

## **The Lived Experiences of Grade 10 Students on the Implementation of Theatre Arts Program**

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**Abstract** – *The integration of theater arts is an educational approach that enhances the social and cognitive skills of students by exposing them to new and creative learning experiences. The purpose of this study is to examine the experiences of Grade 10 students who participated in the theater arts program at the Regional Lead School for the Arts in Angono, as recounted through interviews. The study participants consisted of eight Grade 10 students who were currently enrolled in the theater arts program at the school. Participants were selected using non-probability purposive sampling. Thematic analysis was conducted to analyze the responses of the participants. This involved data familiarization, coding, theme generation, validation, finalization, and interpretation. The program provided a range of learning experiences, including rehearsals, performances, workshops, and various activities. These experiences were generally well-received by the participants, who reported that they promoted creativity, self-expression, and discipline. Furthermore, the program helped students develop positive characteristics such as discipline, articulateness, creativity, open-mindedness, confidence, and sociability with their peers. The study also identified learning difficulties that were generally experienced by students during their first year in the program, such as lack of confidence, communication skills, acting skills, and physical limitations or past injuries. The results from the interviews were used to design an intervention program that focused on three important aspects of theater arts: public speaking, movement, and acting. The program also served as an opportunity for students to develop their interpersonal skills through socialization with their peers. The intervention program was a three-day workshop that aimed to address the identified issues.*

**Keywords** – *Integration, Lived Experience, Theater Arts Program*

### **INTRODUCTION**

Theater arts integration is an effective method because it caters to various types of learners and addresses the need for more personalized instruction in the classroom. It is a pedagogical approach wherein theater arts are integrated in the academic curriculum. In this approach, the social and cognitive skills of students are enhanced by exposing them to new and creative learning

experiences which departs them from the passivity of the traditional approach making learning more meaningful, evocative, and profound (Dowell and Goering, 2018). Through this process, students are more motivated, engaged, and focused on their lesson and have long-term memory. In a study done by Sanchez, et. al.

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(2022),” there are 4-Is of the integration design: immersion, inquiry, co-investigation, and internal capacity building”. These dimensions helped the study create a collection of knowledge, skills, and approaches to integrate arts into the curriculum. Furthermore, arts integration enables instructors to establish new methods of creating collaborative classroom-based learning.

The benefits of arts integration include increasing teaching quality, student engagement, and a positive impact on learning habits (Miller, et.). al., 2018), improvement in students’ socioemotional development (Holochwost, et. al. 2021), abilities related to physical coordination, communication, interpersonal interaction, cognitive analysis, and imagination. (Conway, 2019), theater-related knowledge and skills which extends to other academic areas, positive mental health, and communal experiences (Goble, 2020). Additionally, Incorporating theater arts into education creates a secure and nurturing space where students can freely express themselves and delve into their emotions. This enables students to step out of their comfort zones, assume new roles and perspectives, and thereby develop a stronger sense of empathy and self-awareness.

This study aims to explore the real-life encounters of 10th grade students in Regional Lead School for the Arts in Angono as they participate in a theater arts program. This study also converses on how the integration of theater arts has seen to be a successful or unsuccessful approach among students at Regional Lead School for the Arts in Angono in different ages, skill levels, and demographics as well as developing a more effective program in the future.

**OBJECTIVES OF THE STUDY**

The study aims to investigate the learning experiences of Grade 10 students at the Regional Lead School for the Arts in Angono in the utilization of the Theater Arts Program. Specifically, it seeks to answer the following:

1. What are the learning experiences of Grade 10 students in the utilization of the theater arts program?
2. How do the Grade 10 students benefit from the theater arts program?
3. What are the learning difficulties encountered by the students in the utilization of the theater arts program?

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4. What strategies are used by the participants in addressing the learning difficulties in the utilization of the program?
5. What intervention program can be proposed based on the results of the study?

### **METHODOLOGY**

This study uses qualitative research and a phenomenological research design. Phenomenological qualitative research aims to understand the reasons and methods behind the phenomenon being studied. It prioritizes the personal experiences and perspectives of the subjects. This approach is subjective and relies on written findings rather than numerical or quantitative methods. Phenomenology is a method of naturalistic inquiry that focuses on people's personal experiences in order to gain a better knowledge of a phenomenon. Miles et. al. (2013) defined this type of research as an approach that investigates the significance of human experiences and promotes the potential for change through increased consciousness and deliberate efforts.

Qualitative research views reality as unique to each individual's perception and interpretation, and the researcher's goal is to depict reality as experienced by the participant. Phenomenology research aims to define human experiences and how they

were perceived. A phenomenology study can assist a researcher in characterizing the experiences of participants in a specific phenomenon (Creswell, 2013), as noted by Iared, de Oliveira, and Payne (2016).

The study used a structured interview protocol to gather data, aiming to understand the lived experiences of the participants through Phenomenological Interviews. The interview questions were developed based on related literature and validated by experts, including a theater arts specialist, a Master Teacher, and the Principal of the Regional Lead School for the Arts in Angono. The protocol ensured consistency and relevance in the questions asked during face-to-face interviews.

For data gathering, the researcher first validated the problem statement and obtained permission from the principal's office. After approval, a request was sent to the School Division Superintendent to conduct the study. Once approved, interviews were scheduled and conducted in person at the school over three weeks, at times convenient for the respondents.

### **RESULTS AND DISCUSSION**

To identify themes within the context of each interview, the researcher manually went through each transcript and got familiarized with the data, assigned initial codes, identified patterns, codes, and

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associated themes, reviewed themes, defined themes, and descriptions, and constructed a report (Braun & Clarke, 2006). The findings were examined and interpreted through the specified phases of thematic analysis.

**Problem 1: The learning experiences of Grade 10 students in the utilization of theater arts program.**

**Findings:**

Theater arts as a strategy is effective because it deals with different kinds of students and responses to the demand for more customized instruction in the classroom. It exposes students to the range of theater activities both onstage and offstage. It is a pedagogical approach wherein theater arts are integrated in the academic curriculum. In this approach, the social and cognitive skills of students are enhanced by exposing them to new and creative learning experiences which departs them from the passivity of the traditional approach making learning more meaningful, evocative, and profound (Dowell and Goering, 2018). Through this process, students are more motivated, engaged, and focused on their lesson. It pays to know the many things a student can get from this course, and this was made possible in this study on the experiences of students in this class. Learning experiences of the

participants includes: Rehearsals, Workshops, Performances, and Competitions.

**Analysis and Interpretation**

Learning experiences in the form of rehearsals, workshops, performances, and competitions are all life-long learnings. In Theater Arts class, students learn to use their voices and bodies and minds and hearts to make magic on stage. Clearly, though, they learn much, much more. Few people choose to set out on a difficult, demanding four-year course of theatre study because it will make them good candidates for employment in other fields. Theatre in Education allows students to explore challenging social scenarios and vulnerable emotions in a safe and supportive environment. Performances can help to develop empathy for the experiences of others and explore diverse perspectives. Theatre in education can make information easier for people to understand, process and retain, especially complex topics that involve human emotions and interpersonal relationships. Theatre provides a 'cognitive playground' in which students can experiment with different choices and vicariously experience the consequences of their own and others' behaviors in a safe environment.

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This is supported by an article by Anglia (2022) highlights the importance of performing arts. According to the article, performance arts stimulate children's emotions, imagination, and enable them to develop their uniqueness. Additionally, since all performance arts have their own discipline, these art forms immerse children's brain, body, and emotions to further develop their confidence by finding an outlet for self-expression. Furthermore, studies have shown that children who participate in performing arts were able to improve their performance in their respective academic subjects.

A study titled "The impact of theatre on social competencies: a meta-analytic evaluation" by Lewandowska and Weziak-Bialowolska (2022) evaluated the impact of theatre interventions for social competencies. The findings of the study show that theatre participation significantly improved the empathy, communication skills, tolerance, and effectiveness of social interactions of the participants (Lewandowska, et. al., 2022). This implies that theater interventions can have a beneficial effect on social competencies.

In a three-paper dissertation done by Zhang (2022), the effectiveness of using arts integration in teaching and learning foreign language was examined. The study

was able to give insights on language performance, teaching, and learning. The first paper titled "User of Arts Integration in Second/Foreign Language Classrooms: A Literature Review" was focused on the Teaching Artist Project or TAP. TAP is a two-year K-2 arts and literacy program for 30 San Diego Schools in neighborhoods predominantly composed of early learners. During the study, the students were found to be able to create various sound effects, project their voices, and express themselves more creatively. This shows that under arts integration, students were able to "connect texts to their personal experiences and comprehend the meaning of events by imaginatively touching, seeing, and experiencing the significance of the words in the text" (Zhang, 2022).

**Findings:**

Theater arts provide an excellent opportunity to learn technical skills in public speaking, acting, dancing, and singing, as well as develop soft skills. Key takeaways from these learning experiences will help students continue to learn throughout their lives, thrive in their chosen fields, and distinguish themselves from others. Understanding this impact is crucial in assessing the effectiveness of the program for students. The key learnings from this

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program includes: Time Management, Discipline, Self-expression, and Confidence.

**Analysis and Interpretation**

Based on participant responses, the key learnings from the program include time management, discipline, self-expression, and confidence. These skills are advantageous in both academic and personal contexts. Specifically, these students need to learn how to balance their academic and personal lives through time management and discipline, while also being creative and articulate in expressing themselves clearly and confidently. These skills help to make them well-rounded individuals who are both well-organized and creative, and are especially valuable in future career opportunities.

Goble's (2020) study highlights the impact of high school theatre arts programs on both academic and non-academic learning experiences for students. The study shows that theatre arts teach knowledge and skills that can be transferred to academic areas, helping students thrive in their studies. Additionally, the theatre arts program helps students maintain interest and motivation in their studies by creating opportunities for interaction and discussion about academic experiences outside of class. Furthermore, lessons learned in the theatre arts program can be carried over into their

classes, such as how to present ideas through verbal or written means.

**Findings:**

The study also considered the feedback from students in the existing program such as encourages creativity, encourages self-expression and confidence, encourages discipline, and lack of opportunity due to pandemic. This will help the researcher formulate an intervention program that can sustain positive feedback and address negative feedback. Learning from the students' perspective is crucial because they are the ones undergoing the program. The students' receptiveness to the program is a significant factor in its effectiveness. As expected, students will show satisfaction with the program if it is done correctly and effectively.

**Analysis and Interpretation**

Receiving mixed feedback is crucial for any program. Positive feedback highlights program strengths and shows participant satisfaction. On the other hand, negative feedback indicates areas for improvement and suggests potential growth opportunities.

In this study, the program received predominantly positive feedback, which reflects student satisfaction and program effectiveness. Participants praised the program for being an effective outlet for

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creativity and self-expression, while teaching them discipline. This is particularly distinctive because it encourages vulnerability in a professional environment.

However, one criticism of the program was the lack of opportunities, which was influenced by external factors such as the global pandemic that affected the past years. Nevertheless, this feedback is valid and can be addressed in the future as public gathering restrictions are relaxed.

This is supported by the article posted by University of South Carolina (n.d.) that states that “providing feedback means giving students an explanation of what they are doing correctly AND incorrectly, with the focus of the feedback on what the students is doing right. It is most productive to a student’s learning when they are provided with an explanation as to what is accurate and inaccurate about their work. One technique is to use the concept of a “feedback sandwich” to guide your feedback: Compliment, Correct, Compliment”.

**Problem 2: Benefits of grade10 students from the theater arts program.**

**Findings:**

**Sub-theme 1: Discipline**

As previously noted, discipline can assist students in establishing a positive structure in their lives, whether it is a habit or an attitude. It also provides them with a

healthy perspective towards their responsibilities by teaching them how to act professionally, including responsible communication with peers and mentors. This mindset encompasses other advantageous characteristics for their personal and professional growth.

Participant 8 declared,

*“[The theater arts program] is beneficial for us to have a better discipline.”*

**Sub-theme 2: Articulatness/Creativity**

Theater arts can enhance students' academic performance by sharpening their writing, communication, and critical thinking abilities. By articulating their ideas effectively, students can produce superior results, while simultaneously fostering collaboration and productivity - both of which are becoming increasingly important in modern classrooms. This, in turn, builds their confidence, encouraging them to take on new challenges and emerge as leaders, ultimately facilitating their success in their learning environments.

Participant 1 stated,

*“It has a significant impact on our academic subjects because we learned to express ourselves more creatively and expressively. We apply these lessons to our academic*

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*subjects to become more creative and expressive in our responses to schoolwork.”*

Participant 2 declared,

*“My insights went deeper in essays and my reading comprehension improved”*

Participant 3 claimed,

*“Theatre arts program is very helpful in performing performance tasks in school especially when we do public speaking and perform plays for certain subjects.”*

Participant 6 stated,

*“Learning experiences influenced me to be a better speaker by building my social skill.”*

Participant 7 declared,

*“When we have a report on each academic subject, our voice becomes louder and clearer.”*

Participant 8 stated,

*“We apply [lessons from the program] to our academic subjects to have a more expressive and creative answers in school works”*

**Sub-theme 3: Open-mindedness**

In theater arts, students often receive constructive criticism and corrections. This

experience can help them embrace the fact that as students, they are there to improve their craft. By adopting this mindset, they become more open to criticism, which can ultimately help them grow and develop. This, in turn, makes them easier to instruct and opens up many opportunities for their future.

Participant 1 stated,

*“One of the benefits of studying theater arts is that it teaches you how to use criticism to become a much better version of yourself.”*

Participant 4 claimed,

*“Learning how to accept criticism and use it to become a much better version of myself is one of the benefits of studying theater arts.”*

Participant 8 detailed,

*“The advantages of being a theater art students is that you learn how to be . . . open to criticism and use it to be a much better version of yourself.”*

**Sub-theme 4: Confidence**

Confidence is a quality that people often display outwardly. However, true confidence comes from being self-assured and believing in oneself even in difficult circumstances. Participating in a theater arts program can

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expose students to challenging situations that will help build their character, making them more confident and competent individuals in the long run.

Participant 1 stated,

*"[Theatre arts] helped me become more self-assured in everything I do."*

Participant 3 declared,

*"Through performances I gained more and more confidence."*

Participant 4 stated,

*"It teaches us how to be more confident."*

Participant 6 detailed,

*"Theater helped me to be more confident in front of other people."*

Participant 7 stated,

*"Studying theater gave us the confidence to interact with others."*

Participant 8 mentioned,

*"The advantages of being a theater art student is that you learn how to be confident."*

### **Sub-theme 5: Socialization**

In the theater arts program, students collaborate with their peers, which helps them learn how to work effectively in a team. This collaboration extends beyond rehearsals, fostering a sense of camaraderie and belonging among the group. These

positive qualities can also benefit students in other social situations outside of the program, making them more empathetic, socially curious, and interesting to others.

Participant 1 stated,

*"I learned to be more sociable in my relationships with other people"*

Participant 2 declared,

*"It helped me to be more sociable that's why I made a lot of friend"*

Participant 3 stated,

*"The experiences taught me to socialize with other people."*

Participant 5 mentioned,

*"I learned to be more open when it comes to my relationships."*

Participant 7 stated,

*"When it comes to relationships with other people, I learned to be more approachable."*

### **Analysis and Interpretation**

Based on the feedback from participants, the existing theater arts program has taught them valuable skills and traits such as discipline, effective communication, open-mindedness, confidence, and sociability. These abilities will serve them well as they continue to grow, not only as students but also as individuals.

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These essential learnings have positively impacted their academic and personal lives.

Academically, the program has enabled them to produce high-quality performances in their assignments by confidently and effectively communicating their ideas. This is particularly useful in subjects that require strong writing and public speaking skills. Additionally, the discipline learned through the program is helpful in staying on top of academic responsibilities. Furthermore, being open-minded and sociable helps them build lasting connections with their peers and family, which is critical for their social, mental, and emotional well-being.

There are studies supporting this claim: Hughes et. al. (2022) applied arts integration in STEM in their paper titled “Integrating arts with STEM and leading with STEAM to increase science learning with equity for emerging bilingual learners in the United States”. In this study, the researchers evaluated the “order of effects of integrating science and arts within a large-scale, ongoing effort investigating the efficacies of Next Generation Science Standards or NGSS-aligned” (Hughes et. al., 2022). The evaluation is done to formulate an effective methodology to teach science through Arts integration or STEAM. The results were done using T-tests and three-way between-groups

analysis. Finding shows that STEAM to STEM approach yields higher science learning gains in the subject of life and physical science among the two groups of students.

Another study involving STEAM education, this time in South Korea, is presented in a study by Kang (2019) titled “A review of the effect of integrated STEM or STEAM (science, technology, engineering, arts, and mathematics) education in South Korea”. In the study, many meta-analyses show the effectiveness of STEAM to students’ cognitive and affective learning. However, the meta-analysis done was not able to identify significant mediating factors which needs further research on whether contextual variables are used in student learning.

In a study conducted by Kisida, Goodwin, and Bowen (2020), the researchers examined the potential of arts integration in teaching history. This study was done by randomly designating school groups to participate in this program. From it, they were able to establish a causal relationship between its effects. The findings support the inclusion of theatre arts integration in educational programs as a means of promoting students’ content knowledge, historical empathy, and interest in performing arts (Kisida, Goodwin, and

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Bowen, 2020). Therefore, the results suggest that theatre arts integration has valuable educational benefits to students.

Another study supported the positive impact of integrating theatre arts programs in students. According to Goble et. al. (2021), participation in theatre arts can benefit student's academic and non-academic outcomes by strengthening the development of their identity, giving them a sense of belongingness to their peers, improving their confidence, and giving them an outlet for self-expression.

**Problem 3: Encountered Learning difficulties by the students in the utilization of theater arts programs.**

**Findings:**

Learning difficulties are obstacles that students encounter during their learning experience. These difficulties can be either internal or external. These learning difficulties includes: Lack of Confidence, Lack of Communication Skills, Physical Limitation or Injuries, and Lack of Acting Skills. While it is inevitable for students to have learning difficulties, it is the instructor's responsibility to minimize their impact on the students' learning experience. This enhances the effectiveness of the program from the students' point of view. The intervention program developed in this

study will be based on these learning difficulties.

**Analysis and Interpretation**

In Theme 1, we explore the learning challenges that theater arts program participants typically encounter, particularly during their first year. However, as we will discuss in the following section, most of these challenges can be overcome with the aid of learning experiences and personal intervention.

One of the initial obstacles is lack of confidence, which is common for newcomers who may feel self-conscious around unfamiliar peers. Fortunately, through a series of rehearsals, workshops, and performances, they can establish a rapport with one another and cultivate a safe environment where they can be vulnerable and self-assured.

Another learning challenge is inadequate communication skills, which can be developed through steady practice and interaction with peers and mentors.

A third challenge is insufficient experience in acting. However, the program is designed to help participants enhance their chosen art form by providing workshops and mentoring from teachers, advisers, and alumni.

Lastly, it is important to note the potential for physical limitations or injuries.

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This learning difficulty can be minimized through proper preparation and careful monitoring of student capabilities.

This is supported by a study done by Santiago (2021) titled “Endangered Theatre: A Philippine Notebook” examined the Philippine theatre in Manila particularly on its fundamental divides between language and privilege. Issues such as neo-coloniality, inequality, and injustice are also discussed. While the study finds that such divides and issues indeed exist in the Philippine theatre, positive trends are evident in the past years with the emerging production of the younger generation of theatre artists and more complex, challenging, and controversial plays. However, the lack of attention in these works just proves the study’s thesis which is the existence of the divide and issues.

While there are benefits in students’ involving in this program, there are also difficulties to be encountered.

**Problem 4: Strategies in overcoming the learning difficulties of the students in the utilization of theater arts programs.**

**Findings:**

**Strategies in Overcoming Those Difficulties**

As with any challenge, learning difficulties can be addressed through a variety of methods. The researcher has gathered and will carefully review these

methods for use in their intervention program. These solutions have proven effective for other participants, and with some adaptations, they can also succeed in the program. These strategies are the following:

- a. Help from other students/colleagues/co-actors.
- b. Mentorship from teachers/advisers
- c. Taking a break.
- d. Proper conditioning
- e. Self-improvement

**Analysis and Interpretation**

Theme 2 explores intervention programs or solutions for students who struggle with learning. Based on the responses, these solutions include asking for help from peers, seeking mentorship from teachers and advisers, taking breaks, proper conditioning, and focusing on self-improvement.

Asking peers for help is beneficial because they share similar experiences attending the same classes and rehearsals. By seeking help from each other, they can share knowledge and wisdom from their respective experiences. Similarly, seeking mentorship from teachers and advisers involves learning from their experiences and expertise, as well as their authority as adults in the situation, which gives their advice more credibility.

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Taking breaks is essential for physical, emotional, and mental well-being. It allows students to collect their thoughts, especially during challenging times. Proper conditioning prepares students for more significant tasks, such as performing on a larger stage. This helps them identify their weaknesses and improve them before presenting to the public.

Lastly, self-improvement requires initiative and self-awareness. Students must identify areas for improvement and work on them consistently.

Based on Patsko (n.d.), to have an effective learning experience, there are three principles that should be done. First is to understand learners' context by assessing their past knowledge, present motivations, the things that they want to learn. This will help the instructor understand their perspective or motivation on why they are learning things. Second is to respond to their existing level of knowledge. This might mean filling in the knowledge gap between them and the topic that the instructor wants to convey or pushing them to go past their current knowledge. Lastly is to give learners enough time to learn the materials given. Since everyone has their own learning curve, giving learners enough time to familiarize themselves with the lessons and later on,

understand the concept that they are being taught is necessary.

**Problem 5: Proposed intervention program based on the results of the study.**

To address the learning difficulties experienced by the students, an intervention program was designed. This is a three-day workshop that aims to focus on three aspects important in theater arts: public speaking, movements, and acting. Aside from focusing on the technical side of each aspect, this program is also designed to serve as a place for the students to socialize with their fellow students as well as for them to have a place to express themselves. This is shown in Table 4.2. below.

Table 4.2. Intervention Program

Project Title:	LIHOK TEATRO
<b>Problem Statement:</b>	Project "Lihok Teatro" is an intervention program designed to address the learning difficulties experienced by the students in theater arts assessed in the research study of Ms. Jessel S. Logano. The Visayan term "lihok" means to act or continue moving. As the project's name implies, it aims to assist theater students with their learning challenges in the theater arts program. This is a workshop that aims to focus on the three aspects important in theater discipline: developing oral communication skills, acting, and lastly movements and dance. Along with emphasizing the technical side of each aspect, this program is also intended to give the young artists a chance to interact with other young artists, have a significant opportunity to express themselves, and be exposed to some knowledgeable and experienced mentors who will lead the workshop.
<b>Project Objective Statement:</b>	<ol style="list-style-type: none"> <li>1. Improve the oral communication and interaction skills of theater arts students.</li> <li>2. Enhance acting tools by exploring different acting styles and basic principles.</li> <li>3. Convey dramatic meaning using body, action, movements through dance and blocking.</li> </ol>
<b>Root Cause:</b>	<p>The theater arts students are the target participants of this project. To validate the participation of the students, below are the target result which serves as the baseline of the researcher in the implementation of the intervention program. Listed below is the validation on students' involvement.</p> <ol style="list-style-type: none"> <li>a. Students who are having difficulty in oral communication or interaction skills and has low self esteem</li> <li>b. Students who are having difficulty in basic acting.</li> <li>c. Students who are having difficulty dramatic movements, dance, and blocking.</li> </ol>

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Project Work Plan and Matrix							
Title of Program: LIHOK TEATRO							
<b>Goal of the Program:</b>							
The goal of this 3-day program is to equip theater arts students with knowledge in speech communication and interaction skills, acting styles and fundamentals, movements, and dance, as well as to give them a platform for self-expression.							
Objectives	Resource Speaker	Activities	People-in-charge	Resources required	Time allotted	Evaluation	
		DAY 1: Registration, Distribution of materials, Opening program and Orientation	School Head SPA Coordinator Theater Arts Facilitator Specialist	Attendance sheet Registration forms Materials Venue Audiovisual System	7:00- 8:00 AM		
At the end of this program theater arts students will be able to:  -improve their oral communication and interaction skills of theater arts students.	Roel Rocky Papiro  UP Theater Arts Senior Student	DAY 1: Oral communication and interaction skills workshop	<ul style="list-style-type: none"> <li>Resource speaker</li> <li>Theater arts Facilitator</li> <li>Theater arts students</li> </ul>	<ul style="list-style-type: none"> <li>Registration form</li> <li>Attendance sheet</li> <li>Audiovisual system (projector, microphone and speakers for the speaker).</li> <li>Venue</li> <li>Materials</li> </ul>	8:00-9:30 AM 9:30-10:00 AM TIME 10:00-11:30 AM 11:30-12:00NN 12:00 NN- 2:00 PM 2:30-3:00 PM TIME 3:00- 4:30PM 4:30- 5:00 PM CLOSING- AWARDING OF CERTIFICATE	Session 1 BREAK Resuma LUNCH Session 2 BREAK Resuma	<ul style="list-style-type: none"> <li>Q &amp; A</li> <li>An evaluation form will be given to students to answer</li> </ul>
-Enhance acting tools by exploring different acting styles and basic principles.	Romeo Salvado  UP Theater Arts Graduate/ Director	DAY 2: Acting Styles and Basic Principles	<ul style="list-style-type: none"> <li>Resource speaker</li> <li>Theater arts Facilitator</li> <li>Theater arts students</li> </ul>	<ul style="list-style-type: none"> <li>Registration form</li> <li>Attendance sheet</li> <li>Audiovisual system (projector, microphone and speakers for the speaker).</li> <li>Venue</li> <li>Materials</li> </ul>	8:00-9:30 AM 9:30-10:00 AM TIME 10:00-11:30 AM 11:30-12:00NN 12:00 NN- 2:00 PM 2:30-3:00 PM TIME 3:00- 4:30PM	Session 1 BREAK Resuma LUNCH Session 2 BREAK Resuma	<ul style="list-style-type: none"> <li>Q &amp; A</li> <li>An evaluation form will be given to students to answer</li> </ul>
					4:30- 5:00 PM CLOSING- AWARDING OF CERTIFICATE		
-Convey dramatic meaning through the use of body, action, movements through dance and blocking.	Yesha Michaels Mojias  Ballet Fall Senior student	DAY 3: Dramatic body movements, Dance and Blocking	<ul style="list-style-type: none"> <li>Resource speaker</li> <li>Theater arts Facilitator</li> <li>Theater arts students</li> </ul>	<ul style="list-style-type: none"> <li>Registration form</li> <li>Attendance sheet</li> <li>Audiovisual system (projector, microphone and speakers for the speaker).</li> <li>Venue</li> <li>Materials</li> </ul>	8:00-9:30 AM 9:30-10:00 AM TIME 10:00-11:30 AM 11:30-12:00NN 12:00 NN- 2:00 PM 2:30-3:00 PM TIME 3:00- 4:30PM 4:30- 5:00 PM CLOSING- AWARDING OF CERTIFICATE	Session 1 BREAK Resuma LUNCH Session 2 BREAK Resuma	<ul style="list-style-type: none"> <li>Q &amp; A</li> <li>An evaluation form will be given to students to answer</li> </ul>

**CONCLUSION AND RECOMMENDATION**

This study shed light on the experiences of the grade 10 theater arts in Regional Lead School for the Arts in Angono under the Theater Arts program. This involves learning about their learning experiences, their feedback, how it benefited them, and the difficulties they experienced in the existing program. The following are the conclusions drawn from the study:

1. Learning experiences refers to the activities that aid learners to gain skills, knowledge, and values. It can be in the form of educational or practical activities, formal or informal, and can be done in classrooms, workplaces, or even online. Based on the responses the

learning experiences that they had are rehearsals, workshops, performances, competitions, and activities within the program. The participants find rehearsals enjoyable and memorable because they get to spend ample time with their co-actors, as they call each other. They also find the alumni-led workshops informative which they were able to use in their performance, competitions, and activities.

2. The existing theater arts program was able to instill a sense of discipline to the young minds of the participants. It also encouraged them to have a sense of confidence by serving as a channel of self-expression and by providing a support system for them. It also helped them in their academics by helping them articulate their thoughts better and use them to produce quality outputs in their class presentations and written outputs. Additionally, being around their peers during the program’s learning experiences improved their social skills.
3. Upon entering the program, the students were aware of their lack of confidence, insecurities, interaction and communication skills problems,

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and technical skills in the field of theater. Some of them have physical limitations due to past injury.

4. However, with the help from their co-actors and guidance from their mentors as well as taking breaks when needed and having initiative for themselves to improve, they were able to overcome those learning difficulties. For all of them, those learning difficulties are necessary steps for them to be better student-actors.
5. The intervention program called “Lihok Teatro” is a three-day workshop which helps in improving the skills of the students in the three aspects of theater arts. The three aspects to be improved in this program are public speaking skills, acting skills, and movement and dance skills. This also aims to give a space and time for students to interact with each other.

The following is the list of recommendations which can be improved from the existing study.

1. Examine the lived experiences of the students from other art areas. Determine their learning experiences, how they benefited from their respective program, their learning

difficulties and compare it with the results of the existing study. This will help determine the strengths of one art area from another and can be used in helping future student applicants in choosing the program that is fit for them based on their goals.

2. Perform a comprehensive study with regards to the effectiveness of theater arts programs in all academic subjects especially in the English class. Propose an improvement in the learning experiences in order to improve the impact of the theater arts program in all subjects. This aims to increase the success of students in academic subjects and Art Area discipline.
3. Assess the effective learning styles which help the students in the theater arts succeed in their classes. The result of the study will aim to integrate these learning styles in their learning experiences in the theater arts program making it more effective.
4. Involve in the theater arts and encounter both the positive and negative sides because those will serve as the lessons learned to improve the theatrical skills learned in the whole program.

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5. Develop the confidence that's essential to speaking clearly, lucidly, and thoughtfully in acting onstage.
6. Speak in front of large audiences, and some of the theatre classes to give an additional experience talking to groups.
7. Explore the world from multiple perspectives, while developing artistic skills and cultivating capacities for collaboration, critical-thinking, creative problem-solving, and effective communication in theater arts.
8. Engage in emotional and intellectual situations that may never arise in personal lives. Theatre promotes the power to truth, to take risks and to advocate for new and diverse voices.

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