

A proposed development plan on special program in the arts of Bonga National High School, Division of Albay

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Abstract

Bonga National High School stands out because its students are actively involved in cultural activities and have achieved a lot in arts-related competitions. This study examined whether Special Program in the Arts (SPA) could work at Bonga NHS and how to develop a plan that aligns with the school's current resources, teacher readiness, and overall situation.

To get a full picture, the study used both numbers and stories—survey questionnaires, documents, and conversations with school leaders and teachers. It analyzed factors such as enrollment, faculty, facilities, and achievements, and also delved deeper through SWOT analysis and interview themes.

The findings showed that Bonga National High School is internally ready to take on the SPA, thanks to active student groups, qualified teachers, a supportive school environment, and impressive wins in arts competitions. Still, there are some gaps—such as outdated equipment, insufficient specialized facilities, limited funding, and few opportunities for teachers to keep learning and growing. On the positive side, the school has strong community support, engaged alumni, and chances for partnerships. But there are also risks, such as limited financial resources and inconsistent stakeholder involvement.

Overall, the study concludes that Bonga NHS is well-positioned to implement the SPA, provided strategic steps are taken. The plan focuses on improving facilities, securing more resources, training teachers, and engaging everyone. With careful planning and support, SPA can become a lasting part of Bonga NHS, giving students richer learning experiences, sparking creativity, and strengthening cultural pride in the community.

Keywords: Special Program in the Arts; Survey questionnaires; SWOT analysis; Enrollment; Faculty; Facilities

1. Introduction

As global education systems shift toward holistic models of instruction, the Philippines has taken deliberate steps to institutionalize arts education through programs like the Special Program for the Arts (SPA). The SPA, established under the Department of Education's mandate for curricular enhancement, provides specialized training in various artistic disciplines, including music, visual arts, theater, media arts, creative writing, and dance.

Bonga National High School, as one of the secondary schools in Bacacay, Albay, has strong potential to become a new implementer of the Special Program in the Arts (SPA) within the Albay Division. Despite not yet being an official SPA school, it has consistently demonstrated an institutional commitment to arts education through active student participation in various cultural and creative platforms. They are located along the road and are accessible to the higher institution that offers arts-related tertiary education courses. Learners from this institution regularly participate in local

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and municipal festivals, showcasing their talents in music, dance, and visual arts, indicating both student interest and community support for the arts.

The school also maintains a well-organized Glee Club that performs during school and barangay events, fostering musical growth and performance confidence among its members. Furthermore, the school also has achieved notable recognition in competitions such as the Bureau of Fire Protection (BFP) sponsored Jingle Making Contest, where students have placed among the top ranks, underscoring the school's capacity to mentor artistically inclined learners toward excellence.

These existing practices reveal a thriving culture of creativity and expression, which are key prerequisites for the successful implementation of the SPA program. With proper support in training, resources, and formal recognition, Bonga National High School can serve as a strategic expansion site for the SPA, bringing specialized arts education closer to students in rural areas of Albay.

Legal and policy frameworks aside, this study aims to provide a context-specific feasibility assessment of SPA implementation at Bonga National High School. Furthermore, this study also contributes to the ongoing discourse on curriculum relevance and learner-centered instruction. The findings of this feasibility study are expected to inform school leaders, curriculum planners, and policymakers in crafting responsive strategies to expand the SPA. It is hoped that this study will ultimately contribute to a more equitable and culturally rich educational system.

1.1. Statement of the Problem

This study aims to propose a development plan for the Special Program in the Arts at Bonga National High School in the Schools Division of Albay. Specifically, it sought answers to the following questions:

- What is the profile of Bonga National High School in terms of:
 - Enrollment
 - Faculty
 - Availability of facilities and learning resources
- Achievements related to the arts program?
- What are the strengths, weaknesses, opportunities, and threats (SWOT) of Bonga National High School in offering the Special Program in the Arts?
- What development plan can be proposed based on the findings of the study?

1.2. Scope and Delimitation

This study assesses the feasibility of implementing the Special Program in the Arts (SPA) at Bonga National High School and formulates a developmental plan that addresses the school's current context. Specifically, it examines the school's profile in terms of enrollment for the past five (5) school years, faculty qualifications and interest, availability of facilities and learning resources, and existing art-related achievements. The study also seeks to generate insights into the perceived readiness, interest, and support among institutional stakeholders, namely school administrators and teaching staff, whose perspectives are central to determining the feasibility of SPA implementation.

The scope of the study is limited to one public secondary school, Bonga National High School, and does not extend to other schools within the division. Furthermore, the research does not cover the full implementation of SPA. However, it is limited to assessing feasibility and crafting a development plan based on current resources, faculty capabilities, and administrative support. While external stakeholders such as parents and local education authorities are acknowledged in the broader context of program sustainability, the data collection and analysis in this study are limited to the insights and records provided by the administrators and teaching staff of Bonga NHS.

2. Materials and Methods

2.1. Research Design

The study adopted a descriptive–evaluative research design, integrating both quantitative and qualitative approaches to examine the current conditions and institutional readiness of Bonga National High School for SPA implementation.

The study is delimited to the profiling of the institutional condition of Bonga National High School, which includes enrollment trends for the past five (5) school years, teacher qualifications and interest, physical facilities, and learning

resources as well as achievements in arts-related areas, to garner data that will be used for assessing readiness to implement SPA.

The descriptive component focused on profiling the school's enrollment trends, faculty qualifications, facilities, available equipment, and arts-related achievements. This approach is widely used in educational and social science research for its capacity to provide systematic, factual accounts of existing conditions without experimental manipulation (Siedlecki, 2020; Hassan, 2024)¹.

This structured design is appropriate for this study, as it is the first to demonstrate the feasibility of implementing the Special Program in the Arts at Bonga National High School. It will provide a foundational understanding of existing conditions, which is necessary before any program can be developed.

The evaluative component employed the SWOT (Strengths, Weaknesses, Opportunities, Threats) framework to assess the school's strategic position and readiness for SPA implementation. Evaluative research is particularly suited for institutional readiness studies, as it systematically examines the value and effectiveness of programs and practices within a given context (Cliff, 2019)². The SWOT framework will be useful in this study to examine Bonga National High School's capacity to implement the Special Program in the Arts.

Together, the descriptive and evaluative components provided the empirical basis for developing a context-specific Developmental Plan for SPA implementation at Bonga National High School.

2.2. Respondents of the Study

The study involved three primary respondent groups from Bonga National High School: school administrators, the fifty-two (52) teaching staffs for the school year 2025-2026, and parents /stakeholders. School administrators provided institutional data, policy guidance, and strategic insights to assess the feasibility of SPA implementation. Teachers contributed perspectives on instructional practices, resource availability, and program readiness, offering an informed view of the school's operational capacity. Parents and stakeholders provided community-based perceptions and expectations, enriching the evaluation with external viewpoints critical to gauging broader support for the program. The inclusion of all respondents was intentional, as they are the external and internal support for any program the school offers, especially this study, which will demonstrate the feasibility of the Special Program in the Arts at Bonga National High School.

2.3. Research Instrument

To ensure consistency, validity, and reliability across data collection, the following instruments were developed and utilized. For the interview, semi-structured guides for administrators and parents/stakeholders, focusing on institutional policies and community support (Kallio et al., 2016)³. Focus group discussion prompts for administrators and teaching staff, designed to explore instructional practices and readiness (Nyumba et al., 2018)⁴. Standardized survey questionnaire forms for teachers, generating measurable data for SWOT analysis (Creswell & Creswell, 2018)⁵. The questionnaires were validated by teachers in the Special Program in the Arts at other Division offices and in Albay. A checklist to systematically examine school records, such as enrollment and achievements.

To address the first research question on the institutional profile of Bonga National High School, the School Profile Checklist guided data collection on five-year enrollment trends, faculty qualifications and composition, available arts facilities and resources, and the school's record of arts-related achievements.

For the second research question on the SWOT analysis, the structured survey questionnaire, interview guides, and FGD protocols were used in combination. Using the SWOT framework, data were categorized into four categories: strengths, weaknesses, opportunities, and threats. This provided a structured way to assess institutional capacity for readiness. This multi-method approach captured both quantitative and qualitative dimensions of the school's internal strengths and weaknesses, as well as external opportunities and threats, resulting in a comprehensive, well-rounded analysis.

For the third research question, findings from the survey, documentary analysis, and FGDs were synthesized to inform the development of a Developmental Plan Framework. The framework was subsequently submitted to school stakeholders and external arts education specialists for validation to ensure its contextual relevance, feasibility, and applicability to Bonga National High School.

3. Results and Discussion

3.1. Profile of Bonga National High School in Terms of Enrollment

Table 1 shows that the enrollment at Bonga National High School has gradually decreased from 694 students in SY 2021–2022 to 502 students in SY 2025–2026. Data by grade show lower enrollments at each year level: Grade 7 enrollment shrank from 172 to 120, and Grade 10 from 198 to 142. Those certainly are not good numbers in terms of keeping the student population up, or at least the same. Nonetheless, the way the Special Program in the Arts (SPA) is being implemented could serve as a strategy to enroll new students, especially at the Grade 7 level, and keep them engaged through arts-focused activities.

Table 1 Profile of Bonga National High School in Terms of Enrollment

Grade Level	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025	SY 2025-2026
GRADE 7	172	147	114	157	120
GRADE 8	150	174	155	105	136
GRADE 9	174	153	156	140	104
GRADE 10	198	165	144	139	142
TOTAL	694	639	569	541	502

The enrollment data for Bonga National High School reveal changes in the number of learners enrolled across grade levels over the school years. The junior high school population remained relatively stable. This trend suggests that although the school continues to serve a significant number of learners from the community, factors influence students' decisions to enroll or transfer to other institutions. Based on informal responses from parents, several expressed concern about the limited strand options available at the school.

3.2. Profile of Faculty's Strand Preferences in Bonga National High School in Offering Special Program in the Arts (SPA)

Table 2 illustrates the selected strands of teachers who volunteered to join the teaching that is through implementation in Bonga National High School within the Special Program in the Arts (SPA). This becomes meaningful when put in relation to the criteria mentioned in DepEd Memorandum No. 135, s. 2001, which provided for the formulation of SPA through selected public secondary schools in the country. It states that teachers who are assigned to SPA strands should have an appropriate educational background or professional experience in the arts and shows a sincere interest and desire to teach. The table clearly shows that Bonga National High School has already fulfilled most of these conditions in the strands; especially the strands Creative Writing, Music Theatre Arts and Visual Arts. The relative scarcity of sufficiently skilled instructors in Dance and Media Arts corroborates the failure, amongst other subjects; the school may find it necessary to bridge capacity gaps therein through training, hiring or partnerships.

Table 2 Profile of Faculty's Strand Preferences in Bonga National High School in Offering Special Program in the Arts (SPA)

SPA Strands	Educational Background	No. of Responses	Has Interest/Willingness	No. of Responses	Total
Music	Graduate of Music Education or related field	2	Interested in teaching the Music strand	6	8
Dance	Graduate of Dance, Physical Education, or related discipline	3	Willing to train students in dance	4	7
Visual Arts	Graduate of Fine Arts, Studio Arts, or related programs	1	Committed to nurturing creativity	7	8

Theatre Arts	Graduate of Theatre Arts, Literature, or related courses	2	Interested in directing plays and acting	6	8
Creative Writing	Graduate of Literature, English, Filipino, or related fields	10	Willing to mentor student writers	All ten teachers are willing to mentor student writers	10
Media Arts	Graduate of Communication, Multimedia Arts, or related courses	1	Interested in guiding digital/media projects	4	5
Undecided	Not yet specified	0	Open to exploring interest in any SPA strand	6	6
Total		18		34	52

Overall, Table 2 indicates that Bonga National High School possesses faculty members with varied interests in the different strands of the Special Program in the Arts. The highest interest in Creative Writing, along with substantial interest in Music, Visual Arts, Theatre Arts, and Dance, reflects the school's readiness to support arts education. Although some teachers remain undecided, and Media Arts received fewer responses, the findings still suggest a positive foundation for the future implementation of SPA within the institution.

3.3. Profile of the Available Facilities and Learning Resources of Bonga National High School in Offering of Special Program in the Arts (SPA)

Bonga National High School is equipped with several facilities and learning resources that support both academic instruction and the implementation of the Special Program in the Arts (SPA). One of the key facilities is the quadrangle court, which serves as a multipurpose venue for large-scale performances, rehearsals, and school-wide activities. This facility provides students with sufficient space to practice and showcase their talents, particularly in performing arts such as dance, music, and marching band, thereby enhancing experiential learning and performance readiness.

Table 3 Profile of the Available Facilities and Learning Resources of Bonga National High School in Offering of Special Program in the Arts (SPA)

Facility/Resource	Annotation
Music room with instruments (Not Available)	Storage Room for the DLC Instruments.
Dance studio or practice hall (Not Available)	The Quadrangle and the available classroom serve as the practice venue for all events at our school.
Theater/mini auditorium for performances (Not Available)	The quadrangle and stage serve as the primary performance areas for most school events. However, the covered court at Upper Bonga Elementary School is often used as a backup venue, especially for larger gatherings, evening programs, or when activities need to continue despite unfavorable weather.
Visual arts room with art supplies (Not Available)	Art supplies are most often provided by the art teacher/coach and the students.
Media arts equipment (computers, cameras, editing tools) (Available)	DSLR, laptop, and printers are provided for the School Publication team. There are also several laptops available for students in the ICT room.
Library and resources related to the arts (Available)	The library is available but needs updating and expansion with more art-related resources.
Others (please specify): Audio Visual Room/radio station and equipment (Available)	The equipment for the AVR and Radio Station needs to be updated and expanded to be more useful for school events and training programs. The Radio Station has played a vital role for students, especially during the pandemic, when it became an essential tool for distance learning and communication.

Costumes Props (Not Available)	Provided by the teacher, coaches, and students during the presentation
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Overall, the enrollment size and staffing profile of Bonga National High School reflect its role as a major secondary education institution in the area. The relatively high student population underscores the need for sufficient facilities, learning resources, and specialized teachers to ensure quality instruction. During the FGD, the principal emphasized that *“Ang patuloy na pag-unlad ng mga pasilidad at kagamitan ay mahalaga upang masuportahan ang mga programa ng paaralan, lalo na ang mga programang may kinalaman sa sining at talento ng mga mag-aaral”* (The continuous improvement of facilities and equipment is important to support school programs, especially those related to the arts and students’ talents). These profile characteristics provide an important context for analyzing the strengths, weaknesses, opportunities, and threats of the school in offering the Special Program in the Arts and serve as a basis for proposing a relevant and responsive development plan.

3.4. Profile for Achievements Related to the Arts Program of Bonga National High School

Participation in regional art presentations also signifies the school’s commitment to excellence and competitiveness in arts education. These experiences provide students with valuable opportunities to learn from diverse cultures, broaden their artistic perspectives, and develop a deeper appreciation of the arts as a medium of cultural expression.

This achievement reflects the students’ musical proficiency, teamwork, and dedication, as well as the competence of their trainers and teachers. Success in competitive events such as drum and lyre corps underscores the school’s strong foundation in music and arts education and performance, core components of the SPA.

Table 4 Profile for Achievements Related to the Arts Program of Bonga National High School

Competition	Remarks
School Press Conference SY 2025-2026 Regional Collaborative Desktop Publishing (Participant, 1 st Place DSPC) SY 2024-2025 Regional Photojournalism Editorial Cartooning (Participant, 2 nd Place DSPC) SY 2023-2024 Division News Writing, Copyreading, and Headline Writing (5 th place) SY 2019-2020 National News Writing (Participant, 3 rd Place RSPC)	Bonga National High School excelled in campus journalism as it represented Albay Division in the Regional Schools Press Conference and the National Press Conference.
BFP Community Relation Week Year 2026 Municipal Poster Making (3 rd Place) Jingle Making (3 rd Place) Spoken Poetry (4th Place) Year 2024 Municipal Poster Making (1 st Place) Jingle Making (Participant)	The Bonga National High School annually participates in the annual Bureau of Fire Protection month every March. It is a competition from the municipal level to the regional level.

Drum and Lyre Competition Municipal Year 2025 (No Competition/Participant) Year 2024 & 2023 (No Participation) Year 2020-2022 (No Competition Due to Pandemic Protocol) Year 2019 (Invited as Guest) Year 2017 & 2018 (Champion)	The Bonga National High School Drum and Lyre Corps (DLC) is consistently invited to perform as a guest in nearby barangays and municipalities, bringing pride to the school community as they showcase their musical talents during foot parades and local celebrations.
Banaag Festival Bunga Festival Local Every Month of May Last week of August to the first week of September	Most of the students of Bonga National High School actively took part in the celebration, joining events such as street dancing, pageants, singing, dance competitions, and many other activities that showcased their talents.

Table 5 Strengths of Bonga National High School in Offering the Special Program in the Arts (SPA)

Indicator	Weighted Mean	Interpretation	Rank
The school fosters a strong culture of support for arts programs and events within its community	3.63	Agree	6
Student arts organizations (e.g., Glee Club) are active and show readiness for SPA.	3.92	Agree	1
Teachers qualified in arts disciplines are available at the school.	3.90	Agree	2
The school has a culture that encourages creativity and artistic expression.	3.87	Agree	3
The administration allocates a budget consistently for arts initiatives.	3.21	Neutral	7
The school has a record of achievements in arts competitions.	3.75	Agree	5
Parents consistently engage and contribute to the planning and success of arts activities.	3.15	Neutral	9.5
The school has established collaborative links with arts organizations that enrich its internal program offerings.	3.15	Neutral	9.5
Alumni actively provide time, expertise, and resources that strengthen the school's arts initiatives.	3.19	Neutral	8
Arts are celebrated integrally in school programs and functions.	3.83	Agree	4
GENERAL WEIGHTED MEAN	3.56	Agree	

Legend: 4.20 – 5.00 Strongly Agree 3.40 – 4.19 Agree

2.60 – 3.39 Neutral 1.80 – 2.59 Disagree

1.00 – 1.79 Strongly Disagree

Overall, the results indicate that Bonga National High School demonstrates strong internal readiness in terms of students, teachers, school culture, and arts-related achievements, but requires strengthening in external and financial support systems. The predominance of “Agree/High” ratings confirms the feasibility and potential benefits of offering SPA in the school. With strategic planning focused on resource allocation and stakeholder mobilization, the school is well-positioned to successfully institutionalize the Special Program in the Arts.

4. Proposed Developmental Plan

The development plan for the Special Program in the Arts (SPA) at Bonga National High School focuses on ensuring the school is fully prepared before the program officially starts. It's based on the study, like the importance of helping teachers grow, improving our facilities and resources, streamlining how the program is managed, and getting more people in the community involved. The idea is to build on what the school already does well, make the most of new opportunities, and address any weaknesses or external challenges identified in the SWOT analysis.

Focusing on supporting our teachers and upgrading our facilities, so when SPA launches, students get the best learning experience possible. Building strong partnerships with parents, local groups, and other stakeholders will also help sustain the program and unlock additional resources. The plan includes support systems for students and backup plans to address challenges such as heavy workloads, technology gaps, or unexpected disruptions. In short, this plan is a practical, people-centered approach to ensuring that the SPA program not only starts off strong but also continues to grow and improve over time at Bonga National High School.

5. Conclusion

Based on the findings, the following conclusions were drawn:

- Based on the findings, Bonga National High School demonstrates substantial readiness to implement the Special Program in the Arts (SPA), particularly in terms of student engagement, faculty availability, institutional culture, and arts-related activities. High ratings in active student arts organizations, availability of qualified teachers, and a school culture that encourages creativity indicate strong internal capacity. Furthermore, the integration of arts into school programs and the school's record of achievements reflect institutional commitment to artistic development. However, despite these strengths, critical structural limitations—such as insufficient specialized arts facilities, outdated equipment, and unstable funding—must be addressed. Therefore, while the school is well-positioned to initiate SPA, strategic improvements in infrastructure, resource modernization, and professional specialization are necessary to ensure optimal implementation.
 - The overall analysis reveals that Bonga National High School possesses a strong aspirational vision for SPA, as stakeholders express a desire to produce academically and artistically excellent graduates and to establish the school as a recognized center for arts education. These opportunities demonstrate significant potential for long-term growth and institutional distinction. Nevertheless, internal weaknesses (e.g., limited facilities, funding constraints, lack of formal program coordination) and external threats (e.g., technological limitations, budget instability, possible policy changes, disasters, and competition from other schools) may hinder program sustainability if not strategically managed. Thus, while the foundation for SPA implementation is strong, proactive planning is essential to prevent these risks from undermining program quality and continuity.
 - In light of the findings, a structured and responsive development plan is imperative to ensure the sustainability and continuous improvement of the SPA at Bonga National High School. The plan should prioritize facility enhancements, the acquisition of updated equipment and technology, the stabilization of funding mechanisms, the expansion of teacher professional development, and the establishment of a formal SPA coordination structure. Additionally, strengthening stakeholder engagement—including parents, alumni, and community partners—will be critical in sustaining program momentum. By building on its identified strengths and opportunities while systematically addressing weaknesses and mitigating threats, Bonga National High School can successfully institutionalize a competitive, inclusive, and sustainable Special Program in the Arts.
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Compliance with ethical standards

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Disclosure of conflict of interest

I declare that I have no conflicts of interest related to this research. I have no personal or financial relationships that could influence my work.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study

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