



SPECIAL PROGRAM IN THE ARTS EVALUATION: A DOORWAY TO QUALITY ARTS EDUCATION

JAYROM PAGHID UBAL

Teacher II

Western Biliran High School for the Arts and Culture

jayrom.ubal@deped.gov.ph

ABSTRACT

The Special Program in the Arts (SPA) is a transformative initiative in Philippine education aimed at nurturing students' artistic talents. This study evaluates the implementation of SPA in the Biliran Division, employing a mixed-method research design, specifically a convergent parallel design. The qualitative component explores stakeholders' experiences, while the quantitative aspect utilizes surveys to gather numerical data. The study employs a descriptive research method to provide a comprehensive analysis of SPA's current state.

Results indicate that SPA in Biliran Division has received commendable ratings from educational administrators, offering diverse opportunities in Visual Arts, Music, Theater Arts, Dance, and Creative Writing. The program emphasizes creativity, talent, and self-directedness, garnering positive feedback for its comprehensive curriculum and faculty qualifications.

Insights from students and alumni highlight substantial participants expressing gratitude for the program's impact on personal growth. Time management emerges as a significant challenge, prompting coping strategies such as organizing time and seeking teacher support. The findings stress the importance of effective time management for SPA students, contributing to improved focus, productivity, and self-growth.

Recommendations include providing better facilities, intensive teacher training, curriculum updates, and a Program Enhancement Plan. The study underscores the role of SPA as a gateway to high-quality arts education, with ongoing improvements crucial for its

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continued success. The findings contribute valuable insights for enhancing SPA Implementation in the Biliran Division and potentially in similar educational contexts.

Keywords: *administration and faculty qualifications, arts education, curriculum, facilities, program evaluation*

INTRODUCTION

The Special Program in the Arts (SPA) has been recognized as an innovative educational initiative designed to nurture and develop the artistic talents of students within the Philippine educational system. Implemented across various divisions, SPA aims to provide a holistic approach to education by incorporating the arts into the standard curriculum. In the Biliran Division, the SPA program has been in operation for a significant period, and it is imperative to assess its implementation to ensure its effectiveness in delivering quality education.

The Special Program in the Arts (SPA) is a crucial educational initiative that fosters a positive environment and promotes artistic development in students. It encourages independence, intellectual challenge, and risk-taking. Teachers engage in art brokerage, facilitating cultural events, organizing visits, allowing students to exhibit, and enhancing community arts participation. (Thomson et.al.,2019)

The Special Program for the Arts is a nationwide program for students with potential or talents in the Arts. One pilot school in every region was selected to pilot and implement this program and is now in its tenth year of implementation (<https://depedbatangas.org>).

In addition, the selected school offers a comprehensive secondary education program centered on the Arts, covering a range of art forms and disciplines. Arts education is an integral component of a balanced educational program in all year levels, which also provides the background for post-secondary/ tertiary level work.

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The Special Program in the Arts aligns with national educational goals. Providing equal access to cultural opportunities through education, public or private cultural entities, scholarships, and incentives. Research on curriculum evaluation is relatively new, and further studies on curriculum implementation are vital for improving the field. Research and evaluation are essential for quality implementation, including teacher development, and defining important stages of implementation even during early development is crucial for successful implementation (Constitutional Commission, 1986; SYNDER, et.al., 1989; Stenhouse, 1979; Ornstein and Hunkins, 1988)

WeBHSAC, the only arts and culture high school in Biliran, is working to improve quality education, particularly in the arts. The school is providing necessary facilities and curriculum programs from the Department of Education to various schools. However, the need for adequate and usable facilities is still a work in progress. The Special Program in the Arts (SPA) has been in operation for 12 years, but students have been struggling with equipment shortages. The Researcher, a SPA teacher-specialist, has decided to evaluate the implementation of the SPA in the Biliran Division to design a program enhancement plan. The findings will help improve students' performance in competitions and contribute to the overall improvement of arts education in the region.

MATERIALS AND METHODS

This study evaluates the implementation of the Special Program in the Arts (SPA) in the Biliran Division using mixed-method research design, convergent parallel design according to Creswell & Creswell (2018). This design allows for the simultaneous collection of both qualitative and quantitative data, allowing for a comprehensive understanding of research questions. The qualitative component explores the stakeholders' experiences and perceptions of SPA implementation, while the quantitative component uses surveys or questionnaires to gather numerical data. The convergent parallel design ensures a comprehensive analysis,

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fostering a more robust interpretation of the SPA program’s implementation. The descriptive research method provides a detailed account of the current state of SPA implementation, facilitating the development of a Program Enhancement Plan based on identified strengths and weaknesses.

RESULTS AND DISCUSSION

This illustrates the results and analysis of the data. Results are categorized by the objectives as follows: perception of the educational administrators on the SPA Program in terms of curriculum, facilities, and administration, faculty qualifications, and perceptions of the teachers on the implementation of the SPA program as presented in Table 1.

Perception of the Educational Administrators on the SPA Program

As gleaned from Table 1, it could be noted that educational administrators’ perception of the SPA program in terms of curriculum obtained the same highest mean of 5.00 described as very highly implemented as manifested that it provides learners with a chance to develop and enhance their talents in the following arts fields: Visual Arts, Music, Theater Arts, Dance, and Creative writing (English and Filipino). Thus, transforming learners to be more creative, talented, and self-directed.

Likewise, design programs and activities are dedicated to learners with an interest in vocal or instrumental music and train the students to explore and write their own experiences, they will study and work on all genres like poetry, fiction, non-fiction, etc.

Results generally revealed that educational administrators’ perception of SPA Programs in the case of curriculum garnered the overall mean of 5.00 depicted as very highly implemented.

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Table 1

Educational Administrators' Perception of SPA Program in Terms of Curriculum

	Mean	Description
Provide learners with a chance to develop and enhance their talents in the following arts fields: Visual Arts, Music, Theater Arts, Dance and Creative Writing (English & Filipino)	5.0	Very Highly Implemented
Create envisions excellent young artists with aesthetic potential and renewed spirituality committed to the preservation of Filipino Culture & Heritage	4.67	Very Highly Implemented
Transform learners to be more creative, talented, and self-directed in	5.00	Very Highly Implemented
Design programs and activities dedicated to learners with an interest in vocal or instrumental music	5.00	Very Highly Implemented
Help students discover what they can produce through their creativity through paintings, printmaking, creative crafts and designs, computer graphics, sculpture, etc.	4.67	Very Highly Implemented
Emphasizes group work skills and live performances of spoken text in several styles and genres: contemporary and classical acting techniques will be introduced.	4.33	Highly Implemented
Trains the students to explore and write their ideas and experiences; they will study and work on all genres like poetry, fiction, nonfiction, etc.	5.00	Very Highly Implemented
Develops student's techniques. Movement, vocabulary, and a deeper understanding of dance as a form of communication and expression	5.00	Very Highly Implemented
Average Mean		Very Highly Implemented

The results aptly mean that the educational administrators' perception on the implementation of the SPA was very highly implemented. This further means that the establishment of the SPA can be considered a sign of success when it comes to the curriculum in light that it was very highly implemented.

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The findings of the research initially described the curriculum of the Special Program in the Arts based on its objectives, selection of content organization of learning experiences, and evaluation. This provided a rich background for exploring the curriculum implementation process of the program based on the study conducted by Leocario and Pawilen (ND).

This implies that the curriculum of SPA is designed to cultivate the learners' skills in Music, Visual Arts, Theater Arts, Creative Writing, and Dance.

As divulged in Table 2, it is palpable to note that the perception of educational administrators' perceptions of the SPA Program in terms of facilities varied from each other. There were three (3) of the administrators rated highly implemented with the following means of 4.67, 4.33, and 4.00.

Table 2 illustrates the Educational Administrators' Perception of the SPA Program in terms of Facilities.

Educational Administrators' Perception of the SPA Program in Terms of Facilities

Results disclosed that it was highly implemented in terms of facilities in light that a music room provided with facilities classrooms with electricity outlets and usable writing tables and chairs. Whereas, other perceptions of the school administrators described as implemented concerning classrooms with comfort rooms, microphones/speakers and lapel, video cameras, tripods/monopods, computers and printers, musical instruments like rondalla, flute, and drums, and electric fans in the practice rooms with the mean range from 3.33 to 2.67 the latter.

Table 2

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Educational Administrators' Perception on SPA Program in terms of Facilities

	Mean	Description
A computer room with internet connection	2.00	Moderately Implemented
A dance studio provided with wall-to-wall mirrors	2.67	Implemented
A dance studio provided with music equipment	2.33	Moderately Implemented
A special library	1.67	Moderately Implemented
A Media Arts room provided with facilities	1.67	Moderately Implemented
A music room provided with piano/electronic keyboard	4.33	Highly Implemented
Practice room with instruments	2.33	Moderately Implemented
A workshop area and storage space	1.67	Moderately Implemented
Costumes are available for use	1.67	Moderately Implemented
Storage area for props and costumes	2.00	Moderately Implemented
Classrooms with electricity outlets	4.00	Highly Implemented
Classrooms with comfort rooms	3.33	Implemented
Usable writing tables and writing chairs	4.67	Highly Implemented
A theater arts room with a stage	1.67	Moderately Implemented
A dance studio	2.33	Moderately Implemented
Microphones/speakers and lapel	3.00	Implemented
Arts exhibit room for visual arts students	1.67	Moderately Implemented
Video cameras, tripods/monopods, computer and printer	3.00	Implemented
Musical instruments like rondalla, flute and drums	3.00	Implemented
Electric fans in the practice rooms	2.67	Implemented
Average Mean	2.58	Implemented

The findings of the study revealed that there was evidence that the Special Program of the Art has available, adequate, and usable school facilities despite that some were only moderately implemented and implemented. However, some facilities are inadequate as per the perception of school administrators during the survey of the study which is a contributory

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factor in the low achievement of students in competitions if the other facilities are not very highly implemented.

The study findings are supported by the study conducted by Sabit (2019), which indicated that schools with SPA in the 21st century require school plants that include all facilities essential for the achievement of educational objectives.

This would imply that the availability of school facilities in SPA subjects such as classrooms, technology, and basic equipment is significantly related to student outcomes.

Educational Administrators' Perception of the SPA Program in Terms of Administration

Table 3 shows the educational administrators' perception of the SPA Program in terms of administration. Looking at the table below it obtained an average mean of 2.88 interpreted as implemented.

As manifested in the results, a regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engages stakeholders and supports the implementation of the Cultural and Arts plan. And engages SPA mechanisms/systems and engages stakeholders' participation in the required mechanisms and systems which obtained a mean of 3.67 as highly implemented.

Table 3

Educational Administrators' Perception on SPA Program in terms of Administration

	Mean	Description
Practices and pursue shared instructional leadership management functions.	3.00	Implemented

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A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems	2.67	Implemented
DepEd allocates funds to support Special Program in the Arts	1.00	Not Implemented
Motivate teachers to pursue Regional and National Arts workshop and trainings	3.33	Implemented
Initiates school and community cultural Activities to improve students' capacity on arts and culture.	3.33	Implemented
Expands shared leadership practices that positively influence learning outcomes.	3.00	Implemented
A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of Cultural and Arts plan.	3.67	Highly Implemented
Manages SPA mechanisms/ systems and engages stakeholders' participation in the required mechanisms/ systems.	3.67	Highly Implemented
Acts as fund manager and devotes more attention to instructional leadership and supervision.	2.33	Moderately Implemented
Conduct Pasidungog Awarding to the performing SPA teachers	3.00	Implemented
Mentor potential leaders, and reward high achievement.	2.67	Implemented
Average Mean	2.88	Implemented

Furthermore, the results revealed that most administrators' perception of the SPA Program in terms of administration are highlighted as follows: practices and pursuit share instructional leadership, management functions, a leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide learning problems. They also motivate teachers to pursue regional and national arts workshop training. Initiate school and cultural actuals to improve students' capacity for arts and culture and the like.

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It could be observed also the school administrator also acts as a fund manager and devotes more attention to instructional leadership and supervisor, conducting Pasidungog Awarding to the performing SPA teacher with a mean of 2.33 signified as moderately implemented.

The results are projected to be solely implemented since their impressions of administrators were not unanimously decided, and their responses differed. In fact, in terms of funds, DepEd allocated funds to support the Special Program in the Arts was not implemented.

This simply indicates that there was a lack of financial support from the school administrations for the Special Program in the Arts.

The findings would imply that educational administration helps educators design better instruction, improve student assessment scores, and determine what students are learning.

Educational Administrators' Perception on SPA Program in terms of Faculty Qualifications

Table 4 illustrates the Educational Administrators' Perception on SPA Program in terms of Faculty Qualifications

	Mean	Description
BSE or BS graduate with major in the subject to be handled;	2.33	Moderately Implemented
LET passer or any government eligibility	5.00	Very Highly Implemented
Trained in Teacher Arts or Literary Arts (Visual Arts, Theater Arts & Media Arts, Performing Arts)	4.00	Highly Implemented
Holder of Bachelor of Music degree or its equivalent or has undergone special training in Music (for Music)	4.67	Very Highly Implemented
Practicing artist or art education (for Arts)	2.67	Implemented
Average Mean	3.73	Highly Implemented

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Surprisingly, educational administrators' perceptions received an average mean of 3.73 indicating that it was highly implemented. It could be observed that LET passer or any government eligibility and holder of Bachelor of Music degree units equivalent or had undergone special training in music received an average mean of 4.00 indicating that it was very highly implemented.

The results also demonstrate that the faculty qualifications were moderately executed in terms of practicing artists or art education for arts, and BSE or BS graduate with a major in the subject to be handled.

This would imply that the faculty criteria are highly implemented depending on administrator pool perception.

The teachers' perception is presented in Table 5.

Perception of the Teachers on the Implementation of the SPA Program

Based on the perception of the teachers on the implementation of the SPA Program it is categorized in terms of curriculum, facilities, administration, and faculty qualifications.

Teachers' Perception of the SPA Program in Terms of Curriculum

As shown in Table 5, there was a unanimous decision by the teachers in all statements that highlighted the teachers' perception of Special Program in the Arts in terms of curriculum, as the respondents of this study were very highly implemented with an average mean of 4.85 described as very highly implemented.

The outcomes speak for themselves in terms of achieving a very highly implemented curriculum. The SPA Provides learners with a chance to develop and strengthen/enhance their talents in the following arts domains; Visual Arts, Music, Theater Arts, Dance, and Creative Writing (English and Filipino). Create envision and excellent young artists with aesthetic

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potential and renewed spiritual commitment to the preservation of Filipino Culture and Heritage so on and so forth as reflected in the table below.

The results revealed that SPA is intended to cultivate the learners’ skills in Music, Visual Arts, Theater Arts, Media Arts, Creative Writing, and Dance. It also aims to transform them to be more creative, talented, self-directed individuals and envisions them to stand out in challenging careers in the art in local and global markets.

Table 5

Teachers’ Perception on SPA Program in terms of Curriculum

	Mean	Description
Provide learners with a chance to develop and enhance their talents in the following arts fields: Visual Arts, Music, Theater Arts, Dance and Creative Writing (English & Filipino)	4.92	Very highly Implemented
Create envisions and excellent young artist with aesthetic potential and renewed spirituality committed to the preservation of Filipino Culture & Heritage	4.92	Very highly Implemented
Transform learners to be more creative, talented, self-directed in Design program and activities dedicated to learners with interest in vocal or instrumental music	4.92	Very highly Implemented
Help students discover what they can produce through their own creativity through paintings, print making, creative crafts and designs, computer graphics, sculpture, etc.	4.83	Very highly Implemented
Emphasizes on group work skills and live performances of spoken text in a number of styles and genres: contemporary and classical acting techniques will be introduced.	4.92	Very highly Implemented
Trains the students to explore and write their own ideas and experiences; they will study and work on all genres like poetry, fiction, nonfiction, etc.	4.83	Very highly Implemented
Develops student’s techniques. Movement, vocabulary and a deeper understanding of dance as a form or communication and expression	4.83	Very highly Implemented
Average Mean	4.67	Very highly Implemented

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The finding is in agreement with the study conducted by Leocano and Pawiler (ND) stated that examining the implementation of the curriculum being used by the Special Program in the Arts is important since there is a lack of studies about it despite its more than a decade of existence. The curriculum of the Special Program in Art is unlikely to achieve its desired aims unless it is implemented as intended. This is even more crucial with the curricular change brought about by the K-12 program.

This suggests that the teacher’s involvement in the SPA curriculum implemented is autonomous,

Table 6 presents the teachers’ perception of the SPA Program in terms of Facilities.

Teachers’ Perception of the SPA Program in Terms of Facilities

As shown in the table below, it is concerning that teachers’ perception of SPA in terms of facilities receives a low average mean of 2.60 indicating that it was not implemented. Looking at the same table, results show that it was divided into highly implemented, moderately implemented, and not implemented.

This resulted in teachers’ different perceptions as regards to facilities that a theater art room with a stage, a dance studio, a microphone/speaker, and a lapel were not implemented in SPA. Only those classrooms with electricity outlets and usable writing tables and writing chairs were highly implemented. The other facilities both were moderately implemented and implemented as gleaned in a similar table.

The results would mean that the quality of facilities a school provides impacts class sizes, which are proven to influence student learning. According to an article by Peun State University, overcrowded classrooms have been consistently linked to increased levels of aggression and decreased levels learning.

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Table 6

Teachers' Perception on SPA Program in terms of Facilities

	Mean	Description
A computer room with internet connection	3.31	Implemented
A dance studio provided with wall-to-wall mirrors	3.00	Implemented
A dance studio provided with music equipment	2.54	Moderately Implemented
A special library	1.62	Moderately Implemented
A Media Arts room provided with facilities	1.46	Not Implemented
A music room provided with piano/electronic keyboard	2.85	Not Implemented
Practice room with instruments	2.69	Implemented
A workshop area and storage space	1.92	Moderately Implemented
Costumes are available for use	2.46	Moderately Implemented
Storage area for props and costumes	2.15	Not Implemented
Classrooms with electricity outlets	3.85	Highly Implemented
Classrooms with comfort rooms	2.92	Implemented
Usable writing tables and writing chairs	3.77	Highly Implemented
A theater arts room with a stage	1.23	Not Implemented
A dance studio	2.15	Not Implemented
Microphones/speakers and lapel	3.46	Not Implemented
Arts exhibit room for visual arts students	1.46	Not Implemented
Video cameras, tripods/monopods, computer and printer	2.85	Implemented
Musical instruments like rondalla, flute and drums	3.38	Implemented
Electric fans in the practice rooms	2.92	Implemented
Average Mean	2.60	Not Implemented

The findings suggest that the availability and effective utilization of SPA physical facilities play a significant role in enhancing students' academic performance, while inadequacy of such physical facilities could contribute to poor academic performance in students.

Table 7 portrays the teachers' perception of SPA in terms of Administration

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Teachers' Perception on the SPA Program in Terms of Administration

Table 7 is composed of 11 statements that describe the teachers' perceptions.

As disclosed in the table below, teachers' perception of SPA in terms of administration had an average mean of 2.19 indicating that it was moderately implemented for a convincing reason it is how teachers offer a verdict as they perceived towards their administration.

Results show of moderately implemented perception of teachers to their administration-like practices and pursue shared instructional leadership management functions, a leadership network facility communicated between and among school and community leaders for informed decision-making and solving of school-community learning problems.

As reflected in the same table only one (1) teacher's perception of the same was not implemented that DepEd allocates funds to support Special Programs in the Arts.

The findings would mean that the majority of teachers' perception of SPA in terms of administration was moderately implemented that the administration acts as find manager and devotes more attention to instructional leadership supervision, conducted Pasidungog Awarding to the performing SPA teachers' mentor potential leaders, reward high achievement

Table 7

Teachers' Perception on SPA Program in terms of Administration

	Mean	Description
Practices and pursue shared instructional leadership management functions.	2.54	Moderately Implemented
A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems	2.31	Moderately Implemented
Deped allocates funds to support Special Program in the Arts	1.54	Not implemented
Motivate teachers to pursue Regional and National Arts workshop and trainings	2.31	Moderately Implemented

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Initiates school and community cultural Activities to improve students capacity on arts and culture.	2.38	Moderately Implemented
Expands shared leadership practices that positively influence learning outcomes.	2.38	Moderately Implemented
A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of Cultural and Arts plan.	2.00	Moderately Implemented
Manages SPA mechanisms/ systems and engages stakeholders' participation in the required mechanisms/ systems.	2.62	Implemented
Acts as fund manager and devotes more attention to instructional leadership and supervision.	2.31	Moderately Implemented
Conduct Pasidungog Awarding to the performing SPA teachers	1.92	Moderately Implemented
Mentor potential leaders, reward high achievement.	1.77	Moderately Implemented
Average Mean	2.19	Moderately Implemented

The results further manifest that the administration shows their unwavering support and relenting commitment to the teachers by recognizing/appreciating the latter to attain teachers' quality performance.

Thus, the school management must always recognize teachers' performance in the classroom, particularly the SPA teachers.

Table 8 displays the teachers' perception of SPA in terms of faculty qualifications.

Teachers' Perception of the SPA Program in Terms of Faculty Qualifications

Based on teachers' perception of SPA in terms of faculty qualifications, it was discovered that SPA teachers were qualified to teach the various arts fields. The latter were BSE of BS with a major in the subject, holders of a Music degree or its equivalent, or have undergone special training in music and a LET passer or any government eligibility with a mean of 4.00, 4.38, 3.77 described as highly implemented.

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Table 8 presents the Teachers' Perception of the SPA Program in terms of Faculty Qualifications.

Table 8

Teachers' Perception on SPA Program in terms of Faculty Qualifications

	Mean	Description
BSE or BS graduate with major in the subject to be handled;	4.00	Highly Implemented
LET passer or any government eligibility	4.38	Highly Implemented
Trained in Teacher Arts or Literary Arts (Visual Arts, Theater Arts & Media Arts, Performing Arts)	3.54	Implemented
Holder of Bachelor of Music degree or its equivalent or has undergone special training in Music (for Music)	3.77	Highly Implemented
Practicing artist or art education (for Arts)	2.85	Implemented
Average Mean	3.71	Highly Implemented

However, the SPA teachers were trained in teaching arts on later arts (Visual Arts, Theater Arts, and Performing Arts). Likewise, they were practicing artists or art education (for Art) obtained an average mean of 3.45 and 2.85 described as implemented.

The results mean that teachers' perception of SPA in terms of faculty qualifications received an average mean of 3.72 as highly implemented.

The results simply mean that teachers' qualifications are essential to be able to teach in a Special Program in the Arts. Likewise, the qualification of a teacher in SPA plays a significant role in the improvement of the academic performance of the student.

The study conducted by Muyombana, Letanzio, and Mukamazimpaka (2021) emphasized that the educational qualification of teachers leads to the effectiveness of teachers' content mastery as all in all helps in the promotion of students' grades.

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The findings suggest that teachers should be encouraged in professionalism to upgrade faculty qualifications and their professionalism in order also to improve the school performance and the academic achievement of the students

Insights of the Students

Years spent as students

The researcher asked the participants how long they have been a student on SPA. Both Participants 1 and 3 shared that their insights they were already 3 years as student on SPA as illustrated below:

"Um 3 years sir, from grade 7 to grade 9 in dance discipline". (P1, L3)

"Since grade 7 so murag 3 years na under music discipline" (P3, L25).

"Sukad na mingsud kus Webhsac, four years". (P2, L13)

"Four years na sir simula grade 7 under visual arts" (P4, L37)

"Since grade 7 unya 4 years na karun" (P5, L47)

Based on the findings of the study most of the participant's years spent as a student in the Special Program of the Arts (SPA) were 3-4 years. It is palpable to note from the study participants' statements that they were able to spend in WeBHSAC for four (4) years. This means that most of the students are completers of the Special Program in the Arts. While the other still completing the program.

This implies that the students who completed the Special Programs of the Arts are well trained in the basic skills in line with the competency standard in every discipline.

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Insights of Alumni as a Student of SPA years spent as a student

Based on the insights of Alumni the years spent as a student on SPA the following shared during personal interview:

The participants said, "As far as I remember, um 4 years since grade 7 up to grade 10 kai grade 11 & 12 we are regular na gyud, major music ko". (P6, L59-60)

"So I've been a student of SPA from grade 7 to grade 10 so about for years and I choose the um specialization sir just chose visual arts" (P7,L71-72)

"SPA? I been, I think its four years since grade 7 to grade 10 so basically my junior high school years". (P8, L87-88)

"I started when I was in grade 7- grade 10 in both disciplines so probably 3 to 4 years". (P9, L102-103)

"ah I been a student of SPA at WeBHSAC for four years since grade 7 up to grade 10, actually at first I am in the music but in grade 9 transfer to dance discipline. I transferred because every time kami mag practice mauwaw ta kay music discipline kai mubo mubo". (P10, L120-123)

Likewise, the years spent by the Alumna on SPA in WeBHSAC were just the same with the students. Their insights were similar to each other in that both of them completed all disciplines on SPA.

Additionally, the alumni expressed their gratitude for the opportunity to study at WeBHSAC after completing the SPA, especially because participating in the arts program is not an easy task for students to complete because they must balance their academic and extracurricular obligations on time to receive a high-quality arts education.

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According to the findings, years spent in school will provide efficient arts education and will always be associated with self-management, putting in a lot of effort, training, and tenacity to complete tasks related to arts education.

Challenges Encountered by the Students and Alumni on SPA

Time Management

Based on the challenges/ difficulties encountered by both students and Alumni majority of them said that time management was the greatest challenge they faced as in SPA as narrated below.

"As regards our work, there were so many things to do in SPA, just like what you have instructed us to do in dancing that needs time, isn't hard for me to comply because of the time it caused conflict to other subjects. It was difficult for me to manage our time". (P1, L5-8)

"Hmmm, the challenges encountered also being a student in media arts it was difficult for me nga makaapas sa klase sometimes because I was the contestant in every competition and we have so many works I cannot manage my time" (P2, L16-18).

"Well for me how to manage my time properly, kanang magdungan ag magdungan ag buhatonon sa music ug kanang school or other subject's sir murag naglisud kug assay unahon, asa ang mas epriority". (P3, L33-35).

Some other students shared their challenges they have met one participant said that *"Sabay sabay ang mga buhatonon sa SPA ug regular subjects, Management of time was my difficulty encountered in SPA".* The tasks are (P4, L40-41).

"Kanang dugang na program or dungang subject ban a kailangan pa nimu kuanan ug grado there was a conflict of time need jud e manage ang time. Time management was my challenged as a student. (P5, L50-52)

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About the challenges/ difficulties met by the alumni almost all of them shared to the researcher that time management was also their difficulties in music. As the alumna responded to the research she emphasized *"Um first of all sir the time management there were instances that my schedule in class and also in practice in SPA um they conflict, so I think the biggest challenge for me back then is how to manage time. I can't balance the two aspects. Sir being student, yes it affects to other subjects some of my uhm get late or I can't comply projects than usual due to lack of time". (P7, L76-80)*

"As an alumna, SPA? I think it's time management why? Kai aside sa academics you have to do some extracurricular activities and aside from extracurricular activities you still find time for SPA which kuan will be a actually its part I think the subjects jud so kada hapon, after manguli we have SPA"(P8, L91-94)

"In my four years as a student of SPA i believe that there are difficulties specifically on the adjustment during my time there is not enough resources or equipment's yet. So, in theater I still can remember that I am the only student of the discipline, so my difficulties were to really memorize to act within myself to direct to myself and to memorize everything" (P9, L106-110)

Shyness

"Being said with other alumni, Okay first thing is that ang akoang pagkamauwawon before mauwawon jud ko kayo up until now pero pag abot nako sa dance discipline ug sa music discipline na motivate ang akoang kaugalingon nachange ang akaong self na dili mauwaw kai I get to show my talents bisag dili ingun na broad akoang talent so I get a chance to show who I really am" (P10, L126-130)

They have encountered challenges being a student and alumna, one participant honestly shared that *"so far, I haven't encountered any difficulties. (P6, L126-130)*

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Results revealed that one biggest obstacle encountered both by students and alumni was time management. The responses may speak for themselves that it was a challenge for them how to manage their time, particularly in the Special Program in the Arts.

The findings of the study are supported in the study of Alyani, Abdulrahman et.al. (2021) the impact of time management and the students' academic performance.

It has also been advised to start practicing time management for the early student life (Valle et.al,2016). Time management has also been defined as a form of self-management with a clear emphasis on time in understanding what activities to do, how to do them more efficient, in what time it should be done and when is the correct time to the particular activity. (Savino, 2016).

In addition, the Special Program in Arts is a curriculum where students will be trained in embracing arts education under the Department of Education. With this student must be motivated on how to handle personal and time management which is an ability that makes arts students more competent and flexible.

This implies that effective time management increases students' focus and improves their productivity. This further implies that time management is important in helping students to achieve greater form and prioritization. Time management plays a great role in self-growth and a weapon of student's character in how to handle pressure situations in the classroom and in stage performances.

Coping Strategies to Address the Challenges as of Students and Alumna in SPA

As far as the coping strategies are concerned to address the challenges/ difficulties encountered by the students and alumna the following themes have emerged to wit: managing the time, focus, and teacher support.

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Managing Time

It could be noted based on the participants responses regarding the coping the strategies to address the challenges the following participants P1, P2, P3,P4,P5,P8 speaks clearly that managing is important for them in SPA.

"Time management/managing the time nlang sir" (P1, L11)

. "Mangotana ngutana nlang sa mga classmates about sa mga classmates about sa mga ilang geklase tapos advance study nalang pud. In other words, managing the time would be one of the coping strategies needed in SPA". (P2, L21-23)

"Ge kuwan nako kung sa juy dapat unahon og human sa ilaha. Murag akong giuna ang kanang mas importante baa ng kanang mas my priority as my coping strategy in addressing the difficulty encountered". (P3, L33-35).

"Managing time/ time management lang sir, kung magkasabaysabay na ang buhatonon sa SPA ug relar subjects. Unya isipon nako kung assay akon unahon" (P4, L44-45)

"Managing the time for me as the coping strategy in addressing challenges in SPA. Aw kai ako lang buhaton and mga activity diani kai wala man ty mahimo. Grado mani. Manage lang sa time ug mag double sa time sa mga buhatonon" (P5, L55-57).

"Kuwan ba gi unsa nko pag cope kasi hilig man ko ug like organizing my time bitaw like listing the activites sunod sunod which one come at first an academically and extracurricular acitivites ba, so I find it hard to insert my SPA time especially kuan may forte, so yun/ organize my checklist managing the time jud". (P8, L97-100)

Focus

Surprisingly the coping strategy of an alumna particularly in visual arts to give focus. "Um I asked for and advice from my peers' teachers and adviser for some advice how to not

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pressure, not self, do what is in from in me and don't think about um the not those aw, just focus is needed to address the difficulty/ challenges encountered' (P7, L83-85)

Teachers Support.

"In creative writing teachers support plays a big role in addressing the challenges of students in SPA. Because for now I believe that there was enough resources and equipment of SPA, which I believed that there are, also turns into strengths of students who wish to enroll in the special to enroll in the special program in the arts. So, with the help of my teacher way back then I believed that we've conquered all those in the culmination". (P9, L113-118)

Singing and Dancing

. P10 shared her experience as one of the best coping strategies in addressing her difficulty/ challenges in SPA. *"Okay everyday na mag music discipline me kai ipakantahon man me so wala my choice kung dili mo kanta so everyday mag practice na ma motivate me nachange ako ang pagka mauwawon to bagag face. Through singing and dancing was an effective strategy"(P10, L133-136)*

One participant strongly asserts her right by saying *"Wala lagi difficulties"* (P6, L66).

The findings show that these students and alumni employed other strategies to cope with their difficulties.

The findings of the study disclosed also that managing time was the best coping strategy employed by the aforementioned participants. In light, of that, they firmly believe time management can be very useful in a student's hectic schedule considering that they are obliged to attend practice in all disciplines of a special program in the arts and to attend the academic subjects.

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The students in the Special Program in the Arts were students who were trained to become future and productive art practitioners. If the students may be able to handle time management it will be a great asset to their life of being an arts student.

Cyril (2014) stated that managing the time it ensures that, students are well prepared, organized, and focused to manage their academic life and complete academic assignments on time. It can lead to improved success; however, this is a skill that students must learn and practice. Students must change their habits to have good time management skills.

As further stressed by (Cyril, 2014) finding time to do everything at once can be a challenging step. They must take the necessary approaches and apply those strategies to be effective and more productive.

The results would suggest that mastering time management skills enables students to plan and be adaptable in any circumstance of their student life, including how to handle the strain and stress of being an art student.

Duallo (2021) highlighted the learning tactics used by SPA students to go beyond the classroom. Students must practice self-management skills to be more advanced in both academics and the arts. By doing this, students would be more advanced in both areas of study.

This further suggests that time management is crucial for all students and practitioners of art education, particularly in Special Programs in the Arts. With this skill, they will conduct their presentations more effectively. Since time management is undoubtedly one of the skills that helps performers succeed in their particular line of work, it must be one of the most valuable traits of performers.

This further implies that for students to advance, they must be strengthened with the innate support of professors throughout their entire experience as students studying the arts.

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being observant and keeping open lines of communication throughout monitoring to help young people feel more confident in their capacity to deal with challenges.

This result was a blessing to the only arts school in the province of Biliran that they must be given an opportunity and priority to be provided with support to enhance the implementation of SPA in WeBHSAC. This study allows the implementing school an opportunity to serve as a training ground to cultivate talented and competitive artists in the Division of Biliran, providing in a significant way a doorway to quality arts education.

Conclusion

In light of the findings of the study, the following are derived conclusions: The Special Program in the Arts in Biliran Division is a success and greatly contributes as a doorway to high-quality arts education, according to the administrators and teachers who perceived that the special program in the arts, facilities, curriculum, administration, and faculty requirements are implemented. Thus, the SPA provides students and alumni the chance to develop and enhance their talents and manage their time wisely in the following arts disciplines: Dance, Music, Theater, Media Arts, Creative Writing, and Visual Arts for sustainable development and progress.

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