

The Impact of Brigada Eskwela on School Infrastructure Development

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Abstract. This study determined the extent of Brigada Eskwela implementation and its impact on school infrastructure in Compostela West District, Davao de Oro Schools Division. Using a descriptive-correlational research design, it assessed five domains of Brigada Eskwela: volunteer participation, infrastructure improvement, resource mobilization, community engagement, and sustainability. The study also evaluated four dimensions of infrastructure development: classroom adequacy, facilities and equipment, sanitation and hygiene, and accessibility. Data from 145 respondents were analyzed using Pearson correlation and multiple linear regression. Findings showed that Brigada Eskwela was widely implemented, particularly in volunteer participation and community engagement. School infrastructure development was rated as comprehensive, with sanitation facilities receiving the highest ratings. A significant positive relationship was found between the implementation of Brigada Eskwela and infrastructure development ($r = 0.825$, $p < 0.001$). Regression analysis revealed that infrastructure improvement, sustainability, and resource mobilization had a significant influence on outcomes, whereas volunteer participation and community engagement did not have a significant predictive effect. The study concludes that effective implementation of Brigada Eskwela enhances physical learning environments. Recommendations were made to sustain successful practices.

KEY WORDS

1. Brigada eskwela 2. school infrastructure development 3. volunteer participation

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1. Introduction

The implementation of Brigada Eskwela mirrors community-driven initiatives globally that prioritize enhancing educational infrastructure and fostering active community engagement in the education process. Many countries around the world grapple with challenges such as limited resources, inadequate infrastructure, and disparities in access to quality education. These common obstacles have led to the development of grassroots initiatives, much like Brigada Eskwela, which empower local com-

munities to take collective responsibility for the improvement of schools. This model addresses immediate infrastructural needs and promotes a sense of shared purpose and social value, strengthening the connection between schools, families, and communities in the collective effort to support student success. For instance, in Latin America and some countries, community-led efforts involve parents, teachers, students, and local volunteers coming together to renovate schools, build classrooms, and provide es-

sential resources. These initiatives often emphasize the importance of community ownership, collaboration, and collective action in addressing educational challenges (Mullen and Fallen, 2022). Additionally, in order to maximize impact and sustainability, international initiatives, such as Brigada Eskwela, place a high priority on the participation of stakeholders from a variety of backgrounds, including businesses, civil society organizations, non-profit organizations, and government agencies. Additionally, the successful implementation of these initiatives relies on effective coordination, resource mobilization, and capacity-building efforts, mirroring the principles underlying Brigada Eskwela. By drawing parallels with international scenarios, Brigada Eskwela's implementation can benefit from shared experiences, best practices, and innovative approaches to address common challenges and enhance its effectiveness as a catalyst for positive change in education (Steele, 2022). Additionally, there are concerns about the sustainability of Brigada Eskwela's efforts beyond the designated period leading up to the school opening. Without adequate mechanisms for ongoing maintenance, monitoring, and support, infrastructure improvements achieved through Brigada Eskwela may deteriorate over time, undermining the program's long-term impact on school development (Kaumba et al., 2021). Brigada Eskwela, a nationwide initiative in the Philippines to prepare public schools for class openings, faces several pressing issues that challenge its effectiveness and sustainability. One prominent issue is the uneven distribution of resources and participation across different schools and communities. While some schools benefit from strong community support and ample resources, others need help mobilizing volunteers and securing necessary materials for infrastructure improvement projects (Castillo, 2020). Moreover, there is a need to address logistical challenges and bureaucratic hurdles that impede the smooth implementation of

Brigada Eskwela activities, such as bureaucratic red tape, inadequate coordination between stakeholders, and delays in resource allocation. Addressing these pressing issues requires a comprehensive approach that involves fostering equitable participation, enhancing community engagement, promoting sustainability measures, and streamlining administrative processes. By tackling these challenges head-on, stakeholders can work towards realizing the full potential of Brigada Eskwela as a transformative force for improving public education in the Philippines (Kiral and Gidis, 2019). The implementation of Brigada Eskwela in the Philippines is sustained through various mechanisms and strategies to promote community engagement, resource mobilization, and institutional support. One key aspect of sustainability is the institutionalization of Brigada Eskwela within the education system, with clear policies, guidelines, and mechanisms to ensure its continuity and effectiveness. The Department of Education (DepEd) is central in coordinating and overseeing Brigada Eskwela activities nationwide, providing technical assistance, capacity-building support, and monitoring mechanisms to ensure adherence to standards and best practices (Castillo, 2020). Community participation and ownership are essential for sustaining Brigada Eskwela initiatives. DepEd encourages active involvement from parents, teachers, students, local government units, businesses, and other stakeholders in planning, implementing, and monitoring Brigada Eskwela activities. Through partnerships and collaboration with community organizations, NGOs, and private sector entities, schools can access additional resources, expertise, and support to enhance the impact and sustainability of their Brigada Eskwela projects. Brigada Eskwela is sustained through advocacy and public awareness campaigns that promote its importance and encourage participation. To spread the word about Brigada Eskwela and rally public support, DepEd and other stakeholders use a variety of

communication platforms, such as social media, traditional media, and community outreach initiatives. These efforts help instill a sense of ownership, pride, and responsibility among stakeholders, fostering a culture of volunteerism and collective action supporting education (Cabardo, 2019). The integration of Brigada Eskwela principles and practices into school planning and management processes holds significant social value and relevance as it fosters a culture of shared responsibility and community involvement in education. By embedding Brigada Eskwela activities into annual school improvement plans and budgets, schools ensure the continuity of collaborative efforts to enhance infrastructure and learning environments. This approach sustains the program's impact and strengthens partnerships among parents, teachers, students, and local stakeholders, promoting inclusivity and civic engagement. Ultimately, the sustained improvement of educational facilities contributes to the broader goal of providing equitable access to quality education, thereby addressing societal needs and supporting the holistic development of Filipino learners.

1.1. Theoretical/Conceptual Framework of the Study —The Social Capital Theory is the basis for this study. It says that social networks, norms, and trust in the community can help people work together and get resources for common goals. In the context of Brigada Eskwela, this theory could help explain how the program leverages social capital within communities to mobilize volunteers, resources, and support for improving school infrastructure. Another possible theoretical lens could be Community Development Theory, which focuses on strategies for promoting community empowerment, participation, and capacity-building. This theory could inform the study by highlighting the role of Brigada Eskwela in fostering community engagement and ownership in school infrastructure development. Additionally, the study could be informed by Organizational Change

and Implementation Science theories, which explore factors influencing the successful implementation of programs and initiatives within organizational settings. These theories could help identify critical determinants of effective Brigada Eskwela implementation. Firstly, Social Capital Theory becomes particularly relevant in this setting due to the close-knit nature of many communities in the district. Social networks and trust among community members can be crucial in mobilizing resources and volunteers for Brigada Eskwela activities. Given the district's rural character, where community ties often run deep, understanding how social capital influences participation in Brigada Eskwela can provide valuable insights into the program's effectiveness in improving school infrastructure (Davis et al., 2023). Community Development Theory is significant in a district like Compostela West, where community empowerment and participation are essential for sustainable development initiatives. By examining how Brigada Eskwela fosters community engagement and capacity-building within the district, researchers can assess the program's potential to empower local stakeholders in driving positive changes in school infrastructure. Furthermore, considering the specific challenges and opportunities present in Davao de Oro, theories of Organizational Change and Implementation Science can shed light on the factors influencing the successful implementation of Brigada Eskwela initiatives. Understanding how local educational institutions, government agencies, and community organizations collaborate and coordinate efforts to support Brigada Eskwela can provide valuable insights into strategies for enhancing the program's impact on school infrastructure development in the district. In summary, by grounding the study within a theoretical framework that considers the unique social, economic, and institutional dynamics of Compostela West District in Davao de Oro, researchers can effectively analyze Brigada Eskwela's impact on

school infrastructure development and generate contextually relevant findings to inform future policy and practice in the region. Impact on school infrastructure outcomes (Jurus, 2022). In the context of Compostela West District in Davao de Oro, the theoretical framework for studying the impact of Brigada Eskwela on school infrastructure development could be enriched by considering several factors specific to the local context. Figure 1 below presents the study's conceptual framework. This framework explores the independent variable Brigada Eskwela implementation regarding volunteer participation, infrastructure improvement, resource mobilization, community engagement, and sustainability of efforts. The dependent variable is school infrastructure development, which encompasses classroom adequacy, facilities and equipment, sanitation and hygiene facilities, and accessibility and safety. The two variables in the study, "Brigada Eskwela participation" and "school infrastructure development," are intricately associated through a series of interrelated mechanisms. Brigada Eskwela is a statewide program that aims to get people in the community to work together to enhance school facilities. It is the independent variable that affects

the dependent variable of school infrastructure development. Participation in Brigada Eskwela activities, such as cleaning, repairing, and beautifying school facilities, directly contributes to tangible improvements in infrastructure, including the renovation of classrooms, installation of new facilities, and enhancement of school grounds. Moreover, the level and extent of participation in Brigada Eskwela activities often correlate with the degree of infrastructure development achieved. Communities with high levels of engagement and active involvement in Brigada Eskwela initiatives tend to witness more substantial improvements in school infrastructure than those with lower participation levels. Additionally, factors such as community cohesion, leadership support, and resource mobilization, which influence Brigada Eskwela's participation, also significantly shape the pace and extent of school infrastructure development. Therefore, the association between Brigada Eskwela participation and school infrastructure development is multifaceted, characterized by a dynamic interplay of community engagement, resource allocation, and the implementation of infrastructure improvement initiatives.

2. Methodology

This chapter contains the processes and steps for conducting the study. These include selecting the study's design, respondents, sampling method, the research instruments to be used in data gathering, the procedure, ethical considerations, and data analysis. These steps ensure appropriateness and correctness and produce sound data collection, analysis, and interpretation.

2.1. Research Design—The study employed a non-experimental, descriptive-correlational research design. As described by Creswell (2014), this design investigates the extent to which two or more variables are related without manipulating any of them. Instead, it focuses on measuring and analyzing their existing relationship. Furthermore, the descriptive-

correlational research design describes and explains the relationship between variables. Its primary objective is to identify connections between variables that can be applied to predict future events. Typically employed in exploratory studies or when researchers aim to establish a relationship between variables, the descriptive-correlational research design is valuable for its

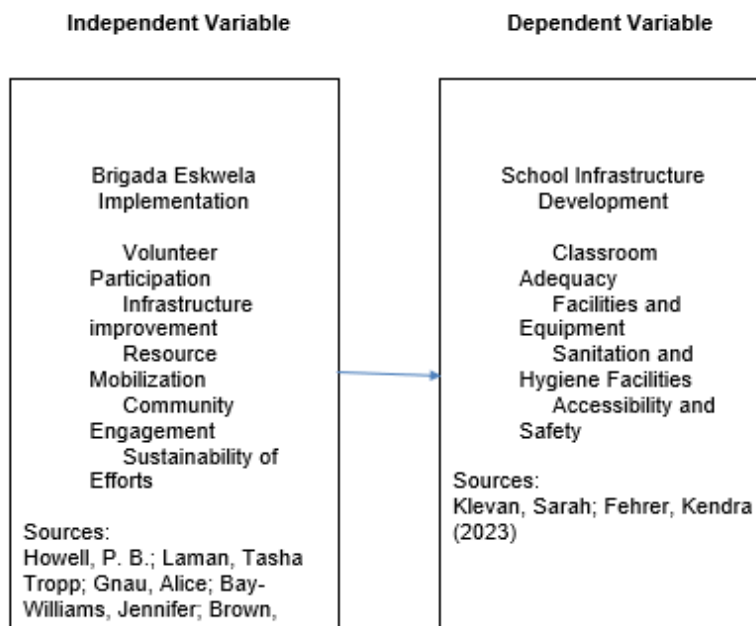


Fig. 1. Theoretical/Conceptual Framework

ability to shed light on the associations among variables without experimental manipulation. A non-experimental, descriptive-correlational research design is highly applicable to the study examining Brigada Eskwela's impact on school infrastructure development. This design allows for systematically investigating relationships between variables without manipulating them. It is suitable for studying naturally occurring phenomena such as community-driven initiatives like Brigada Eskwela and their effects on school infrastructure. In this study, researchers can collect data on Brigada Eskwela participation rates (independent variable) and various indicators of school infrastructure development (dependent variable), such as the number of repaired classrooms, installation of new facilities, or improvements in sanitation facilities. Through descriptive statistics, researchers can summarize and describe the characteristics of Brigada Eskwela participation and school infrastructure development within the study area, providing a comprehensive overview of the phenomenon under investigation. Moreover, correlational analy-

sis can be employed to explore the strength and direction of the relationship between Brigada Eskwela participation and school infrastructure development, helping to identify potential associations and patterns. By utilizing a non-experimental, descriptive-correlational research design, this study can offer valuable insights into the real-world impact of community-led initiatives like Brigada Eskwela on improving school infrastructure, thereby informing policy and practice in education and community development.

2.2. Ethical Consideration—The ethical consideration section of this study will address the key principles that ensure the protection and well-being of the teacher-respondents involved. This includes adhering to confidentiality, informed consent, and the voluntary nature of participation, ensuring that the research is conducted with integrity and respect for the rights of all respondents. Social Value The social value of this study lies in its potential to strengthen community involvement in education through initiatives like Brigada Eskwela. The

study highlights the importance of collective action in addressing educational challenges by examining how such programs foster collaboration between schools, families, and local stakeholders. It underscores the role of community-driven efforts in creating sustainable solutions for resource limitations, improving school infrastructure, and enhancing access to quality education. Ultimately, this study emphasizes the transformative power of community engagement, which supports the immediate needs of schools and cultivates long-term social cohesion and shared responsibility for student development. Informed Consent and Assent

The study's informed consent and assent procedures were carefully designed to ensure they are culturally appropriate and aligned with ethical standards. The informed consent form was written in a language that the respondents could easily understand, avoiding technical jargon and ensuring clarity about the study's purpose, procedures, and potential benefits. It outlined the voluntary nature of participation, emphasized the right to withdraw at any point without any repercussions, and guaranteed the confidentiality and anonymity of the respondents' data. These steps were crucial in ensuring that respondents felt respected and empowered to make an informed decision about their involvement. To further ensure cultural appropriateness, the consent and assent process considered the local context and norms of the respondents, particularly the teachers in the Compostela West District. The procedure included an in-person or online orientation session, where respondents were allowed to ask questions and clarify any concerns before signing the consent form. This approach ensured that respondents were fully aware of their rights and responsibilities in the study. Aligning the process with ethical guidelines and respecting cultural sensitivities, the informed consent and assent procedures successfully upheld the research's integrity and its respondents' dignity. Vulnerability of Re-

search Respondents As the study involves teachers, a group that may feel pressure to provide responses that align with institutional expectations, there is a risk of social desirability bias. Additionally, since teachers' perceptions and experiences are being explored, there may be a concern about the confidentiality of their opinions or the potential for misinterpretation of their responses. To address these vulnerabilities, the study will prioritize anonymity, ensure the confidentiality of all data, and clearly communicate that participation is voluntary and will not affect their employment or professional standing in any way. Privacy and Confidentiality In this study, privacy and confidentiality are prioritized to protect the personal and professional information of the teacher respondents. All data collected will be kept anonymous, with identifying information excluded from the analysis and reporting. Teachers' responses will be stored securely and only accessible to the research team. Any published findings will be presented in aggregate form, ensuring that individual responses cannot be traced back to specific participants. Additionally, teachers will be informed of their right to confidentiality, and consent will be obtained for data usage solely for the purposes of the study. This approach ensures that the study respects respondents' rights while maintaining the integrity of the research.

Risk, Benefits and Safety In this study, there are no anticipated risks or probable harms to the human respondents involved. The research design and methodologies have been carefully planned to prioritize all respondents' safety, well-being, and comfort of all respondents. The data collection process primarily involves surveys or interviews that focus on professional and educational topics, ensuring that no sensitive or personal issues are explored that could cause discomfort or distress to the respondents. Furthermore, the study adheres to strict ethical standards, including obtaining informed consent, ensuring voluntary participation, and guar-

anteeing the confidentiality and anonymity of all responses. To further mitigate any potential concerns, respondents were thoroughly oriented on the purpose and significance of the study before their involvement. This transparency ensured that they understood the nature of their participation and felt no coercion or pressure to contribute. The study strictly complies with research ethics guidelines, ensuring that the respondents' rights and dignity are upheld throughout the process. As such, the study poses no physical, emotional, or psychological risks, making it a safe and ethical endeavor for all respondents. **Justice** The principle of justice in this study ensures that all teacher respondents are treated fairly and equitably, with no group being unfairly burdened or excluded. The study aims to give all teachers, regardless of their background or teaching context, an equal opportunity to participate and contribute to the research. It will focus on ensuring that the findings benefit the educational community as a whole, rather than a specific group or individual. By involving a diverse range of teachers, the study seeks to reflect the varied perspectives within the teaching profession, ensuring that the conclusions drawn are representative and inclusive of all involved.

Transparency The transparency of this study is ensured by providing teachers with clear, accurate, and accessible information about the research process. Before participation, teachers will be informed about the study's objectives, the procedures involved, and how their data will be used. Consent forms will explicitly outline their rights, including the voluntary nature of participation and the assurance of confidentiality. Throughout the study, teachers will be kept informed of any updates or changes, fostering openness and trust. By maintaining transparency, the study upholds ethical standards, ensuring that respondents fully understand their role and the impact of their participation. **Qualification of the Researcher** The researcher con-

ducting this study is qualified through their academic background and professional experience in educational research and teaching. With a solid understanding of research methodologies and ethical standards, the researcher is equipped to design, implement, and analyze the study in a way that ensures the reliability and validity of the findings. Additionally, the researcher has experience working with teachers and educational institutions, ensuring an informed and respectful approach when engaging with respondents. This expertise, combined with a commitment to upholding ethical standards, enables the researcher to conduct the study with sensitivity, professionalism, and integrity.

Conflict of Interest The study includes a clear disclosure of conflict of interest to ensure transparency and maintain the integrity of the research process. The researcher affirms that there are no personal, financial, or professional conflicts of interest that could influence the study's design, data collection, analysis, or reporting. This disclosure guarantees that the research is conducted objectively and that the results are presented without any undue bias or external influence. By explicitly addressing the absence of conflicts of interest, the study reinforces its commitment to ethical standards and reliable outcomes. Additionally, any potential perceptions of bias were proactively mitigated by adhering to established ethical guidelines, such as ensuring the voluntary participation of respondents and maintaining the confidentiality and anonymity of their responses. The researcher has no affiliations or relationships with organizations or individuals that could compromise the study's impartiality. By openly disclosing the absence of any conflict of interest, the study demonstrates its dedication to upholding transparency and fostering trust among respondents and stakeholders. **Adequacy of Facilities** The study ensures the adequacy of facilities to support its successful implementation and maintain the comfort and convenience of the respondents.

The data collection process was conducted in environments conducive to learning and professional interaction, such as classrooms, meeting halls, or online platforms equipped with the necessary technological tools. These settings were carefully selected to ensure that respondents could focus on providing thoughtful and meaningful responses without distractions or discomfort. Stable internet connectivity and user-friendly platforms were prioritized for online interactions to facilitate smooth communication and data gathering. Furthermore, the researcher made provisions to address any potential logistical concerns, such as accessibility to facilities for respondents in remote areas or those with limited resources. Adequate measures were taken to ensure the availability of printed materials, digital tools, and spaces for face-to-face or virtual orientations. By providing well-prepared and accessible facilities, the study guaranteed that respondents could engage fully in the research process, contributing to the reliability and validity of the data collected. This focus on the adequacy of facilities reflects the study's commitment to maintaining high standards of professionalism and ethical responsibility. Community Involvement

Community involvement in this study is fostered through the active participation of teachers as key stakeholders in the educational process. By engaging teachers in the research, the study promotes a sense of shared responsibility for improving educational practices and policies. Teachers, as the primary respondents, contribute valuable insights that reflect the needs and challenges within the educational community. This involvement not only enhances the relevance and impact of the study but also strengthens the connection between schools and their surrounding communities, encouraging collaboration to address common educational goals and improve student outcomes.

2.3. Research Respondents—The study's respondents were public school teachers from

the Compostela West District in Davao de Oro. The sample size was determined using Slovin's formula, which ensures an adequate and representative sample from a population of 200 teachers. With a margin of error set at 5%, the computed sample size was 145 teachers. The respondents were selected randomly from various schools within the district to ensure equal representation. Once identified, the selected teachers were informed about their participation through online platforms or face-to-face interactions, depending on the availability of Wi-Fi connections. They were also oriented regarding the study's purpose, significance, and its potential contribution to their professional development, emphasizing the importance of their input in achieving the research objectives. The inclusion criteria for selecting the sample respondents in the study were carefully defined to ensure the participation of individuals most relevant to the research objectives. First, only public-school teachers employed within the Compostela West District in Davao de Oro were eligible. This criterion ensured that the respondents had direct experience and insights into the district's teaching environment and challenges. Furthermore, the teachers needed to actively teach during the school year when the study was conducted to provide timely and relevant data. This inclusion criterion excluded those on extended leave or had administrative roles without classroom teaching responsibilities. Additionally, the study considered the availability and accessibility of respondents for participation. Teachers who could be contacted through online platforms or face-to-face methods were prioritized, ensuring a smooth communication process for data collection. This approach took into account the availability of Wi-Fi or other communication infrastructure in the area. Moreover, respondents were required to express willingness to participate in the study after being informed about its purpose and significance. Ensuring informed consent was critical to uphold ethical research standards and to

guarantee that respondents were motivated to provide meaningful contributions to the study.

2.4. Research Instrument—In this research study, the researcher employed an adapted instrument derived from a comprehensive review of literature and related studies. A dedicated effort was made to collect and scrutinize literature to extract concepts that informed the content and offered support for the instrument and its associated strands. This meticulous process articulated a set of question items, addressing potential threats to the study’s validity. As the authors argued, items were adapted from the reviewed literature. The survey questionnaire had two parts: determining the extent of Brigada Eskwela implementation in terms of volunteer participation, infrastructure improvement, resource mobilization, community engagement, and sustainability of efforts. Like-

wise, the second part of the survey measured the extent of school infrastructure development, encompassing classroom adequacy, facilities and equipment, sanitation and hygiene facilities, and accessibility and safety. Further, the survey statements were subjected to a test-retest or validity and reliability testing using Cronbach Alpha at a .05 confidence level. They generated an alpha Cronbach of .922, meaning there is an 92.2 percent confidence level in the validity and reliability of the survey statement constructs (Pallant, 2010). The questionnaire used a 5-point Likert scale to determine the extent of Brigada Eskwela implementation regarding volunteer participation, infrastructure improvement, resource mobilization, community engagement, and sustainability of efforts. Scale, descriptive rating, and interpretation are provided below:

Scale Descriptive Ratings and Interpretation for Brigada Eskwela Implementation

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The Brigada Eskwela implementation is always manifested
3.40 – 4.19	Extensive	The Brigada Eskwela implementation is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The Brigada Eskwela implementation is sometimes manifested
1.80 – 2.59	Less Extensive	The Brigada Eskwela implementation is rarely manifested
1.00 – 1.79	Not Extensive	The Brigada Eskwela implementation is not manifested

2.5. Data Gathering Procedure—In the data-gathering procedure of the research project, several critical steps are involved, one of which is the ethical acquisition of permission to conduct the study. This step is indispensable for upholding fundamental principles such as respect, transparency, and responsible research conduct.

The guidelines for this process adhere strictly to the policies of Rizal Memorial Colleges. As part of the formal request, researchers outline their intentions regarding data collection, analysis, and dissemination, ensuring alignment with the overarching research goals. Any anticipated concerns or questions from recipients are proac-

Scale Descriptive Ratings and Interpretation for School Infrastructure Development

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The school infrastructure development is always manifested
3.40 – 4.19	Extensive	The school infrastructure development is oftentimes manifested
2.60 – 3.39	Moderately Extensive	The school infrastructure development is sometimes manifested
1.80 – 2.59	Less Extensive	The school infrastructure development is rarely manifested
1.00 – 1.79	Not Extensive	The school infrastructure development is not manifested

tively addressed in this communication, offering assurances on ethical safeguards, confidentiality measures, and the potential benefits of the study. The formal permission request explicitly seeks authorization to proceed, underscoring the pivotal role of their support in ensuring the research's success.

Permission to Conduct the Study During March 2023, right after the comprehensive exam, the researcher took the chance to look for the Dean's office advice in preparation for her conceptualization of the thesis proposal. In February 2025, before data collection, the researcher obtained necessary permissions from the relevant authorities, including the research adviser, the Dean of Rizal Memorial Colleges, and the top management of DepEd Davao De Oro Schools Division, through the appropriate channels. This involved submitting a comprehensive research proposal outlining study design, procedures, and potential risks and benefits. The researcher provided detailed information about the study's purpose, goals, and methods for data collection, analysis, and reporting. Furthermore, in third week of February 2025, the researcher took steps to ensure that all participants were fully informed about

the study, their rights, and the nature of their involvement. Informed consent was obtained from each participant before they participated in the study. The researcher committed to data accuracy and completeness for distributing and retrieving questionnaires during the third week of March 2025. These processes were conducted with a standardized and systematic approach, ensuring reliability in the collection of responses from participants. The researcher identified the appropriate target population for the study and ensured that the questionnaire was distributed only to individuals who met the inclusion criteria. Before distributing the questionnaire, the researcher obtained informed consent from all participants, which involved providing information about the purpose and goals of the study, as well as any potential risks and benefits. The researcher also ensured the anonymity and confidentiality of the participants, making certain that the questionnaire was anonymous and that respondents were not identifiable by name or other personal information. Additionally, the researcher guaranteed that the data collected was kept confidential and used solely for the purposes of the study. To maintain consistency, the researcher standardized the process for distribut-

ing the questionnaire, ensuring that all participants received the exact instructions and had the same opportunity to complete it. Participants were given sufficient time to complete the questionnaire and to ask any questions they might have about the process. The researcher collected the completed questionnaires in a timely and organized manner to ensure the data was recovered and intact. In terms of data collation and statistical treatment, several conditions were followed. The data needed to be accurate, error-free, and validated to ensure correctness. Completeness was also crucial, as incomplete data could lead to incorrect conclusions. Consistency was maintained to avoid contradictions or discrepancies, which could affect clarity and

accuracy. The relevance of the data to the research question or problem being investigated was also ensured, as irrelevant data could lead to false conclusions. The data was collected and analyzed promptly to ensure its value and accuracy, and it was kept objective, free from bias or personal opinions. The validity of the data, meaning it accurately measured what it was supposed to measure, was confirmed, and the reliability of the data, indicating it could be replicated, was ensured. Finally, the data was subjected to appropriate statistical analysis to identify patterns, trends, and relationships, revealing important insights and relationships within the data.

2.6. Data Analysis—Mean scores and standard deviation Were used to address statement problems posed in statement problem number one (1) regarding the extent of Brigada Eskwela Implementation and statement problem number two (2) regarding the extent of School Infrastructure Development in Compostela West District, Davao de Oro Schools Division. Pearson Product Moment Correlation Coefficient or Pearson-r Was used to determine its strength/direction significant relationship between Brigada

Eskwela Implementation and School Infrastructure Development. Simple Linear Regression Analysis was used to address statement problem number 4 on the indicators of Brigada Eskwela Implementation that significantly influence School Infrastructure Development (Pallant, 2000) (Gujarati, 2000). All data processing and analysis were performed using Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. When results were yielded, discussions and interpretations followed.

3. Results and Discussion

This chapter presents the quantitative results of the study on the extent of Brigada Eskwela implementation and its impact on school infrastructure development in Compostela West District, Davao de Oro. The data were analyzed using linear regression to determine the relationship between the implementation of Brigada Eskwela and key aspects of school infrastructure. Results are presented according to the specific research questions, followed by interpretation and discussion based on the statistical findings.

3.1. Extent of Brigada Eskwela Implementation—Brigada Eskwela is a school-community initiative by the Department of Education aimed at preparing schools for the opening of classes through volunteerism, resource mobilization, and community involvement. Its

success is measured across various domains, including volunteer participation, infrastructure improvement, and sustainability. These efforts significantly contribute to school infrastructure development, encompassing improvements in classroom adequacy, facilities, sanitation, and

safety. Recent studies (Colonia et al., 2024; Digo et al., 2023) have confirmed that active community involvement in Brigada Eskwela results in tangible improvements in school facilities. Likewise, Alcontin and Concepcion (2024) emphasized the importance of resource mobilization, particularly in underserved schools. Using linear regression, this study examines how specific dimensions of Brigada Eskwela impact school infrastructure outcomes. Summary of the Extent of Brigada Eskwela Implementation As shown in Table 1, the summary of Brigada Eskwela implementation across five key domains reveals a Extensive overall mean of 4.18, indicating a highly participatory and effective implementation of the program in the Compostela West District. Among the domains, Volunteer Participation obtained the highest mean ($M = 4.39$), highlighting the active involvement of stakeholders in school improvement efforts. This underscores the centrality of community spirit and bayanihan in the success of Brigada Eskwela, as also emphasized by Colonia, Osias, and Comon (2024). Community Engagement ($M = 4.30$), Sustainability of Efforts ($M = 4.22$),

and Resource Mobilization ($M = 4.11$) reflect as “Extensive” implementation levels. These results indicate strong school-community partnerships, long-term planning, and the ability to leverage both human and material resources. These findings align with the work of Reyes et al. (2023) and Dela Cruz and Manlapig (2023), who emphasized that successful implementation depends not only on immediate outputs but also on community ownership and systemic sustainability. Although Infrastructure Improvement ($M = 3.91$) received the lowest rating among the domains, it still falls within the “Extensive” category. This suggests that while there are visible improvements in facilities, logistical or financial constraints may slightly limit full-scale renovation efforts—a limitation noted in the studies by Matias, Rivera, and Lao (2022) and Del Rosario et al. (2024). Overall, the findings support the view that Brigada Eskwela is a deeply integrated and effective mechanism for educational improvement, particularly when local partnerships, volunteerism, and sustainable practices are in place.

Table 1. Summary of Extent of Brigada Eskwela Implementation

No	Brigada Eskwela Implementation	n	Mean	Descriptive Interpretation
1	Volunteer Participation	145	4.39	Very Extensive
2	Infrastructure Improvement	145	3.91	Extensive
3	Resource Mobilization	145	4.11	Extensive
4	Community Engagement	145	4.30	Very Extensive
5	Sustainability of Efforts	145	4.22	Very Extensive
Mean Average		145	4.18	Extensive

3.2. Extent of School Infrastructure Development—School infrastructure development refers to the planning, construction, enhancement, and maintenance of physical facilities

within educational institutions that directly support teaching and learning processes. This includes classrooms, libraries, laboratories, sanitation facilities, access roads, and safety fea-

tures such as fences and lighting. A well-developed infrastructure contributes to creating a conducive, safe, and inclusive learning environment, which is essential for student achievement and well-being. According to the Philippine Institute for Development Studies (2024), the adequacy and quality of school infrastructure are strongly linked to student attendance, academic performance, and teacher satisfaction. Moreover, infrastructure development is not merely a technical concern but also a reflection of community participation and local governance in education, as emphasized in programs such as Brigada Eskwela. When supported by collaborative efforts, infrastructure initiatives foster long-term sustainability and improve the overall delivery of education services. Summary of the Extent of School Infrastructure Development Table 2 summarizes the respondents' perceptions regarding the extent of school infrastructure development across four key domains. Overall, the level of development is interpreted as "Extensive," indicating that schools have made substantial progress in improving the physical conditions that support quality education. Among the four indicators, Sanitation and Hygiene Facilities received the highest mean score ($M = 4.18$), indicating strong adherence to health and safety standards a critical factor in maintaining student well-being. This supports the findings of Del Rosario, Santos, and Villanueva (2024), who emphasized the importance of clean and safe hygiene facilities in boosting attendance and reducing illness-related absenteeism. Classroom

Adequacy ($M = 4.06$) and Accessibility and Safety ($M = 4.03$) were also rated as "Extensive" respectively. These results affirm the commitment of schools to provide secure, inclusive, and adequately sized learning spaces, consistent with the insights of Matias, Rivera, and Lao (2022), who asserted that classroom size, safety installations, and barrier-free access significantly enhance teaching and learning conditions, especially in disaster-prone and high-density areas. Facilities and Equipment received the lowest rating ($M = 3.83$), though still within the "Extensive" category. This suggests that while significant strides have been made in providing modern tools, libraries, and co-curricular spaces, gaps remain particularly in the provision of ICT tools and specialized instructional resources. As noted by Dizon and Estrella (2023), limited access to updated equipment and educational technology remains a common constraint in many public schools, particularly in geographically isolated and disadvantaged areas. These findings affirm that while infrastructure development is progressing in the district, a more balanced and inclusive approach is necessary to sustain improvements across all domains, particularly in equipping learning spaces with the tools required for modern pedagogy. Successful implementation of brigada eskwela involves unity and collaboration among stakeholders. Aligning activities with continuous school improvement goals. Overall, brigada Eskwela has shown promise in improving school infrastructure, but there's room for growth and improvement in its implementation.

3.3. Significant Relationship between Brigada Eskwela Implementation and School Infrastructure Development—Table 3 presents the result of the correlation analysis between Brigada Eskwela implementation and school infrastructure development. The computed Pearson r -value of 0.825 indicates a strong positive

correlation, which means that higher levels of Brigada Eskwela implementation are strongly associated with greater improvements in school infrastructure. Furthermore, the p -value of $p < 0.001$, which is less than the 0.05 level of significance, confirms that this relationship is statistically significant. Therefore, the null hypothesis

Table 2. Summary Extent of School Infrastructure Development

No	School Infrastructure Development	n	Mean	Descriptive Interpretation
1	Classroom Adequacy	145	4.06	Extensive
2	Facilities and Equipment	145	3.83	Extensive
3	Sanitation and Hygiene Facilities	145	4.18	Extensive
4	Accessibility and Safety	145	4.03	Extensive
Mean Average		145	4.03	Extensive

(H), which states that there is no significant relationship between the two variables, is rejected. This finding confirms that active community engagement, volunteer participation, and resource mobilization key elements of Brigada Eskwela play a crucial role in enhancing physical learning environments. It is consistent with the study of Colonia, Osias, and Comon (2024), who found that schools with strong Brigada Eskwela implementation reported significant improvements in classroom quality, sanitation, and access facilities. Similarly, Reyes, Gomez, and Parilla (2023) emphasized that participatory school governance mechanisms such as

Brigada Eskwela not only foster community ownership but also directly translate into more sustainable infrastructure outcomes. In addition, Del Rosario, Santos, and Villanueva (2024) asserted that collaborative school improvement programs positively influence both the quality and inclusiveness of physical infrastructure, particularly in rural or resource-constrained settings. The strong correlation observed in this study thus highlights the importance of maintaining and enhancing Brigada Eskwela as a strategic approach to addressing gaps in educational infrastructure.

Table 3. Relationship between Brigada Eskwela Implementation and School Infrastructure Development

Variables	r-value	p-value	Interpretation	Decision
Brigada Eskwela Implementation	0.825	<0.001	Significant	Reject H_0

*significant at $p < 0.05$.

3.4. Domains of Brigada Eskwela Implementation Significantly Influence School Infrastructure Development—This supports previous empirical evidence, such as that of Dela Cruz and Manlapig (2023), who found that multiple factors of school-community collaboration under Brigada Eskwela collectively contribute to

improved infrastructure quality and sustainability. This suggests that efforts directly aimed at improving classrooms, sanitation, and learning facilities are the most effective in enhancing infrastructure, corroborated by Dizon and Estrella (2023), who emphasized the centrality of physical upgrades in school effectiveness.

Table 4. Domains of Brigada Eskwela Implementation Significantly Influence School Infrastructure Development

Model / Variable	Unstandar - dized	Standard Error	Standar - dized	t	p	Decision
M (Intercept)	4.031	0.060	—	67.312	<.001	—
M (Intercept)	-0.069	0.255	—	-0.269	0.788	—
BEL_VP_AVE (Volunteer Participation)	0.025	0.072	0.021	0.351	0.726	Accept Null
BEL_IL_AVE (Infrastructure Improvement)	0.481	0.061	0.493	7.844	<.001	Reject Null
BEL_RM_AVE (Resource Mobilization)	0.194	0.078	0.164	2.504	0.013	Reject Null
BEL_CE_AVE (Community Engagement)	-0.143	0.082	-0.112	-1.733	0.085	Accept Null
BEL_SOE_AVE (Sustainability of Efforts)	0.455	0.079	0.390	5.743	<.001	Reject Null

*Significant at $p < 0.05$.

4. Conclusions and Recommendations

This chapter presents the conclusions drawn from the study's findings on the implementation of Brigada Eskwela and its impact on school infrastructure development. It summarizes the significant results based on the research objectives and statistical analyses, particularly the identified relationships and influential domains. Corresponding recommendations are also provided to guide educational leaders, policy makers, and school stakeholders in sustaining and enhancing infrastructure development through effective community-driven initiatives.

4.1. Findings—The extent of Brigada Eskwela implementation in Compostela West District was found to be very extensive in most domains. Among the five areas assessed, volunteer participation received the highest mean score ($M = 4.39$), indicating strong community commitment and collaborative efforts among stakeholders. Community engagement ($M = 4.30$), sustainability of efforts ($M = 4.22$), and resource mobilization ($M = 4.11$) were also rated as very extensive. Meanwhile, infrastructure improvement was rated as extensive ($M = 3.91$), reflecting consistent efforts in physical school enhancement, albeit with noted limitations in some areas. The extent of school infrastructure development was assessed as extensive across the four domains. Sanitation and hygiene facilities ($M = 4.18$) received the highest mean, emphasizing the schools' firm adherence to health standards. This was followed by classroom adequacy ($M = 4.06$) and accessibility and safety ($M = 4.03$), which demonstrate the schools' commitment to inclusive and secure learning spaces. The domain of facilities and equipment ($M = 3.83$) had the lowest mean but was still interpreted as extensive, indicating room for further improvement in learning tools and educational resources. A significant relationship was found between the overall implementation of Brigada Eskwela and school

infrastructure development, with a correlation coefficient (r) of 0.825 and a p -value $\leq .001$, indicating a strong and statistically significant positive relationship. This confirms that greater implementation efforts are associated with better infrastructure outcomes in schools. Regression analysis revealed that infrastructure improvement ($\beta = 0.493$, $p \leq .001$), sustainability of efforts ($\beta = 0.390$, $p \leq .001$), and resource mobilization ($\beta = 0.164$, $p = .013$) significantly influenced school infrastructure development. On the other hand, volunteer participation and community engagement did not show statistically significant effects as individual predictors, though they remain critical components in supporting overall program success.

4.2. Conclusions—Based on the results of the study, the following conclusions are drawn: Brigada Eskwela implementation in Compostela West District is carried out to a pervasive degree, particularly in the areas of volunteer participation, community engagement, sustainability of efforts, and resource mobilization. This affirms the presence of strong community-school partnerships and shared ownership of school improvement programs. School infrastructure development is generally rated as extensive, with a strong focus on sanitation and hygiene facilities, classroom adequacy, and safety measures. However, further enhancement is needed in areas related to specialized facilities and instructional equipment. There is a strong and statistically significant relationship between Brigada Eskwela implementation and school infrastructure development, indicating that comprehensive implementation efforts contribute directly to improving the learning environment. Among the five domains of Brigada Eskwela, infrastructure improvement, sustainability of efforts, and resource mobilization significantly influence school infrastructure development. These domains should be prioritized to ensure long-term physical development and functionality of schools. This study is anchored

on the Social Capital Theory, which posits that social networks, norms, and community trust can facilitate collective action and resource mobilization for common goals. In the context of Brigada Eskwela, this theory could help explain how the program leverages social capital within communities to mobilize volunteers, resources, and support for improving school infrastructure. Firstly, Social Capital Theory becomes particularly relevant in this setting due to the close-knit nature of many communities in the district. Social networks and trust among community members can be crucial in mobilizing resources and volunteers for Brigada Eskwela activities.

4.3. Recommendations—In light of the conclusions, the following recommendations are proposed: Sustain high levels of implementation in all domains of Brigada Eskwela, particularly in infrastructure improvement, to maintain momentum in physical development efforts. Strengthen resource mobilization strategies, such as forging partnerships with private institutions, local government units (LGUs), and non-governmental organizations (NGOs), to supplement funding and logistical needs for infrastructure projects. Enhance maintenance and sustainability practices by institutionalizing maintenance committees, conducting regular inspections, and integrating infrastructure-related content into the curriculum to promote shared responsibility. Invest in underperforming areas, particularly by improving classroom equipment and enhancing access to technology, to meet evolving pedagogical requirements. Reinforce inclusive infrastructure planning by expanding accessibility features (e.g., ramps, gender-sensitive sanitation facilities) to cater to diverse learners, including persons with disabilities. Encourage more structured community engagement, not only during Brigada Eskwela week but throughout the school year, to harness broader support and ensure lasting infrastructure outcomes.

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