



Colors of Inclusion: Exploring the Challenges of Teachers, Learners and Stakeholders on the Innovative Art Program

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Abstract

The purpose of this study was to explore how innovative art programs promoted inclusion in schools, focusing on the Elementary School for the Arts in Apopong District, General Santos City. A qualitative research design using a multiple case approach was employed to examine the lived experiences of 6 purposively selected participants involved in program implementation. Five major challenges emerged: lack of resources and materials, limited stakeholder support, difficulty in adjusting to teaching methods, and time constraints. To address these challenges, participants adopted coping strategies such as seeking support from others, teacher engagement, technology utilization, and collaboration. Furthermore, key insights included self-focus, the importance of collaboration and support, perseverance, and positive thinking. The study offers practical contributions by providing evidence-based strategies to sustain art programs in resource-limited contexts and supports inclusive education, while also enriching existing literature with localized insights for future research on sustainable educational practices. The study implies that schools should strengthen support for inclusive art programs through adequate resources, collaboration, and creative learning strategies.

Keywords

Educational management, innovative art programs, school inclusion, implementation challenges, qualitative multiple case study, Philippines

1. Introduction

Educational innovation is strengthened by embracing diversity, where all learners' unique perspectives and talents contribute to meaningful learning. This study aligns with this principle by examining how innovative art programs promote creativity, cultural identity, collaboration, and inclusivity through the active participation of learners, teachers, and stakeholders (Chapman & O'Gorman, 2022; Mei & Symaco, 2022; Stephens et al., 2024; Quines & Monteza, 2023).



Globally, inclusive education remains a priority as schools strive to address the needs of diverse learners, including those with disabilities, refugees, and marginalized groups. Although innovative art programs support creativity and cultural understanding, challenges such as limited resources, inadequate teacher preparation, and policy constraints continue to hinder their implementation (Alexopoulos et al., 2021; Otten et al., 2022; Yusoff, 2024; Quines & Albutra, 2023).

Nationally, education systems increasingly recognize the value of arts-based and inclusive learning approaches. However, barriers such as insufficient funding, limited institutional support, and inadequate teacher training restrict the effective integration of innovative art programs, particularly for disadvantaged learners (Abdalla & Moussa, 2024; Bautista et al., 2021; Yan et al., 2024).

At the local level, many schools continue to face challenges in implementing inclusive art programs due to limited resources, inadequate facilities, and lack of specialized training. These constraints highlight the need for stronger local policies and support systems to ensure equitable access to creative and inclusive learning opportunities (Arday et al., 2021; Hernández-de-Menéndez et al., 2022; Miquel et al., 2025).

This study is significant because it explores how the Innovative Art Program promotes inclusivity, creativity, and cultural understanding from the perspectives of learners and stakeholders. The findings may inform educational policies and teaching practices that foster equitable, engaging, and innovative learning environments for diverse learners (Murray, 2021; Pierszalowski et al., 2021; Xu, 2024).

Hence, this study is necessary at the Elementary School for the Arts in Apopong District, General Santos City, where gaps remain in providing inclusive opportunities for diverse learners. By identifying existing challenges and developing inclusive strategies, the study aims to strengthen participation, creativity, and equal access to quality arts education for all learners.

Research Questions

The purpose of this study was to describe and analyze the experiences of teachers, learners and stakeholders regarding the Innovative Art Program at GSC Elementary School for the Arts, General Santos City Division, for the 2024-2025 school year.

Specifically, it sought answer to the following questions:

1. How do the participants describe their experiences in the Innovative Art Program?
2. What are the similarities and differences in the challenges, coping mechanism, and insights from the perspectives of teachers, learners and stakeholders regarding the Innovative Art Program?

Theoretical Lens

This study adopted an integrated theoretical lens grounded in Social Constructivism, Experiential Learning Theory, Cultural-Historical Activity Theory (CHAT), and Critical Pedagogy. Each lens was selected not as a theoretical compilation, but as an explanatory tool directly linked to the mechanisms emerging from the data.

Grounded in Lev Vygotsky's Social Constructivism (1978), as cited by Taber (2025), the study found that learners' creativity developed through social interaction, collaboration, and culturally mediated



experiences, while David Kolb's Experiential Learning Theory (2014), as cited by Lehane (2025), explained how creativity deepened through cycles of artistic participation, reflection, conceptualization, and experimentation. The organizational and collaborative dynamics of the innovative art program were further interpreted through Yrjö Engeström's Cultural-Historical Activity Theory (1987), as cited by Bal et al. (2021), which demonstrated how learners, facilitators, cultural tools, institutional rules, and community relationships collectively shaped inclusive artistic outcomes. Likewise, Henry Giroux and Roger Simon's Critical Pedagogy (1988) explained how art fostered identity, empowerment, social awareness, and critical engagement with issues of equity and inclusion.

Significance of the Study

The study supports the United Nations Sustainable Development Goal 4 (Quality Education) by highlighting how innovative art programs promote inclusive, equitable, and quality education through creativity, critical thinking, and cultural inclusivity. It also contributes to the global discussion on inclusive education by emphasizing art as a tool for empowerment, self-expression, and equal learning opportunities.

At the local level, the study benefits the Schools Division Office of General Santos City, school administrators, teachers, learners, parents, and Barangay Local Government Units by providing evidence to improve policies, curriculum, and inclusive art programs. It also serves as a useful reference for future researchers seeking to strengthen inclusive and innovative educational practices.

2. Methodology

Research Design

This study adopted a qualitative approach using a multiple case study design to explore the lived experiences and contextual factors involved in implementing the educational program under investigation. The qualitative approach was chosen because it allows for an in-depth understanding of participants' meanings, perspectives, and socially constructed realities within natural settings (Sarfo et al., 2021). A multiple case study design was considered appropriate since it enables comparison of similarities and differences across several bounded school contexts, strengthening analytical rigor through replication logic (Hunziker & Blankenagel, 2024; Chen et al., 2021). This design is particularly suitable for educational research because it captures the complexity of institutional environments, instructional practices, and stakeholder interactions within real-world settings (Markula & Aksela, 2022). Each case in this study was treated as a distinct unit but analyzed collectively to generate broader insights into program implementation and participant experiences.

Data were collected through in-depth interviews, observations, and document analysis to ensure triangulation and enhance the credibility of findings. Each case was first analyzed individually before conducting a cross-case analysis to identify recurring themes, patterns, and variations across contexts. This approach strengthened the depth and reliability of interpretations by allowing each case to confirm or challenge emerging findings through replication logic. The multiple case study design also improved transferability by providing rich, detailed descriptions that can inform similar educational settings. Overall, this design enabled a comprehensive understanding of how contextual factors such as school culture, leadership, and resources influence the implementation of the Innovative Art Program.



Research Participants

For this study, six participants actively involved in the Innovative Art Program at the Elementary School for the Arts in Apopong District were selected, including two teachers, two Grade 6 learners with at least one year of participation, and two stakeholders directly supporting the program, to ensure rich and relevant insights into its implementation and impact. Participants were chosen based on their direct and substantial involvement in the program, while those with limited experience, such as recent participants or individuals not actively engaged in implementation, were excluded to ensure the credibility and depth of data gathered. Additionally, individuals who were not directly connected to the program or who could not provide informed consent were not included in the study. All participants were informed of their right to withdraw at any time without penalty, particularly if they experienced discomfort or personal constraints during the research process. In such cases, their data were immediately removed from the study to ensure confidentiality, ethical compliance, and respect for their voluntary participation.

Data Collection

Data collection for this study used in-depth, semi-structured interviews to gather rich insights from teachers, learners, and stakeholders about their experiences in the Innovative Art Program (Nii Laryeafio & Ogbewe, 2023). Permission was obtained from GSC Elementary School for the Arts, and ethical procedures such as informed consent, parental consent for minors, confidentiality, and the use of pseudonyms were strictly observed. Interviews were scheduled based on participants' availability, conducted in a comfortable school setting, and supported by audio recording and field notes to ensure accurate data. Rapport-building was emphasized to encourage honest and meaningful responses, while participation remained voluntary with the right to withdraw at any time (Aung et al., 2021). Overall, the study focused on capturing participants' lived experiences within an inclusive, arts-based educational setting.

Ethical Considerations

Ethical considerations in this study focused on ensuring voluntary participation, informed consent, privacy, confidentiality, and compliance with the RMMC Ethics and Review Committee guidelines. Participants were fully informed about the purpose, procedures, risks, and benefits of the study and were allowed to participate freely with the right to withdraw at any time without consequences. Strict confidentiality was maintained in accordance with the Data Privacy Act of 2012, using pseudonyms and secure data storage while ensuring that no identifying information was disclosed. Recruitment procedures were transparent, and care was taken to minimize any physical, emotional, or psychological risks to participants. Overall, the study upheld research integrity through honesty in data collection and reporting, adherence to ethical standards, and avoidance of deceit, fabrication, falsification, and conflicts of interest.

3. Results and Discussion

This chapter contains the study's findings from the interview of the participants on their experiences, challenges, coping mechanisms, and insights learned on the Innovative Art Program.

Table 1. Case 1: Challenges, Coping Strategies, and Insights of Creatives

Clustered Themes	Emergent Themes
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CHALLENGES Anxiety in handling multiple disciplines among participants Self-doubt in leading diverse arts programs effectively Worry about responsibility and handling people correctly	Fear of Starting and Handling People
Lack of materials to repair musical instruments Insufficient costumes for performances and activities Absence of dedicated music room facilities	Resource Challenges
Scheduling conflicts among teachers Rehearsal time conflicts with academics Need for additional teacher training and support	Difficulty in Adjusting to Teaching Methods
Academic duties limit rehearsal time Rehearsals affected by conflicting teacher tasks Insufficient time for program preparation and practice	Lack of Time for Rehearsals
COPING STRATEGIES	COPING STRATEGIES
Building a core team among co-teachers Engaging colleagues to support program continuation Presenting program importance to gain collective buy-in	Grassroots Approach to Overcoming Challenges
Teachers individually contacting parents for program support Gradually reaching out to other stakeholders afterward Repairing instruments and creating costumes independently	DIY Approach to Solving Resource Issues
Presenting program needs first to school administration Administrative support in providing program materials. Administrative facilitation of external stakeholder connections	Reaching Out for Support from Administration and Stakeholders
Mentoring skilled teachers across various program disciplines Encouraging teachers to attend relevant professional Providing guidance to enhance teaching skills consistently	Mentoring Teachers and Encouraging Professional Development
INSIGHTS	INSIGHTS
Relying on personal strengths to overcome challenges Building strong relationships with co-workers consistently Recognizing relationships as key to program success	The Importance of Strength and Relationships
Demonstrating knowledge to guide team effectively Modeling desired behaviors for others consistently Setting standard practices through personal actions	Leading by Example
Taking additional responsibilities beyond regular expectations consistently Investing in relationships while handling program duties Showing dedication through extra effort and commitment	Willingness to Go the Extra Mile
Applying wisdom to guide program decisions effectively Demonstrating knowledge to lead arts initiatives successfully Practicing humility while managing team and responsibilities	The Role of Wisdom and Humility in Leadership

Table 2. Case 2: Challenges, Coping Strategies, and Insights of Imagination

Clustered Themes	Emergent Themes
CHALLENGES Academic curriculum prioritizes academics over arts Lack of dedicated time for arts instruction Restricted student movement limits participation in arts	Time Constraints and Academic Focus
Insufficient instructional materials hinder effective music Financial constraints limit learning resources	Lack of Resources and Materials

Limited resources contribute to low student engagement	
Lack of accountability weakens program sustainability Parental support insufficient for long-term resource provision Unsustained material support leads to program deterioration	Limited Stakeholder Support
Lack of maintenance leads to depleted instructional materials Resources deteriorate without long-term sustainability Failure to replenish materials undermines program continuity	Sustainability of Resources
COPING STRATEGIES	COPING STRATEGIES
Targeting own classroom improves student accessibility Limited recruitment simplifies coordination and instruction Focused student selection enhances efficiency during free time	Focusing on Available Students
Online platforms supplement limited instructional resources YouTube serves as alternative source for practice Digital assignments support flexible and independent learning	Utilizing Technology for Learning
Active parental involvement provides primary program Parent communication channels strengthen student Families serve as key stakeholders in arts education	Engaging with Parents for Support
Integration with MAPEH supports foundational music learning Academic curriculum reinforces arts skill development Cross-subject collaboration enhances learning	Collaborative Learning with MAPEH Classes
INSIGHTS	INSIGHTS
Exploration in arts helps identify student talents Learners' interest fluctuates during artistic self-discovery Encouragement fosters growth and skill development	Discovering Talent and Self-Exploration
School and community provide essential collaborative support Local events give students recognition and exposure Support networks make teaching more manageable	Collaborative Support in the Community
Patience supports students' growth and self-discovery Guidance helps learners recognize strengths over time Sustained interest supports artistic development	Value of Patience in Teaching
Encouraging exploration helps students discover personal Self-evaluation fosters meaningful artistic learning experiences Guided exploration supports holistic student growth development	Nurturing Children's Growth and Potential

Table 3. Case 3: Challenges, Coping Strategies, and Insights of Canvas

Clustered Themes	Emergent Themes
CHALLENGES Insufficient or outdated equipment hinders student learning Limited resources affect participation in arts programs Equipment shortages challenge effective practice and performance	Lack of Resources and Equipment
Stakeholders have limited control over program funding Budget management restricts addressing arts program needs Lack of stakeholder influence hinders resource allocation	Limited Support from Stakeholders
Dedicated budget ensures support for arts program Proper fund allocation prioritizes student talent development Resource gaps undermine expectations for program success	Misalignment of Expectations and Resources

Lack of materials limits teaching method effectiveness Insufficient tools hinder student engagement and learning Even strong strategies require adequate instructional resources	Challenges in Effective Teaching and Learning
COPING STRATEGIES	COPING STRATEGIES
Parents personally fund children's arts program participation Out-of-pocket expenses support continued talent development Family financial contribution sustains student artistic opportunities	Personal Financial Investment
Teachers creatively manage programs despite limited funding Budget constraints require resourceful and practical solutions Making do ensures students still access materials	Adapting to Limited Resources
Taking personal initiative compensates for lack support Self-reliance drives action when help unavailable Managing independently ensures tasks are still completed	Initiative and Self-reliance
Parental involvement enhances student performance and learning Family teamwork supports talent development at home Parents supplement teacher guidance to improve skills	Collaborative Effort with Family
INSIGHTS	INSIGHTS
Adequate equipment directly enhances student performance quality Improved materials support development of artistic talent Proper resources are essential for effective learning	Importance of Equipment and Materials
Political connections influence program support and success Stakeholder opposition can hinder educational initiatives effectively Initiative is critical despite political challenges encountered	The Value of Initiative
Political connections influence program support and success Stakeholder opposition can hinder educational initiatives effectively Initiative is critical despite political challenges encountered	The Role of Politics in Program Success
Persistence overcomes challenges despite limited available resources Faith and determination enable achieving difficult goals Never giving up ensures eventual program success	Perseverance and Hope

Table 4. Case 4: Challenges, Coping Strategies, and Insights of Color

Clustered Themes	Emergent Themes
CHALLENGES Limited instruments restrict student participation Families must supply materials when school cannot External support needed to provide necessary resources	Lack of Resources and Materials
Parents personally fund children's arts program participation Family support ensures access to necessary materials Parents step in when external help unavailable	Parental Responsibility for Providing Materials
Lack of materials complicates implementing effective methods Teachers struggle without adequate resources for instruction Adjusting methods is harder when equipment unavailable	Difficulty in Adjusting to Teaching Methods

Parents step in when external support limited Teachers skilled, but resources remain insufficiently supported Stakeholder involvement is minimal, relying on families	Limited Access to Support from Stakeholders
COPING STRATEGIES	COPING STRATEGIES
Dependence on external funds delays student participation Parents step in when support is unavailable Initiative required if local government assistance delayed	Waiting for External Support
Seeking help reduces financial burden on families Community assistance supplements limited resources for students Solicitation provides necessary support for program participation	Soliciting Support from Others
Pooling resources helps meet students' material needs Collaboration between stakeholders strengthens school support systems Even small contributions collectively improve program sustainability	Encouraging Cooperation Among Stakeholders
Parents must actively support children's artistic development Child talents require committed family involvement for growth Parental responsibility ensures children's skills fully flourish	Encouraging Parental Involvement and Responsibility
Technology enables parents to clarify program details Internet and teachers provide accessible support resources High-tech tools help address questions and uncertainties	Leveraging Technology for Support
INSIGHTS	INSIGHTS
Parents step in when government support insufficient Initiative ensures school resources meet student needs Active parental involvement addresses gaps in infrastructure	The Importance of Parental Initiative
LGU and private sector support essential resources Students rely on external assistance for materials Collaborative support prevents repeating efforts each cycle	The Need for Support from LGU and Private Sector
Parents and teachers collaboratively support student learning Family support enhances teacher efforts Community involvement sustains school programs	The Role of Teachers and Parents in Supporting Students
Parents act when school support is lacking Limited resources require problem-solving approaches Constraints motivate creative solutions	Accepting Limitations and Working Within Them
Pooling resources collectively meets students' material needs Collaboration between stakeholders enhances school program success	The Value of Community Effort in Program Success

Table 5. Case 5: Challenges, Coping Strategies, and Insights of Palettes

Cluster Themes	Emergent Themes
CHALLENGES Students rely on parents to provide necessary materials Limited resources challenge program accessibility and participation Teacher quality helps overcome material shortages	Lack of Adequate Materials and Resources

Rapid lessons challenge students' comprehension and practice Self-learning becomes necessary under accelerated instruction Fast-paced teaching increases student stress and difficulty	Difficulty in Adapting to Fast-paced Learning
Support comes mainly from family and teachers Lack of formal stakeholders limits available assistance Students rely on immediate surroundings for support	Limited Support from Stakeholders or Participants
Students depend on themselves when resources unavailable Parents provide essential support for material needs Limited resources encourage self-reliance in learning	Self-reliance Due to Limited Resources
COPING STRATEGIES	COPING STRATEGIES
Maintaining positivity helps overcome challenges and obstacles Self-motivation sustains focus during difficult situations Optimistic mindset supports continuous progress and learning	Positive Thinking and Self-Cheering
Parents provide essential support for beginning learners Peer collaboration helps overcome limited resources challenges Sharing materials fosters cooperation and mutual assistance	Seeking Support from Family and Peers
Teacher guidance enhances learning and skill improvement Practicing together with teacher fosters collaborative learning Support from mentors accelerates progress and understanding	Seeking Guidance from Teachers
Self-discipline enables progress in learning violin Independent practice strengthens skills and builds confidence Determination helps overcome beginner challenges and pressure	Practicing Independently to Improve Skills
INSIGHTS	INSIGHTS
Maintaining positivity helps face challenges independently Self-encouragement strengthens resilience during difficult times Positive mindset empowers standing up for oneself	Importance of Positivity
Independent study encourages personal growth and understanding Self-reflection helps manage learning pace effectively Learning alone fosters responsibility and reduces pressure	Self-Reflection and Independent Learning
Calm mindset enhances focus and independent learning Relaxation supports better understanding and skill retention Reducing stress improves personal learning experiences effectively	Maintaining a Calm and Relaxed Approach
Self-encouragement boosts confidence and personal motivation Positive self-talk strengthens determination and perseverance Cheering oneself helps overcome challenges and doubts	Encouraging Self-Cheering and Motivation

Table 6. Case 6: Challenges, Coping Strategies, and Insights of Artist

Clustered Themes	Emergent Themes
CHALLENGES Limited instruments create challenges during group practices Damaged or missing equipment hinders learning progress Students must share resources due to shortages	Lack of Proper Equipment and Instruments

Broken instruments make practice sessions very challenging Adapting is hard with damaged or untuned equipment Students struggle to practice under poor conditions	Difficulty in Adapting to the Conditions
Students and parents provide resources independently without stakeholders Lack of external support increases personal responsibility Self-reliance becomes necessary when stakeholders are absent	Limited Support from Stakeholders
Sharing limited instruments creates difficulties in teamwork Group coordination becomes challenging with many participants Rotating resources slows learning and practice efficiency	Challenges in Group Dynamics
COPING STRATEGIES	COPING STRATEGIES
Borrowing materials from friends supports collective learning Peer collaboration helps overcome limited resources challenges Working together enhances practice and skill development	Collaboration with Peers
Students take responsibility for maintaining usable instruments Proper care extends limited resources' longevity effectively Purchasing replacements becomes necessary when instruments deteriorate	Instrument Maintenance and Care
Parents provide essential support for students' needs Family becomes primary source of assistance always Relying on parents helps overcome resource challenges	Seeking Support from Family
Students seek guidance from teachers when needed Asking for help enhances understanding and learning Combining social media and teachers supports progress	Reaching Out for Help from Teachers
INSIGHTS	INSIGHTS
Perseverance motivates effort despite lacking resources Challenges teach persistence and determination in students Continuing despite difficulties strengthens character and resilience	Importance of Perseverance
Overcoming challenges encourages a shift towards positivity Positive thinking transforms mindset and boosts confidence Adapting to difficulties fosters resilience and optimism	Positive Thinking
Asking for help ensures progress and support Persistence and seeking help lead to success Striving with assistance builds strength and growth	The Importance of Seeking Help
Self-motivation fuels persistence despite challenges and limitations Overcoming obstacles strengthens internal drive and determination Working hard, even lacking, builds self-discipline	The Role of Self-Motivation

Table 7. Cross-Case Analysis of Participants' Challenges, Coping Strategies, and Insights of the Similarities and Differences Regarding the Innovative Art Program

Categories	Participants	Similarities	Differences
Challenges	1	Lack of resources and materials	Fear of starting and handling people (P1) Student overload and inability to focus (P2)



	1, 2, 3, 4, 5, 6	Limited stakeholder support	Sustainability issues, lack of funds, misalignment of expectations and resources, and challenges in effective teaching and learning (P3) Limited support from local government and increased parental responsibility for materials (P4) Insufficient tools and financial support, difficulty adapting to fast-paced learning, and self-reliance due to limited resources (P5) Lack of proper equipment and instruments, difficulty adapting to conditions, and challenges in group dynamics (P6)
	1, 4, 3	Difficulty in adjusting to teaching methods	
	1, 2, 4	Time constraints	
Coping Strategies	1, 2, 3, 4, 5, 6	Seeking support from others	Emotional strategies, grassroots approach, and DIY solutions to resource issues (P1) Focusing on available students and managing student interest and engagement (P2) Personal financial investment and adapting to limited resources (P3) Encouraging cooperation among stakeholders and parental involvement (P4) Positive thinking, self-cheering, sharing with close relatives, and independent practice to improve skills (P5) Instrument maintenance and care (P6)
	1, 5, 2	Teacher engagement	
	2, 4, 3	Technology utilization	
	2, 3, 6	Collaboration	
Insights	2, 5, 6	Being self-focused	Importance of strength and relationships, leading by example, willingness to go the extra mile, balancing gifting and responsibility, and wisdom and humility in leadership (P1) Role of passion and patience in teaching and nurturing children's growth and potential (P2) Importance of equipment and materials, adapting to limited resources, taking initiative, and recognizing the role of politics in program success (P3) Importance of parental initiative, need for LGU and private sector support, and shared responsibility of teachers and parents (P4) Self-reflection, independent learning, and maintaining a calm and relaxed approach (P5)



			Accepting limitations, valuing community effort, and commitment to overcome challenges (P6)
	2, 6, 2	Importance of collaboration and support	
	3, 6, 3	Perseverance	
	5, 6, 4	Positive thinking	

Discussion

This chapter explores the heart of my research, unraveling the rich complex of experiences, challenges, coping strategies, and insights gained by these six participants as they participated in the Innovative Art Program.

Challenges

The results show that participants across the five groups (Creatives, Imagination, Canvas, Color, Palettes, and Artist) experienced similar but context-specific challenges in implementing and participating in the Innovative Art Program. Common difficulties included limited resources and materials, lack of financial and stakeholder support, time constraints, and difficulties adapting to teaching or learning demands within fast-paced and academically focused environments. Teachers also reported anxiety, self-doubt, and challenges in managing diverse responsibilities, while learners experienced academic overload, difficulty in focusing, and limited access to proper instruments or equipment.

Coping Mechanism

To address these challenges, participants employed a variety of coping strategies that combined individual effort, collaboration, and resourcefulness. Teachers relied on emotional strategies such as patience, commitment, delegation, and maintaining a positive mindset, while also engaging in mentoring, professional development, and grassroots collaboration with colleagues and stakeholders. Learners coped through peer support, self-reliance, independent practice, and seeking guidance from teachers and family members.

Insights

The findings highlight that successful engagement in innovative art programs is strongly influenced by resilience, collaboration, and shared responsibility among teachers, learners, and stakeholders. Across all groups, participants emphasized the importance of passion, patience, and perseverance in overcoming challenges and sustaining participation in the arts. Leadership by example, strong relationships, and community support emerged as key factors that strengthen program implementation and student development.

Implications for Practice

Lack of Resources and Materials. Advocate for resource-sharing initiatives with local businesses, schools, and community organizations to bridge the gap in materials. Seek alternative solutions, such as using digital resources or repurposing everyday items, to create an engaging and effective learning



environment. Establish partnerships to procure necessary materials and build sustainable resource-sharing practices within the community.

Limited Stakeholder Support. Build stronger relationships with stakeholders, including parents, local businesses, and community leaders, by regularly communicating the program's benefits and needs. Organize meetings or events that allow stakeholders to see the impact of their contributions firsthand, fostering a deeper sense of ownership and commitment. Develop clear channels for feedback and engagement to ensure their active participation.

Difficulty in Adjusting to Teaching Method. Provide teachers with continuous professional development and support to navigate new teaching methods. Encourage a flexible teaching approach that allows instructors to adapt their styles based on student needs. Include peer mentoring and collaborative teaching models where teachers can observe and learn from each other's methods to improve their own practices.

Time Constraints. Encourage efficient time management through structured schedules that maximize instructional time without overwhelming students. Develop strategies for balancing administrative duties with teaching responsibilities, and provide educators with tools and techniques to enhance productivity and allow for more focused time with students.

Seeking Support from Others. Build a culture where seeking help is seen as a strength, not a weakness. Encourage students and educators to collaborate with peers, mentors, and the community to find solutions to challenges. Establish a strong support network of teachers, administrators, and local organizations to provide assistance when needed.

Teacher Engagement. Offer continuous professional development to help teachers stay engaged and passionate about their roles. Create opportunities for collaboration and idea-sharing to ensure they feel supported and valued. Encourage work-life balance and provide emotional and practical support to maintain motivation and commitment.

Technology Utilization. Integrate technology into the program where possible, using digital tools and resources to enhance learning and teaching. Provide training for educators on effective use of technology. Encourage students to leverage technology to explore creative possibilities and expand learning beyond traditional methods.

Being Self-Focused. Encourage self-awareness and self-regulation through reflective exercises, goal-setting, and journaling. Design activities that empower students to take ownership of their learning and build confidence in personal growth.

Importance of Collaboration and Support. Foster collaborative structures among teachers, parents, and community members. Create regular communication channels to promote joint decision-making and resource sharing. Collaboration should be structured within the curriculum to teach students the value of collective effort.

Perseverance. Cultivate resilience by integrating challenges into learning and celebrating persistence over perfection. Use reflective storytelling or testimonials to reinforce perseverance. Encourage students to share struggles and triumphs to build a supportive environment.



Positive Thinking. Incorporate positive reinforcement strategies in instruction and feedback. Develop a classroom culture valuing optimism, celebrating achievements, and using mistakes as learning opportunities. Teach students the power of a positive mindset and encourage focus on progress over setbacks.

Implications for Future Research

Community-Based Resource Mobilization and Sustainability: Future studies should examine the long-term effectiveness of community-based resource-sharing initiatives in addressing educational inequities within under-resourced learning environments. Research may explore how collaborations among schools, families, local businesses, non-government organizations, and government agencies can be developed, sustained, and scaled to provide consistent educational support and improve student learning outcomes.

Professional Development, Mentorship, and Teacher Adaptability: Further research should investigate the impact of professional development programs, mentorship opportunities, and capacity-building initiatives on teachers' adaptability, instructional effectiveness, and confidence in resource-constrained settings. Longitudinal studies may also assess how continuous learning opportunities contribute to teacher resilience, professional growth, and student achievement over time.

Emotional Resilience and Psychological Coping Strategies: Future inquiries should explore the role of emotional and psychological coping strategies, such as perseverance, optimism, self-reliance, and stress management, in helping individuals navigate educational and personal challenges. Examining these internal resilience factors may provide a deeper understanding of how positive psychological resources contribute to sustained motivation, well-being, and success.

Educational Equity and Student Development: Additional studies may investigate how resource limitations influence students' academic performance, engagement, motivation, and overall development. Future research could also examine interventions designed to promote educational equity and determine which support mechanisms are most effective in fostering positive learning experiences among diverse student populations.

Comparative and Contextual Studies: Comparative research involving schools from different geographical regions, socioeconomic contexts, and educational levels may provide broader insights into the challenges and coping mechanisms experienced in under-resourced environments. Such studies can help identify common patterns, context-specific factors, and best practices that may inform policy development and educational improvement efforts.

4. Conclusion

In conclusion, the challenges faced by participants in the innovative art program revealed significant obstacles, including limited resources, difficulties in adapting teaching methods, and insufficient support from stakeholders and local government units. These challenges highlighted the complexities of balancing student needs with available resources while striving to maintain the quality of the program despite financial and logistical constraints. Nevertheless, the participants demonstrated remarkable resilience and creativity by engaging in collaboration, seeking support from colleagues and parents, utilizing technology, and adopting resourceful strategies to address shortages and



sustain student engagement. Their use of positive mindsets, adaptability, and commitment to student development enabled them to navigate these difficulties effectively. The study further revealed that collaboration, perseverance, passion, and shared responsibility are essential in overcoming challenges within educational programs. Participants emphasized the importance of strong partnerships among teachers, parents, local governments, and the private sector in supporting student growth and program sustainability. Overall, the findings underscore the need for continued investment in resources, stronger stakeholder support, and flexible educational practices to foster a more inclusive, effective, and sustainable learning environment.

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