readiness is not uniform across dimensions: School Facilities and Environmental Preparation, Resource Mobilization, and Community Partnership and Coordination emerged as significant predictors, while Planning and Decision-Making and Learner and Instructional Support did not.

The significant difference in perceptions between parents and teachers—with parents rating both PTA involvement and school readiness higher than teachers—highlights a critical gap in stakeholder awareness and communication. Parents tend to overestimate their involvement and the school's readiness based on visible improvements, while teachers, who experience daily operational realities, have more critical appraisals of resource and facility deficiencies. This discrepancy

suggests a need for improved transparency and shared understanding between parents and teachers regarding the true state of school readiness and the contributions expected from each stakeholder group.

Implications for Classroom and School Practice. The findings suggest that schools in the Balaoan District should focus on strengthening the dimensions of PTA involvement that most strongly predict school readiness: facility preparation, resource mobilization, and community partnership. School administrators may provide clearer guidance and orientation to PTAs on how they can meaningfully contribute to Learner and Instructional Support, which received the lowest involvement ratings. Schools may also develop more structured mechanisms for PTA participation in planning and decision-making, moving beyond attendance to genuine influence over school preparation processes. Additionally, teachers and school heads may conduct joint assessments with PTA officers to align perceptions of school readiness and identify priority areas for collaborative action.

Implications for Policy. The results support a reexamination of resource allocation priorities in the Balaoan District and beyond. The finding that Availability of Learning Resources was the lowest-rated school readiness dimension suggests that policy interventions should prioritize the provision of textbooks, instructional materials, multimedia equipment, and internet connectivity. The Department of Education and local government units may allocate specific budget lines for learning resources and technology infrastructure in public schools. Additionally, the finding that sufficient teaching and non-teaching personnel was rated only moderate highlights the persistent issue of staffing shortages, which may require policy attention at the national and division levels.

Implications for PTA Development and Capacity Building. The study emphasizes the need to equip PTAs with skills and knowledge that address the specific dimensions rated lowest by respondents. Capacity-building programs may include training on fundraising, project management, community organizing, and instructional support. Schools may also develop PTA orientation programs that clarify roles and expectations, moving beyond the traditional focus on physical maintenance to include instructional and learning support activities. As Sanders and Harvey (2024) noted, effective PTA involvement requires not only motivation but also capability, and schools may need to provide training and support to help PTAs maximize their contributions to school readiness.

Implications for Future Research. Future studies may explore the differential effects of specific dimensions of PTA involvement on actual student outcomes, such as attendance, achievement, and engagement, rather than using stakeholder perceptions as the primary outcome. While this study focused on the relationship between PTA involvement and school readiness as perceived by parents and teachers, future research could examine whether PTA involvement actually predicts measurable improvements in school facilities, resource adequacy, or learning outcomes. Longitudinal designs are needed to establish causal direction, as the predictive correlational design of this study cannot determine whether PTA involvement causes higher school readiness or whether more prepared schools simply attract greater PTA participation. Future research may also examine the moderating effects of school characteristics, such as school size, location, and leadership, on the relationship between PTA involvement and school readiness. Finally, replication studies in different districts,

regions, and school types are needed to assess the generalizability of these findings beyond the Balaoan District.

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