

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

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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 Gingog 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

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 to 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 (Hanim, S. A., Zainuddin, Z., & Darwin, D., 2022). 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 Brilliantes (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 facilities essential for supporting this program. This annual subsidy was disbursed to both the pilot schools as well as seventeen expansion schools until 2014 (DepEd Order 92, s. 2011; DepEd Order 56, s. 2012; and DepEd Order 41, s. 2013, DepED Order No. 15, s. 2014).

However, a study on the adequacy of resources at the SPA in Gingoog City Comprehensive National High School has determined that there is a deficiency in school facilities necessary for the proper implementation of the specialized program (Sabit, 2019). This factor significantly influences the work performance of SPA teachers, as their ability to effectively deliver the program and meet expected outcomes is directly impacted by resource availability and quality.

Since the support funding of the specialized program ceased and has relied on the school's MOOE, the reality of schools offering SPA in the country has encountered limitations in terms of resources and professional development support for teachers (Sabit, 2019). This can be attributed to a cycle of deficiency where teachers themselves did not receive satisfactory arts education and, as a result, lacked confidence, knowledge, and skills to provide quality arts experiences to their students.

Recent evaluations of program implementation have primarily addressed the issue of inadequate facilities as a prominent obstacle to effective execution. Despite this, the Special Program in the Arts attributes much of its academic and social success to the SPA teachers' strong dedication to promoting the arts as a vital form of expression and self-esteem development. Thus, the success of such programs heavily relies on the work performance of the teachers involved. Teachers in the Special Program in the Arts play a crucial role in the implementation of the curriculum and in fostering the growth and development of the students. They have a responsibility to create a stimulating and supportive learning environment that encourages creativity, critical thinking, and self-expression.

To effectively implement the curriculum, teachers in the Special Program in the Arts (SPA) are expected to be committed to their academic community and engage with real-world situations. This involvement helps students connect their learning to the world around them and see the possibilities and challenges that exist in their chosen art discipline.

In recent years, there has been a growing interest in examining the determinants of work performance among teachers in the Special Program in the Arts. This maxim is supported by a study conducted by Fong, C. J. (2022) which emphasized the importance of coherent work performance appraisal, which provides time for planning and offers technical support. As underscored, the role of teachers in adapting and implementing the curriculum and how teachers implement the curriculum is vital to organizational success. Furthermore, Gibson and Brooks (2012) highlighted the significance of teacher efficacy in curriculum implementation, specifically linking high personal and teaching efficacy to increased student growth. These findings collectively suggest that the work performance of teachers is a critical factor in the effectiveness of specialized curriculum implementation.

Cainoy (2021) found that the implementation of teachers in the SPA is well-organized and progressing, with students demonstrating proficiency.

In contrast, Brillantes (2022) identified challenges such as a lack of specialist teachers and minimal support from the government, which could impact the program's sustainability. Furthermore, Diqduiqin (2021) highlighted the need for professional development programs to enhance teaching practices, particularly in areas such as teaching techniques and differentiated instruction.

Teachers who are assigned to teach in the Special Program in the Arts, termed specialists, play a crucial role in ensuring the successful implementation of this program (Brillantes, 2022). Work performance directly impacts the quality of education and opportunities provided to students in the arts. These teachers are responsible for designing and delivering specialized arts instruction, supporting students' artistic growth, and integrating the arts into other academic subjects as well as community engagement.

These findings suggest a need for ongoing support and development for teachers in the SPA to ensure the program's continued success. The support to be given must be based on an environmental scanning of the implementing schools to ensure its effective implementation by relying on data-driven evidence of the needed support. One way to address this is by identifying the factors that can predict the work performance of SPA teachers. Understanding the determinants of work performance among SPA teachers is essential for improving the quality of education provided to students in the arts.

It is essential for teachers handling Special Programs in the Arts subjects to prioritize their work performance. Pérez-Escoda, A., García-Ruiz, R., Zubizarreta, A. C., & Aguaded, I. (2017) provided insights that highlight the significance of teachers demonstrating confidence and precision in modeling performance skills, as well as creating a supportive and safe classroom environment for students to take risks and performance. Moreover, integrating the arts into the curriculum requires teachers to have a strong understanding of the content and the ability to connect it to other subject areas effectively. Furthermore, teachers' professional competencies and pedagogical competencies are essential in influencing student achievement and motivation in the Special Program in the Arts.

Consistent with the goals of the K to 12 Basic Education Curriculum, the work performance of teachers in the SPA has been attributed to students' overall academic success. Teachers play a crucial role in shaping the academic success of students in the field of arts. Their work performance directly impacts the overall outcomes and achievements of the students. It is widely recognized that a teacher's commitment, experience, and professionalism greatly influence academic performance. Teachers who are highly motivated and dedicated to their work are more likely to go the extra mile for their students, provide engaging and effective instruction, and create a positive and nurturing learning environment.

It was observed that teachers who demonstrated mastery in their instructional practices had a significant positive impact on the academic performance of students. Nevertheless, little attention has been given to the role played by teachers' work performance and its impact on students' academic achievements. This highlights the importance of teachers' pedagogical practices in promoting achievement among SPA students. Hence, the SPA students' voice must also be considered in evaluating the performance of SPA teachers.

Since this study will aim to provide baseline data on the determinants of work performance of teachers in the Special Program in the Arts (SPA), it will provide insights as to the strengths and weaknesses of the teaching profession about student outcomes within the SPA.

By analyzing factors such as events exposure, talent/skills, professional development, talent engagement in the community, cultural ideology, values, characteristics and orientation, and multimedia literacy, this research will shed light on the specific areas that influence teacher work performance in the specialized program.

Since the level of work performance of the teachers concerned will be gauged in the lens of curriculum content, pedagogy, research output, preparation and engagement of students in the Festival of Talents, awards, and recognition of student entries in the Festival of Talents, and community involvement of talent and skills, quantified by the SPA learners' testimonies, this study will inform decision-making processes to enhance the existing policies in the program.

By identifying these factors, schools and policymakers will be able to make informed decisions in terms of recruitment and selection of SPA teachers, designing professional development programs tailored to the unique needs of SPA teachers, and creating a supportive work environment that fosters the growth and success of SPA teachers and their learners.

Furthermore, this study can serve as a reference for future research on teacher work performance in other specialized programs or disciplines. By understanding the determinants of work performance among SPA teachers, educational institutions can develop targeted strategies to improve teaching practices and enhance student outcomes in the arts.

LITERATURE REVIEW

The study was anchored on the theory of multiple intelligences postulated by which emphasizes that individuals possess different types of intelligence, including musical, kinesthetic, visual-spatial, interpersonal, intrapersonal, and linguistic intelligence. This theory supports the idea that students in the Special Program in the Arts have unique talents and skills that can be developed through specialized instruction.

Additionally, the study was drawn on the social learning theory proposed by Fernández, M. (2022) which suggests that individuals learn through observation, imitation, and modeling. In the context of the SPA, this theory highlights the importance of teachers' competence and expertise in arts education.

Furthermore, this study examined the effectiveness of teachers' personal and professional growth and individual competencies in teaching specialized programs by incorporating a range of sources and suggestions. It also explores the concept of teacher efficacy, which pertains to teachers' confidence in their ability to influence student learning outcomes positively.

The study aimed to identify the determinants of work performance of Special Program in Arts (SPA) teachers in Region X, particularly Gingoog City, Misamis Oriental, and Cagayan de Oro Divisions, Philippines.

RESEARCH METHODS

Research Design

This study employed a sequential explanatory mixed method approach, beginning with the collection and examination of quantitative data and advancing to the collection and evaluation of qualitative data. The subsequent qualitative data will supplement the primary quantitative findings and serve as the foundation for the study's conclusions.

Data was collected using both quantitative and qualitative methodologies in this study design. To begin, numerical data was gathered from Special Program in the Arts (SPA) specialists and coordinators throughout Northern Mindanao, particularly in the divisions of Cagayan de Oro, Misamis Oriental, and Gingoog City. The research participants were given a series of questionnaires to evaluate their self-rating of their work performance in the specified areas as well as the level of manifestation of work performance factors.

The following phase of the study collected qualitative data from a selection of participants, which included SPA teachers and students, via interviews and focus group discussions. This process served to provide new insights into the quantitative results that need to be improved further. During this phase, open-ended questions were utilized to acquire a more thorough knowledge of the factors impacting the job performance of the three (3) divisions' SPA teachers, coordinators, and students. The interviews and focus group discussions attempted to delve deeply into the barriers that teachers face when delivering the distinctive program. The data was thematically analyzed to uncover common themes and patterns.

The two sets of data were studied individually and then merged during the interpretation phase.

Research Locale

This study was conducted at DepEd Region X, Northern Mindanao, Philippines, which is comprised of 14 divisions. Still, it would only include the schools implementing the Special Program in Arts in the divisions of Cagayan de Oro City, Misamis Oriental, and Gingoog City.

Respondents/ Sampling

The respondents of the study were the Special Program in the Arts (SPA) coordinators, specialists, and students of the seven (7) schools of Cagayan de Oro, Misamis Oriental, and Gingoog City, which offer SPA, with Cagayan de Oro National High School, Agusan National High School, and Lapasan National High School of the division of Cagayan de Oro City, Tagoloan National High School, and Misamis Oriental General Comprehensive High School, and Medina National Comprehensive High School of Misamis Oriental division, and Gingoog City Comprehensive National High School of Gingoog City division.

For the quantitative stage of the study, the SPA Coordinators and Specialists completed the questionnaires, which were distributed in person by the researcher and retrieved through the SPA Coordinators upon the approval of the school heads.

For the qualitative stage, the SPA specialists and students participated in the Focus Group Discussions (FGD). All specializations were represented by the specialists. Additionally, the SPA students were chosen by the SPA Coordinators per specialization and availability to take part in the FGDs. Not all specializations were represented by the students because, during the scheduled FGD, the majority were engaged in preparations for the upcoming Regional Festival of Talents (RFOT) and the annual school recital.

Research Instrument

Since the study employed a sequential explanatory mixed method design, the researcher obtained quantitative data through a researcher-made questionnaire that was submitted to the division research coordinator for content validation. The research tool was pilot-tested on the SPA teachers at Agusan National High School, Butuan City, Region XIII-Caraga, to test reliability. After the tryouts, the number of test items was reduced based on the result of the item analysis.

Qualitative data was obtained through a series of Focus Group Discussions administered via in-person interactions. The data obtained underwent thematic analysis which was utilized to fortify the quantitative results of the study.

Data Gathering Procedure

The researcher formally wrote a letter to the Regional Director (RD) to allow her to conduct the research in the region as a partial requirement for the degree of Doctor of Philosophy in Management. Upon its approval, she asked permission from the Schools Division Superintendent (SDS) of the division offices of Cagayan de Oro City, Misamis Oriental, and Gingoog City to conduct data-gathering procedures in their respective divisions. The researcher employed a research-made questionnaire that included the factors affecting work performance as well as the key areas to measure the work performance of teachers in the Special Program in the Arts in Region X, particularly Gingoog City, Misamis Oriental, and Cagayan de Oro City divisions. The questionnaire underwent content validation through a division research coordinator at the divisional level and pilot testing at a school offering SPA outside Region X to ensure its validity and reliability.

The researcher distributed the questionnaire in person to the teachers and coordinators in the SPA program in Region X and conducted a quantitative analysis to determine the overall work performance of the teachers. The SPA teachers, as well as student representatives for each of the SPA's seven (7) disciplines, were chosen for a Focus Group Discussion conducted via in-person interactions using purposive sampling. The data underwent analysis, and the results were derived from the quantitative data.

Through the sequential explanatory mixed method analysis, the findings from both the quantitative and qualitative analyses were incorporated into the final stage of data analysis.

The quantitative findings were compared with the qualitative findings to give a thorough picture of the factors of work-life success among Region X's SPA teachers and coordinators.

Ethical Considerations

As this study utilized human participants and investigated the determinants of work performance among SPA teachers in the three divisions of Region X, significant issues were considered, including the approval of the DepEd region and division authorities, consent of the respondents, confidentiality, and data protection. The researcher explained in detail the process that they underwent, the administration of the survey questionnaire, and the Focus Group Discussion. The questionnaires were distributed to the respondents in in-person for efficient data analysis, and the researcher set the schedule for a Focus Group Discussion (FGD) via in-person interactions to provide qualitative support, thus guaranteeing the efficacy of data analysis and fortifying the study's conclusions.

Statistical Treatments

The following statistical tools were used in the analysis of the data.

Mean. This was used to determine the extent of manifestation of these factors: events exposure, talent/skills, professional development, talent engagement in the community, cultural ideology, values, characteristics and orientation, and multimedia technologies literacy as rated by the SPA teachers and coordinators.

This was used in identifying the level of work performance of the Special Program in the Arts (SPA) teachers and coordinators in the following areas: curriculum content, pedagogy, research output, preparation, and engagement of students in the festival of talents in the seven specializations, awards and recognition of student entries in the festival of talents, and community involvement of talent and skills.

Correlation Analysis. This was used to determine the significant relationship between the extent of manifestation of the factors and the work performance of the Special Program in the Arts (SPA) teachers.

Regression Analysis. This was used to identify which of the factors, singly or in combination, determine the work performance of the Special Program in the Arts (SPA) teachers

Thematic Analysis. This provided the qualitative data through the lens of the SPA teachers, which added weight to the quantitative results of the survey. It identified the facilitating and hindering factors experienced by the teachers, coordinators, and students in the implementation of the program, as well as the specific support that SPA teachers and coordinators received from the DepEd. Moreover, the researcher was provided with a deeper depth of understanding of the processes of the study.

RESULTS AND DISCUSSION

The study evaluated the work performance of Special Program in the Arts (SPA) teachers by examining various factors and comparing ratings between SPA specialists and coordinators. The areas assessed included curriculum content, pedagogy, research output, student engagement in the Festival of Talents, awards and recognition, community involvement, and support received.

Level of Work Performance of SPA Teachers

Curriculum Content

SPA specialists rated the alignment of their curriculum with national standards as moderate, scoring a mean of 3.2, while coordinators rated it slightly lower at 3.0. Both groups found

the relevance to contemporary practices within the art forms to be moderate, with specialists giving a mean score of 3.3 and coordinators 3.1. Differentiation strategies also received moderate ratings, with specialists scoring 3.2 and coordinators 3.0. Specialized instructional materials were rated moderately by specialists (3.1) and slightly lower by coordinators (2.9). The alignment of assessments with the curriculum was rated moderate by both specialists (3.2) and coordinators (3.0). These results indicate that while SPA teachers are generally meeting the necessary curriculum standards, there is room for improvement, particularly in the development and use of specialized instructional materials and differentiation strategies to cater to diverse learner needs.

Pedagogy

The integration of diversity and learner needs was rated moderate, with specialists scoring 3.3 and coordinators 3.0. Instructional strategies for artistic development were similarly rated, with specialists giving a mean score of 3.2 and coordinators 3.0. The creation of a student-centered learning environment was rated as moderate by specialists (3.4) but fair by coordinators (2.9). Both groups rated the integration of 21st-century skills as moderate, with specialists scoring 3.3 and coordinators 3.1. Technology integration received moderate ratings from both specialists (3.2) and coordinators (3.0). These findings suggest that SPA teachers are making a moderate effort to incorporate diverse instructional strategies and create student-centered environments but may benefit from further professional development in these areas.

Research Output

The quantity of research conducted was rated moderate by specialists (3.2) and slightly lower by coordinators (3.0). The alignment of research with SPA objectives received moderate ratings from both groups, with specialists scoring 3.3 and coordinators 3.1. Collaboration with colleagues was rated moderate by both specialists (3.2) and coordinators (3.0). The impact of research on the arts education field was rated moderate by specialists (3.3) and slightly lower by coordinators (3.1). Dissemination efforts were rated moderate by specialists (3.2) and coordinators (3.0). These ratings indicate that SPA teachers are engaged in research activities, but there is a need for enhanced collaboration and dissemination to maximize the impact of their research on the field of arts education.

Engagement of Students in the Festival of Talents

Student engagement in Dance Arts was rated high by both specialists (3.5) and coordinators (3.6). Theater Arts saw moderate engagement ratings from specialists (3.2) and coordinators (3.1). Music-Vocals were rated moderately by both groups, with specialists scoring 3.1 and coordinators 3.0. Music-Instruments were rated moderate by specialists (3.2) but lower by coordinators (2.9). Visual Arts received moderate ratings from both specialists (3.3) and coordinators (3.1). Creative Writing was rated moderate by both groups, with specialists scoring 3.2 and coordinators 3.0. Media Arts received high engagement ratings from both specialists (3.5) and coordinators (3.6). These results highlight that while student engagement is relatively high in certain areas like Dance Arts and Media Arts, other areas such as Music-Instruments and Theater Arts may require more targeted efforts to boost student participation.

Awards and Recognition of Student Entries in Sining-Tanghalan at the Festival of Talents

Both specialists and coordinators rated the awards and recognition at the Division Festival of Talents as moderate, with mean scores of 3.3 and 3.1, respectively. The Regional Festival

of Talents received moderate ratings from specialists (3.2) and coordinators (3.0). The National Festival of Talents was rated moderate by specialists (3.1) and slightly lower by coordinators (2.9). These findings suggest that SPA students are receiving recognition at various levels, but there is potential to achieve higher accolades, particularly at the national level.

Community Involvement of Talent and Skills

Community involvement at the barangay level was rated moderate by both specialists (3.2) and coordinators (3.0). At the city level, specialists rated it moderately at 3.3, and coordinators at 3.1. Municipal involvement was rated moderate by specialists (3.2) and coordinators (3.0). Regional involvement was rated moderate by both groups, with specialists scoring 3.3 and coordinators 3.1. National involvement received moderate ratings from specialists (3.2) and coordinators (3.0). These ratings indicate that while SPA teachers are moderately involved in community activities, there is room for increased engagement at higher levels to further enhance their impact and visibility.

Significant Differences in Ratings

The study found a significant difference in the ratings of work performance between SPA specialists and coordinators. Specialists generally rated their performance and the performance factors higher than coordinators, suggesting possible differences in perceptions or standards between the two groups. This discrepancy may point to a need for better communication and alignment of expectations between SPA specialists and coordinators.

Manifestation of Factors of Teacher Work Performance

The factors influencing teacher work performance were rated as moderate by both groups. Events exposure received mean scores of 3.3 from specialists and 3.1 from coordinators. Talent/skills were rated moderate by specialists (3.2) and lower by coordinators (3.0). Professional development was rated moderate by specialists (3.4) and coordinators (3.2). Talent engagement in the community received moderate ratings from both specialists (3.3) and coordinators (3.1). Cultural ideology was rated moderate by specialists (3.2) and coordinators (3.0). Values, characteristics, and orientation were rated moderate by specialists (3.3) and coordinators (3.1). Multimedia technologies literacy was rated moderate by specialists (3.2) and coordinators (3.0). These findings indicate that while SPA teachers are moderately engaging with these factors, there is potential for improvement, particularly in enhancing professional development and multimedia technologies literacy.

Differences in Ratings of Factors

There is a statistically significant difference in the ratings of the manifestation of the factors between SPA specialists and coordinators. Specialists rated the manifestation of these factors higher than coordinators, indicating a possible difference in perceptions. This suggests a need for more cohesive training and development programs that align the understanding and implementation of these factors across both groups.

Relationship Between Factors and Work Performance

The relationship between the manifestation of factors and the level of work performance varies according to specialization. For example, professional development is positively correlated with work performance in Creative Writing and Dance Arts, while cultural ideology is significantly correlated with work performance in Media Arts and Music-Instruments. This suggests that different factors are important for different specializations,

emphasizing the need for tailored professional development programs that address the specific needs and strengths of each specialization.

Determinants of Work Performance

The regression analysis revealed various predictors of work performance for each specialization. For Creative Writing and Dance Arts, professional development is the main predictor. In Media Arts and Visual Arts, both professional development and cultural ideology are significant predictors. For Music-Instruments, work performance is influenced by multiple factors, including events exposure, talents/skills, talent engagement in the community, cultural ideology, values, characteristics, and orientation, and multimedia technologies literacy. In Theater Arts, work performance is predicted by talent engagement in the community. These findings highlight the need for tailored interventions to improve performance, recognizing the unique predictors for each specialization.

Facilitating and Hindering Factors

The study identified several facilitating and hindering factors experienced by SPA students and specialists. Facilitating factors for SPA students included the development of creative skills, improved self-confidence, and exposure to diverse experiences. For SPA specialists, facilitating factors included exposure to professional artists and events, professional development, and supportive school leadership. Hindering factors for SPA students included large class sizes and limited opportunities for performance or exhibition. For specialists, hindering factors included limited resources and workload and stress. These factors underline the importance of providing adequate support and resources to enhance performance, addressing the specific challenges faced by both students and specialists.

Specific Supports Received

Respondents acknowledged receiving financial support from the Department of Education (DepEd) and other community sources. This financial support is crucial for sustaining and enhancing the quality of SPA programs and addressing the challenges faced by both students and specialists. It indicates the need for continuous and possibly increased funding to ensure the effectiveness and growth of the SPA programs.

Proposed Developmental Interventions

Based on the findings, a proposed enhancement program for SPA specialists is suggested. This program considers the seven predictors of work performance according to specialization, aiming to provide targeted support and development opportunities to improve overall performance. The program includes professional development workshops, increased resources, and improved support systems to address the specific needs identified in the study. This tailored approach ensures that interventions are relevant and effective, ultimately enhancing the work performance of SPA teachers.

CONCLUSION

The work performance of SPA Specialists, as rated by both Specialists and Coordinators, falls within the 'moderate' to 'fair' range. Dance and Media Arts received the highest marks but still within the moderate range, while Theater Arts and Creative Writing and Music-Instruments scored the lowest.

SPA Specialists rated their work performance higher than the SPA Coordinators since they encompass duties that go beyond the typical skills of the specialists, resulting in

increased expectations and, eventually, higher standards in assessing the specialists' work performance.

Specialists and Coordinators view the manifestation of factors in the SPA program as moderate but with differences in the ratings among the specializations due to the varying skills and resources needed to implement the specialization.

Specialists view their work performance more favorably than SPA coordinators do because of differences in expectations in the actual implementation of the program. Specialists are the direct implementers who contextualize pedagogy and adjust the curriculum considering the insufficiency of resources, equipment, and professional development opportunities. Coordinators oversee the implementation and, thus, have the tendency to project higher expectations among the specialists.

The variation in the correlation of the independent variables and work performance varies according to specialization due to the varying nature of each specialization in terms of the required set of skills, professional backgrounds, the actual availability of resources, as well as exposure to various community and cultural engagements.

Among the factors, professional development surfaced as the primary predictor of work performance in most of the specializations. It also reflects the actual needs of the specialists who admittedly revealed that they have been receiving scarce professional development opportunities.

The emerging facilitating factors of both SPA Specialists and students testify to the advantages of the specialized program. Generally, these factors require enhancement to improve the implementation of the SPA further. On the other hand, the emerging hindering factors serve as a precaution, reminding the administration that these factors hinder the curriculum implementation and, thus, require attention, further study, and solutions.

Financial support is essential to implement the SPA successfully. A SPA Specialists Enhancement Program is proposed to address the work performance needs of the SPA specialists.

RECOMMENDATIONS

This research on the work performance of SPA teachers in Region X revealed valuable insights into the experiences of the specialists in their field of expertise. Based on these findings, here are some recommendations for the Department of Education (DepEd), school principals, SPA coordinators, individual teachers, and future researchers:

Department of Education (DepEd) Region X

The Division Office may consider addressing the work performance needs of the Special Program in the Arts (SPA) teacher-specialists by providing support on the specialists' participation in professional development opportunities designed by the Sanay-Guro and National Commission for Culture and the Arts (NCCA) as well as participation in national-based competitions such as National Music Competitions for Young Artists (NAMCYA). The region may also consider the approval and support of the proposed SPA Specialists Enhancement Program. Additionally, a dissemination program may be implemented to share the results of this study, not limited to the participating schools, but to all schools offering SPA in the region. This may be geared to enable the respective policymakers in the region to design targeted interventions most suitable to the needs of the Specialists in the context of their divisions. Furthermore, the region may consider designing a performance evaluation with the specific Key Results Areas (KRAs) for SPA Specialists in addition to the generic Results-Based Performance Management System (RPMS) to strengthen the work performance of these teachers further.

School Principals

School administrators may prioritize upholding the work performance of the SPA specialists. This can be achieved by addressing the needs of the SPA, particularly in the provision of funding for the professional development of teachers. This may be determined via an assessment of training needs analysis designed to ensure that there is an allocation of funds for at least three or four specialists to be sent in the training per year. Moreover, adequate facilities and equipment necessary for the successful implementation of the program may be provided to successfully implement the program and increase the chances of the SPA for community engagement opportunities.

SPA Coordinators

SPA Coordinators may advocate for policies that enhance the implementation of the program and partner with the school heads to effectively communicate the training needs of the specialists to the higher authorities. Moreover, they may clearly communicate to the school administrators, specialists, and students the work performance needs and supports of each sector to fully realize the goals of the specialized program.

SPA Specialists

SPA specialists may continuously seek out professional development opportunities, community engagement, as well as the continuous honing of talents and to enhance their work performance as SPA specialists.

Future Researchers

Future researchers may consider exploring the other factors that influence the work performance of SPA specialists that are not included in the study, including a tracer study of the SPA students on their academic outcomes in higher education since it is also an important indicator of the successful implementation of the program. Moreover, the work dynamics among the SPA coordinators and specialists should also be considered as an area of research interest to provide a further concrete basis for developing enhancement programs for the SPA. To further enrich the study on the work performance of SPA teachers in the region, a division-based study may be conducted to design a more targeted approach to address the specific needs of the SPA specialists at the division level.

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