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The Status of School Facilities for Special Program in the Arts (SPA): It's Influence on the Student Performance

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ABSTRACT

Schools in the 21st century require school plants which includes all facilities essential for the achievement of educational objectives. The aim of this study was to determine the status of school facilities for Special Program in the Arts (SPA) and its influence on the student performance in competitions of Gingoog City Comprehensive National High School (GCCNHS). The research design is descriptive. The status of the school facilities was assessed through a teacher-designed questionnaire in terms of availability, adequacy, and usability answered by the SPA students and teachers. The researcher gathered the General Point Average (GPA) of the SPA students and was tested to measure the relationship of the status of the school facilities and the students' performance. The statistical treatments applied were the frequency, mean and t-test. The findings of the study revealed that there is no evidence that the school has available, adequate and usable school facilities and there is no significant difference between the school facilities and student performance tested at 0.05 level. Thus, it is a contributory factor in the low achievement of students in competitions.

KEYWORDS

Education, Special Program in the Arts, school facilities, descriptive design, Philippines, Asia

INTRODUCTION

School facilities are one of the most important factors that influence how students learn aside from genetics and home environment. According to Lyons (2002), students are more likely to prosper when their environment is conducive to learning. Sanoff & Walden (2012) cited that the school facility is more than a passive container of the educational process but an integral component of the conditions of learning. Moreover, Ajayi, Ekundayo & Osalusi (2010) posited that success in school is not a guarantee when school facilities are lacking. The demand for and extent of facilities for the arts is a collective decision among school administrators and stakeholders who share an interest in student development.

According to the United Nations Educational, Scientific and Cultural Organization or the UNESCO (2005), a well-planned school plant gears up expected outcomes of education that facilitate effective teaching and learning process. The school plant is an important aspect of educational planning that unless school facilities and equipment are adequately provided, effective teaching and learning may not take place. As Lyons (2002) purported, students are more likely to prosper when their environment is conducive to learning.

In Thailand, Section 23 of the National Education Act states the importance of the knowledge about religion, art, culture, sports, and Thai wisdom. At present, education in Thailand is organized in accordance with the Basic Education Curriculum that art is designated as one of the core subjects consisting of three (3) substances: visual art, music and performing arts. According to Inanc & Liew (2017), the emphasis upon cultural heritage was noted in all of these substances.

The Bureau of Secondary Education in the Philippines, under the umbrella of Department of Education, created the Special Program in the Arts through DepEd Memorandum 335 series of 2004. The program envisions excellent young artists with aesthetic potentials and renewed spirituality committed to the preservation of Filipino culture and heritage.

The Division of Gingoog City is presently in the process of providing the needed facilities from the Department of Education to the different schools in the division. However, the pressing need to provide available, adequate and usable facilities in all schools within the division is still a working progress.

Gingoog City Comprehensive National High School Special Program in the Arts curriculum implementation is already 12 years since it started. It has already produced individuals who are successful in their own endeavors. However, it is sad to note that the school has not met the required physical facilities and equipment to be used by the learners, particularly in terms of availability, adequacy and usability. Teachers conduct specialization classes in any vacant room available. They utilized storage rooms, corridors, pathways and even under the shade of a tree as venues for practice. Moreover, students also experienced the lack of equipment to be used in their practice as a result

they provide their own equipment. The number of equipment, on the other hand, is not proportionate to the population of students. Consequently, they take turns in using the equipment. As a result, the SPA students could not develop their full potentials and perform to their full abilities as evident on their poor performance in competitions. It is for this reason that the researcher as a SPA teacher – specialist decided to assess the status of the school facilities for Special Program in the Arts (SPA) and its influence on the student performance among SPA students.

FRAMEWORK

The study was anchored on John Dewey's aesthetic theory on art education as cited by Goldblatt (2006). Dewey posited that art communicates education and the artistic process involves the merging of the self and the environment which functions as experience. If the environment does not support the smooth progression of the teaching-learning process, the aesthetic component of education is compromised. In support, Young & Fry (2008) stated that the growing evidence of a statistically significant correlation between the adequacy of school facilities and student performance. Hence, schools should be provided with available, adequate and usable facilities and equipment to create and maintain optimum learning environments detrimental in all aspects of education.

This study seeks to assess status of school facilities measured in terms of availability, adequacy, and usability. The availability measures the school facilities if they are present or ready for immediate use. The adequacy assesses whether the school facilities are sufficient in number in relation to the population of the SPA teachers and students. The usability considers the quality and condition of school facilities. Furthermore, this study intends to establish the relationship between the status of school facilities and the level of the students' performance in terms of the general point average.

The independent variable is the status of school facilities in terms of availability, adequacy, and usability. The dependent variable is the student performance in the Special Program of the Arts in terms of the general point average.

OBJECTIVES OF THE STUDY

The study aimed to determine status of the school facilities for the Special Program in the Arts (SPA) and its influence on student performance of Gingoog City Comprehensive National High School.

METHODOLOGY

Research Design

The study used the descriptive research design. It presented the status of school facilities for special program in the arts (SPA) and determine its influence on student performance of SPA students. It is descriptive because it determined the differences between the status of the school facilities and the level of student performances in the special program in the arts. It also determined the significant differences between the status of school facilities as rated by the students and teachers.

Research Locale

The study was conducted in Gingoog City Comprehensive National High School which is located in Barangay 23, Ganaban Street, National Highway, Gingoog City, Misamis Oriental. It is the only secondary school in the division of Gingoog City that offers the SPA program.

The Special Program in the Arts (SPA) offers Media Arts, Visual Arts, Instrumental Music, Vocal Music, Theater Arts, Dance Arts and Creative Writing both English and Filipino. It is now in the 12th year of its implementation. The students' performances are par excellence when it comes to dance and musical presentations in the division and community. It has a recital where learners showcase their talents. Furthermore, the Regional Festival of Talents is a contest in SPA and the avenue of the students to showcase their talents at the national level.

Respondents

The respondents of the study were the Grade 7 to 10 students in Special Program in the Arts of Gingoog City Comprehensive National High School, Division of Gingoog City, Misamis Oriental. The stratified random sampling was used in the selection of the students. There are 337 students and with the use of the Slovin formula with 0.05 standard margin of error, the sample size was 183.

Research Instrument

The researcher-made questionnaire was the instrument used to gather the necessary data. It consisted of 30 items on the influence of school facilities in terms of its availability, adequacy and usability to be answered by the students and teachers of the Special Program in the Arts. The student performance was taken from the section advisers for their grades as of the last grading period.

The questionnaire was submitted to the SPA coordinator, master teacher, and co-teacher for content validation. Their comments helped in the refinement of the items. It was then subjected to pilot testing to 30 students of another school, and re–ran to another 30 students of the same school who were excluded as respondents of the study.

The data was gathered and encoded to the Statistical Package for the Social Sciences (SPSS) software and analyzed using the Chronbach alpha to obtain the reliability index which is 0.91.

Ethical Standards

The study investigated the status of school facilities of the Special Program in the Arts of Gingoog City Comprehensive National High School and used the students of Grades 7 to 10 as participants in gathering data. To ensure confidentiality and data protection of the respondents, the researcher addressed the issues through consent forms from the School Principal, Department Head, SPA Coordinator, teachers and parental consent from the parents of the students.

Data Gathering Procedure

A letter was submitted to the Schools Division Superintendent to ask permission to conduct the study. Upon its approval, another letter was sent to the Principal of the school for the distribution of the questionnaire for teachers and students. The SPA coordinator then set the schedule for the researcher to float the questionnaires to the students. The researcher administered the questionnaire to the randomly assigned students with the help of the class advisers and to the 16 SPA teachers. After an allotted time the questionnaires were retrieved, tallied the results using the MS Excel and treated them with statistical tools which include the mean, the frequency and the t-test for the analysis of the data.

The grade point average of the students was provided by the class advisers and tallied by the researcher and treated them with appropriate statistical tool.

Statistical Treatment

The following statistical tools were used in the study: the mean was used to identify the influence of the school facilities as to its availability, adequacy, and usability; the frequency was used to identify the students' grade point average; and the t-test was used to determine the significant difference between the influence of school facilities and student performance in the Special Program in the Arts. This is also used to determine the difference between the status of school facilities as rated by the students and teachers.

RESULTS AND DISCUSSION

Table 1. Status of school facilities as to availability as rated by students and teachers

Indicators	Ratings		Mean	Interpretation
	Students	Teachers		
1. a computer room with internet connection	2.47	1.25	1.86	Low
2. a dance studio provided with wall to wall mirrors	2.89	2.31	2.60	Low
3. a dance studio provided with music equipment	3.26	1.75	2.50	Low
4. a special library	2.69	1.19	1.94	Low
5. a Media Arts room provided with facilities	3.30	2.31	2.80	Moderate
6. music room provided with piano/electronic keyboard	2.96	1.50	2.23	Low
7. practice room with instruments	2.91	1.50	2.21	Low
8. a workshop area and storage space	2.69	2.00	2.35	Low
9. costumes are available for use	3.03	3.13	3.08	Moderate
10. storage area for props and costumes	3.43	2.94	3.18	Moderate
Overall Mean	2.96	1.99	2.47	Low

Legend 4.24 - 5.0 Very High;
3.43 - 4.23 High;
2.62 - 3.42 Moderate;
1.81 - 2.61 Low;
1.0 - 1.80 Very Low

The highest mean for the students is on the "storage area for props and costumes" (3.43) with the interpretation of "high" whereas the lowest mean is on the "a computer room with internet connection" (2.47) with the equivalent description of "moderate." This is due to the fact that SPA students are the ones who help and maintain in cleaning and arranging of the storage area for props and costumes while a computer room with internet connection is not available for their use.

For the teachers, the item on "costumes are available for use" has the highest mean (3.13) with the interpretation of "moderate" whereas the lowest mean is on the item "a special library" (1.19) with "very low" interpretation. This is due to the fact that teachers are well aware that costumes are made available for students use only during presentations in programs and contests.

The overall combined mean in terms of the availability of school facilities is 2.47 with the interpretation of "low." It can be gleaned that students rate the availability of the school's facilities at least 1 point higher as compared to the teachers. This is due

to SPA teachers' more awareness of what facilities should be made available for the implementation of the program.

Baker (2011) emphasized the role of the administrator to see to it that the school facilities are always available, adequate and in good condition to facilitate learning between teachers and students. As Hill and Epps (2010) pointed out, the availability of school facilities such as classroom technology and basic equipment are significantly related to student outcomes which include performance and positive attitudes.

Table 2. Status of school facilities as to adequacy as rated by students and teachers

Indicators	Ratings		Mean	Interpretation
	Students	Teachers		
1. classrooms	4.10	3.38	3.74	High
2. media arts equipment	3.49	2.31	2.90	Moderate
3. a classroom for creative writing	3.17	2.06	2.62	Moderate
4. a theater arts room	3.25	1.25	2.25	Low
5. costumes	3.27	3.06	3.17	Moderate
6. equipment for music arts	3.21	2.13	2.67	Moderate
7. visual arts materials	3.45	1.75	2.60	Low
8. musical instruments	3.34	2.25	2.80	Moderate
9. a well-lit and ventilated dressing room	2.48	1.31	1.90	Low
10. exhibit area	2.70	1.81	2.26	Low
Overall Mean	3.25	2.13	2.69	Moderate

Legend 4.24 - 5.0 Very High;
3.43 - 4.23 High;
2.62 - 3.42 Moderate;
1.81 - 2.61 Low;
1.0 - 1.80 Very Low

As shown in Table 2, the highest mean for the students is on the "classrooms" (4.10) with the interpretation of "high" whereas the lowest mean is on the "a well-lit and ventilated dressing room" (2.48) with the interpretation of "low." This is attributed to the newly constructed four – storey building which is occupied by the students and teachers of SPA starting January 2018. A well-lit and ventilated dressing room is rated the lowest for the students because they use only the comfort rooms and teachers' cubicle as dressing rooms.

Teachers rate "classrooms" on the highest mean (3.38) with the interpretation of "moderate" whereas the lowest is on the item "a theater arts room" (1.25) with the interpretation of "very low." There is a sense of satisfaction as to the teachers with regards to the new four–storey building intended for students and teachers use. The theater arts

room is rated the lowest due to its inadequacy. At present, half of the SPA office is used as a temporary theater arts room.

The overall combined mean in terms of the adequacy of school facilities is 2.69 with the interpretation of "moderate." The result manifests that generally, the school facilities are inadequate and could not cater the SPA students and teachers' needs in the learning process. Likoko, Bakari & Ndinyo (2013) stated that some schools lacked facilities that negatively affect the students' attitudes and motivation toward the learning experience have a negative impact on their overall performance in school.

On the other hand, Saeed and Wain (2011) attested that physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom and on general learning environment. If teachers lack satisfaction in the learning environment, their teaching performance is affected.

Table 3. Status of school facilities as to adequacy as rated by students and teachers

Indicators	Ratings		Mean	Interpretation
	Students	Teachers		
1. classrooms with electricity outlets	3.61	3.69	3.65	High
2. classrooms with comfort rooms	3.60	3.19	3.39	Very High
3. usable writing tables and writing chairs	3.78	2.88	3.33	Moderate
4. a theater arts room with a stage	2.53	1.13	1.83	Low
5. a dance studio	2.79	1.63	2.21	Low
6. microphones/speakers and lapel	3.21	2.06	2.64	Moderate
7. arts exhibit room for visual arts students	2.92	1.69	2.30	Low
8. video cameras, tripods/monopods, computer and printer	3.32	2.25	2.79	Moderate
9. musical instruments like rondalla, flute and drums	3.36	2.88	3.12	Moderate
10. electric fans in the practice rooms	3.12	2.31	2.72	Moderate
Overall Mean	3.22	2.57	2.90	Moderate

Legend 4.24 - 5.0 Very High;
3.43 - 4.23 High;
2.62 - 3.42 Moderate;
1.81 - 2.61 Low;
1.0 - 1.80 Very Low

As shown in Table 3, the highest mean for the students is on the "usable writing tables and writing chairs" (3.78) with the interpretation of "high" whereas the lowest mean is on the "a theater arts room with a stage" (2.53) with the interpretation of "low." In 2017, the school administration prioritized the distribution of chairs and tables to

be used by the SPA students and teachers but failed to provide a theater arts classroom with a stage since they only utilized the half space area of the SPA office as classroom or the hallway area of the SPA building.

Teachers on the other hand, rate the item on "classrooms with electricity outlets" (3.69) with the interpretation of "high" whereas the lowest mean is on the "a theater arts room with a stage" (1.13) with the interpretation of "very low." The overall combined mean in terms of the usability of school facilities is 2.90 with the interpretation "moderate." It denotes that majority of the school's facilities do not meet the standards expected for the SPA usability.

Velasco, Orence, Gonzales, Beldia, & Laguador(2015) mentioned that learning is an interactive process that occurs in a specific environment as an instructional facility. Reyes (2013) emphasized that the aim of education is to create teaching and learning environment that would bring about desired changes in learners and the desired goals will not be met if school facilities are unavailable, inadequate or not usable. Furthermore, according to Hopland (2013), if policymakers believe that school facilities are important for student achievement, school facilities should be upgrade, adequate, sufficient to enhance low academic achievements of students.

Table 4. Significant difference between the ratings of students and teachers on the status of school facilities

Indicators	Students Mean	Teachers Mean	t – value at 95%	P value	Remarks	Decision
Availability	2.96	1.99	5.669	.000	Significant	Reject Ho2
Adequacy	3.25	2.30	7.224	.000	Significant	Reject Ho2
Usability	3.22	2.38	5.670	.000	Significant	Reject Ho2

As shown in Table 4, the t-value of the status of school facilities in terms of availability is higher than the computed P value. Hence, there is a significant difference on the ratings of students and teachers on the status of school facilities hence, the null hypothesis is rejected. Bay & Subido (2014) cited that student views about their experience at any educational system, its programs, the component units of the program, and the entire learning environment are essential aspects that affect their perception, attitudes and sense of satisfaction to the overall experience in school. In addition, Shernoff (2013) suggested that teachers can also be benefited by improving their morale and reducing absenteeism and turnover, indirectly affecting student achievement.

Table 5. The level of the students performance on special program in the arts in terms of general point average

Class Intervals	Descriptors	f	%
97 - 100	Outstanding	7	3.38
93 - 96	Very Satisfactory	51	27.87
89 - 92	Satisfactory	83	45.36
85 - 88	Fairly Satisfactory	38	20.77
below 85	Did not Meet Expectations	4	2.19
	Total:	183	100.00

As gleaned on Table 5, 83 out of 183 or 45.36% of the respondents have a grade point average on the range 89–92 with the equivalent description of "satisfactory." The result also shows that 2.19% or 4 students acquire grades below 85 which did not meet the expectations that disqualify them in the Special Program in the Arts. It is stated in the guidelines of DepEd Memorandum No. 335 that students are required to maintain grades not lower than 85 to be continuously enrolled in the program. Majority of the subjects met the required grade point average which is in contrast with the notion that the insufficient status of the school facilities may affect the academic performance of the students. This could be attributed to teachers who are giving supplemental activities and encouraging students to provide personal instruments or equipment, the absence or lack of school facilities.

Hill & Epps (2010) emphasized that students perceive a significant difference in classroom facilities and these differences directly affect the students' perceptions of the teachers' delivery of instruction, their own enjoyment of the class, their perceived level of learning, and their general sense of satisfaction.

Table 6. The influence of the school facilities in the level of the students' performance in the Special Programin the Arts

Students GPA	Status of the School Facilities	t - value at 95%	P value	Remarks	Decision
3.30	3.14	1.434	.153	Not Significant	Accept Ho1

As reflected in Table 6, there is no significant difference between the status of the school facilities and the level of students performance in the Special Program in the Arts. The critical p-value is lesser than the computed t-value hence, the null hypothesis is accepted.

The result of the study is in contrast to Hopland & Nyhus's (2015) hypothesis that poor school facilities have adverse consequences for student achievement and is based on studies suggesting that improved environmental conditions may gain student achievement by reducing distractions and missed school days. This is supported by Figueiro & Rea's (2010) findings that children's melatonin cycles are disrupted when deprived of natural light thus likely having an impact on alertness during school hours and a decrease of 5–10% in student performance and test scores. Baker(2011) added that deteriorating school facilities due to low investment and insufficient funding can have several effects to both students and teachers but do not have a direct effect on the students' academic performance.

However, the findings of Hopland & Nyhus's (2015) and Baker (2011) were contradicted by Cellini, Ferreira, and Rothstein (2010) who concluded in their study that there is weak evidence in favor of the hypothesis that increased investment in school facilities will boost student achievement. An interesting implication of their findings reveals that the value of investment in school facilities is not restricted to the improvement of scholastic achievement.

It has been noted that although the school does not provide all the necessary equipment in the SPA, the teachers solve the problem by providing what is needed from their personal resources. Students are also encouraged to provide personal equipment to be used in the activities and competitions. Hence, majority of the students still obtain satisfactory academic performance.

CONCLUSIONS

Based on the findings, the conclusions are drawn:

(1) The SPA of GCCNHS is in need of facilities to cater the needs of the teachers and students enrolled in the program; (2) students and teachers differ in rating the school facilities in terms of availability, adequacy, and usability which could be attributed to the teachers' greater understanding of the appropriate quality, number and condition of the facilities used in school; (3) the majority of the students met the standard grade point average in the Special Program in the Arts; (4) the status of the school facilities does not significantly affect the students' academic performance; and (5) there is evidence that the school has available and usable school facilities in the Special Program in the Arts but they are not adequate hence, it is a contributory factor in the low achievement of students in competitions.

RECOMMENDATIONS

On the basis of the conclusions drawn, the following recommendations are offered:

(1) school administrators can allocate budget in providing available, adequate and usable school facilities for the Special Program of the Arts to foster effective teaching

and learning process between the teachers and learners; (2) school administrators can maximize the use of the grants received from the national budget on education in purchasing facilities and equipment with high quality and sufficient quantity that would be proportionate to the population of the SPA students; (3) in the absence or lack of available, adequate and usable school facilities, SPA teachers are encouraged to provide the best possible education and training to the SPA students to prepare them for further education and careers; (4) SPA specialists can enrol in enrichment courses in the arts and participate in seminars and training for professional and personal growth; (5) stakeholders and Local Government Units can apportion financial aid on providing school facilities and equipment to the Special Program in the Arts to supplement the need; and (6) future researches can establish the direct connection between of the status of the school facilities and the students' overall performance in school.

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