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Submission date: 25-Jun-2024 06:32PM (UTC+0900)

Submission ID: 2408380947

File name: 27._RIELS_Journal_doc_Sabit_turnitin.docx (68.29K)

Word count: 6039

Character count: 37262

Determinants of Work Performance of Teachers in the Special Program in the Arts (SPA) in Region X

DOI: <https://doi.org/10.47175/rielsj.v1ix.xx>

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ABSTRACT

This study examines the determinants of work performance among Special Program in the Arts (SPA) teachers in Region X, Philippines, specifically within the divisions of Gingoog City, Misamis Oriental, and Cagayan de Oro. Employing a sequential explanatory mixed-method approach, the research initially gathered and analyzed quantitative data from SPA specialists and coordinators across Northern Mindanao. Participants completed self-rating questionnaires assessing their work performance and the manifestation of relevant performance factors. Subsequently, qualitative data were collected through interviews and focus group discussions with selected SPA teachers and students, aimed at providing deeper insights and contextual understanding of the quantitative findings. The thematic analysis identified recurring themes and patterns, informing the study's conclusions. Results indicated that the work performance of SPA specialists was generally rated from 'moderate' to 'fair,' with Dance and Media Arts receiving the highest ratings, though still within the moderate range. Professional development emerged as the primary predictor of work performance across most specializations. The study underscores the necessity of targeted professional development programs and recommends enhancements in administrative support, resource allocation, and policy advocacy to improve SPA implementation. These findings have significant implications for educational policy and practice in arts education.

KEYWORDS

Special program in the arts (spa), work performance, curriculum content, pedagogy, research output, student engagement, festival of talents, community involvement, professional development, arts education, sequential explanatory mixed method approach

INTRODUCTION

Evaluating work performance among teachers is crucial for identifying any issues or deficiencies that may impede goal attainment and fostering a culture of engagement within the organization. Hence, organizations rely on work performance to provide teachers with an understanding of their current performance level, growth opportunities, and areas for improvement.

The Philippine educational system, as established by Republic Act 9155, also known as the Governance of Basic Education Act of 2001, founded the Special Program in the Arts (SPA). The program has continued its implementation in the present educational framework under Republic Act 10533. This legislation led to the implementation of the K to 12 Basic Education Program, which aims to provide inclusive education for all students. Within these frameworks, the Bureau of Curriculum Development offers specialized curriculums tailored to address diverse learning needs in schools. These programs include initiatives such as the Special Program in the Arts, which is designed to foster and enhance students' artistic abilities while contributing significantly to their holistic development.

According to Brillantes (2022), the arts serve as a symbolic and universal means of communication that is essential for quality education. Students utilize different types of intelligence, which should be acknowledged and supported through developmentally appropriate methods. Thus, the implementation of the Special Program in the Arts plays a vital role in nurturing and developing students' artistic capabilities, self-expression, and cultural awareness while preserving the country's rich artistic and cultural heritage.

DepEd Memorandum 335, s. 2004 underscores the implementation guidelines for the Special Program in the Arts, which seeks to cultivate accomplished young artists with aesthetic aptitude and a revitalized spiritual commitment to upholding Filipino culture and heritage. The memorandum also outlines specific artistic disciplines to be integrated into SPA-curriculum schools, including Music, Visual Arts, Theater Arts, Media Arts, Creative Writing, and Dance. Notably, in previous years, music was further categorized into Music and Music-Instruments.

The SPA necessitates the expertise of qualified and proficient educators who exhibit not only a fervent dedication to their chosen art form but also possess the aptitude and knowledge required to impart artistic education to students effectively. Part IX of DM 335 outlines specific qualifications for SPA teachers. These teachers are expected to be graduates with a Bachelor of Science in Education majoring in the relevant art discipline, having passed the Licensure Examination for Teachers or possessing any government eligibility, trained in teaching arts or Literary Arts for English and Filipino, holding a Bachelor of Music degree or its equivalent, having undergone specialized music training, actively participating as an artist or arts educator with strong interest in the arts while demonstrating commitment towards program implementation. This memorandum provides the basis of evaluating the work performance of SPA teachers.

Furthermore, the same memorandum outlined in Part XI states that the national and regional committees must convene to develop an assessment tool for the program. This evaluation will be carried out after the school year by regional, division, and school coordinators. In addition, it stipulates those regular semestral consultations between the regional committee and school leadership, as well as teachers, are necessary for addressing instructional and administrative matters. The feedback from these sessions is then channeled to inform any issues or concerns regarding program implementation to the national committee when needed.

The implementation of the Special Program in the Arts in the Philippine educational system commenced during 2008-2010, with selected pilot schools taking on a pioneering role in its nationwide execution. These schools were granted an additional allocation of P500,000.00 from the Maintenance and Other Operating Expenses to procure equipment and construct

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