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FEASNEX: A Feasibility Study of Establishing Annex School for Dalig National High School in Antipolo City

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Abstract — This study utilized the descriptive-explanatory mixed-methods of research. It sought to explore the possibility of putting up an annex school for Senior High School TVL class, specifically for Welding NC II class. In order to gather data about the present status of Dalig National High School (Dalig NHS) with regards to its market, technical, financial, and organizational aspects, from 159 Grade 10 students and 28 non-student respondents who were purposively chosen. Data gathered were tabulated and analyzed using Mean, Frequency, Percentage, and thematic analysis. With regards to the present status of Dalig NHS in terms of the different aspects – market, technical, organizational, and financial, scores of 3.19 (Evident), 2.70 (Evident), 3.31 (Very Evident), and 2.29 (Slightly Evident) were gathered respectively. With this, it can be concluded that the establishment of an annex school for Dalig NHS is possible when market, technical, and organizational aspects are concerned, but not feasible when financial aspect is concerned. In terms of the perceptions of the respondents regarding the need for possible expansion of Dalig NHS, it was found out that all students and non-students agreed that there is a need for expansion because of insufficient space for different activities. To make the possible expansion of the school, external and internal stakeholders' support, which are not limited to land acquisition, financial, and the like are needed to make the expansion of the school possible. It is recommended for DepEd Antipolo City to request, if possible, additional funding from the Antipolo City government for a new school construction near Dalig NHS.

Keywords — FEASNEX, feasibility study, establishment of new school

I. Introduction

Through Republic Act 10533 also known as the Enhanced Basic Education Act of 2013, the addition of senior high school program to the existing basic education became possible. To further understand and have a comprehensive understanding of the K to 12 Basic Education, DepEd issued DepEd Order 21, s. 2019. The said DepEd order also gave a clear structure for the

monitoring and assessment of the said program. Based on the said DepEd Order, part of the K to 12 curriculum support system are the materials, facilities and equipment.

Dalig National High School (Dalig NHS), which was established in 2011, is an integrated school in Barangay Dalig Antipolo City. The school started to cater junior high school students with seven teachers. From there, all is history. Presently, the school caters 2267 junior high school students and 603 senior high school students. Curriculum delivery becomes possible with the help of 74 junior high school teachers and 20 senior high school teachers. At present, there are three buildings provided by the Department of Education and a locally funded building. Three of them are used for academic classrooms and one for ICT laboratories/automotive laboratory.

Dalig NHS was one of the secondary schools in Antipolo that offered senior high school from 2016 up to the present. The school offers GAS, HUMMS, and TVL track with the following strand: Home Economics (HE) and Industrial Arts (IA). The Department of Education provided tools and equipment for the TVL track. At present, almost all the tools and equipment are already available and in use in IA and HE strands. Even the tools and equipment in Welding were also provided in Automotive Servicing NC II. However, with limited space, offering Welding as another promising course was not yet possible.

With the present status of the school in terms of the number of students, teachers, available classrooms, and Welding tools and equipment, the researchers decided to look at the possibility of putting up an annex school to make the provision of enough space for Industrial Arts classes.

Literature Review

Feasibility Study. A feasibility study is a thorough evaluation of a proposed project, assessing its success factors, strengths, weaknesses, opportunities, threats, required resources, and success expectations (Agrawal, 2024). It also evaluates the practicality of the project plan, deciding whether to proceed with the venture (Martins, 2024). The ultimate goal is to determine the project's viability, enabling stakeholders to make informed decisions. A feasibility study confirms market opportunities, identifies potential risks, provides in-depth data for decision-making, creates documentation on expected costs and benefits, financial analysis, and obtains stakeholder buy-in (Martins, 2024). It is distinct from a project pitch, which is a presentation of a project aimed at raising funds or motivating investors (Indeed Editorial Team, 2023). Martins (2024) identifies five types of feasibility studies: technical, financial, market, operational, and legal, with comprehensive studies typically encompassing all cited types/aspects.

Market Aspect. The market aspect of a project involves a thorough analysis of the project team's expectations for market performance, including sales projections and a breakdown of competition. Market feasibility involves assessing service or product demand, total addressable market, target customers, market trends, competition, and potential market share. Understanding TAM provides a high-level overview of market potential for further analysis. The Serviceable Addressable Market (SAM) and Serviceable Obtainable Market (SOM) are subsets of TAM that

offer a more realistic understanding of market opportunities. SAM focuses on a specific market segment, considering factors like product-market fit, geographical reach, competitive landscape, and marketing capabilities. It helps assess an organization's place in the competitive landscape and estimate its market share. SOM refers to the market segment or a portion of the SAM that an organization can capture within a specific time frame, reflecting its current market share, competitive positioning, and sales goals. Shopify Staff (2024) presents a circular paradigm for understanding the relationship between TAM, SAM, and SOM. Khun (2020) recommends using traditional market research for new product launches, locations, services, or expansions. This includes stakeholder interviews, demographic analysis, competitive assessment, and surveys (Khun, 2020). Demographic analysis is crucial for understanding potential consumers and tailoring the analysis to the target market (Khun, 2020). This helps refine offerings and improve market positioning (Khun, 2020). Moreover, competitive assessment helps identify competitors' strengths and weaknesses, identify market gaps, and position products or services uniquely. Combining this analysis with sales projections and stakeholder insights provides a comprehensive understanding of market feasibility.

Technical Aspect. The technical aspect of a feasibility study evaluates the organization's technical resources, equipment, and expertise needed for the successful execution of a project, ensuring that the organization has the necessary equipment, resources, and expertise to achieve its objectives effectively. According to Saifi (2023), technical feasibility is the evaluation of a product or project's development and implementation from a technical standpoint, considering product design alignment with available resources, technology, and the capabilities of key teams and organizations. Key components evaluated during the technical feasibility analysis include resource availability (Kumar, 2024), technological stack (Saifi, 2023), infrastructural support (Martins, 2024), risk management (Johnson & Smith, 2023), integration and compatibility (Saifi, 2023), security, and compliance (Kumar, 2024). These critical checkpoints are crucial to determine whether the organization possesses the capacity to execute the project successfully. Technical feasibility evaluates resource readiness and potential constraints, enabling project managers to devise strategies to overcome them. It can identify technical expertise gaps, enabling training programs or external collaborations (Johnson & Smith, 2023). Moreover, Saifi (2023) suggests that regular technical feasibility reviews are crucial throughout a project's lifecycle to adapt to technological advancements, market demands, or organizational goals, ensuring alignment with project objectives.

Financial Aspect. The financial aspect of a project involves assessing its viability, including cost-benefit analysis, forecasting the expected return on investment (ROI), and outlining financial risks. The goal is to understand the expected economic benefits and ensure its financial sustainability. A thorough financial feasibility study is crucial for capital providers like banks and investors to make informed decisions. According to Burger (2022), the best time to conduct a study is when unsure about a project's financial success, requiring significant investment, suggesting complex projects, seeking ways to mitigate financial risk, aiming for a basis for financial decision-

making, and requesting detailed documentation. Three main stakeholders typically require financial feasibility studies: startups and entrepreneurs, existing companies, and investors. Startups and entrepreneurs need to determine if a new project can generate enough returns to cover expenses and compensate capital providers for risk (Burger, 2022). Existing companies need to consider financial feasibility when expanding, and investors use a financial feasibility report to decide whether to start or fund a new project (Burger, 2022).

A comprehensive financial feasibility study involves a Cost-Benefit Analysis, ROI Forecasting, Risk Analysis, Funding Requirements, and Sensitivity Analysis (Johnson, 2023). The cost-benefit analysis compares estimated costs against anticipated benefits, while ROI forecasting helps stakeholders understand expected financial gains. Risk Analysis evaluates financial risks, while Funding Requirements detail capital needed, potential sources, and repayment plans. Sensitivity Analysis provides insights into financial robustness (Smith & Taylor, 2024). By addressing these components, a financial feasibility study provides stakeholders with a thorough understanding of a project's financial implications, enabling informed decision-making and successful project implementation.

Organizational Aspect. The organizational aspect involves assessing the project's feasibility, considering staffing, organizational structure, and legal requirements. This evaluation helps the project team determine if they have the necessary skills, resources, and competencies to successfully complete the project, ensuring the organization's ability to meet the project's goals. Wolfe (2019) defines an organizational feasibility study as a process that assesses a business's corporate and legal structure, including the professional background of its principals and founders and their potential contributions.

Brown and Lewis (2023) emphasize the importance of identifying staffing needs, evaluating organizational structure, and ensuring legal and regulatory compliance in successful project management. This is supported by the idea of several that a well-defined staffing plan, evaluating organizational hierarchy to determine workload handling and restructuring, and implementing industry-specific regulations and permits (Johnson & Smith, 2024; Kumar, 2023). The project team should have a clear understanding of their skills, resources, and competencies to execute the project successfully, ensuring legal and regulatory compliance.

Understanding organizational readiness is crucial for project success, as even financially and technically viable projects can fail without it (Taylor, 2024). Organizational feasibility is assessed through staffing needs, structure, and legal requirements, enabling proactive identification and resolution of potential challenges in the attainment of project success (Brown and Lewis, 2023). For expansion planning, a feasibility study is essential to determine sustainability and the potential success of plans (Patel, 2023). This assessment helps analyze whether the business expansion is practically and financially feasible. Hutchins (2024) emphasizes the importance of careful planning, detailed analysis, and comprehensive feasibility studies for business expansion. A clear picture of the potential success of an expansion venture is crucial for

securing financing. Therefore, it is essential to address potential organizational weaknesses early in the planning phase to ensure project success.

In the study of Pegollo (2019) entitled, Feasibility Study on Expansion of Sinalhan Senior High School into an Integrated High School, it was found that that there was a need for the said school to expand into Integrated High School because there were many elementary graduate students from Sinalhan Elementary School who were enrolled in the two public high school located in the nearby barangays which were 1-2 kilometers away from Barangay Silahan and there were residents in the same barangay who aged 12 to 15 years old who were not attending school. The author believed that with the said expansion, educational opportunities for the youth in the said barangay will increase, decongestion of the annex school will be materialized, and the national standard of 45:1 student-classroom ratio will be achieved. To conclude, whether one opts to enter a new business venture or consider an expansion, conducting feasibility studies is an activity that will help not only entrepreneurs or businessmen but also the education sector to make the business venture and school expansion a reality.

II. Methodology

Sampling. The researchers utilized purposive and simple random sampling. Purposive sampling is usually utilized when the population is too heterogeneous. In this study, Grade 10 students, senior high school teachers, and other concerned non-teaching staff, as well as the Dalig NHS SPTA officers, were utilized. They were purposively chosen because they represent the population of the Dalig NHS who have the background of the study, and the incoming Grade 11 students who may want to enroll in Industrial Arts. Cochran's formula was used to determine the number of samples for the study.

Data Collection. The needed data were collected through a researcher-made questionnaire through Google Forms. A researcher-made questionnaire is a combination of quantitative and qualitative survey questions that were prepared and subjected to validation by three experts. After the validation, the said instrument was administered to the respondents, and the data gathered were collected, tabulated, and analyzed.

Ethical Issues. To ensure that the data privacy of respondents will be protected, prior to the data gathering, a meeting with the Grade level chairmen, representatives of SPTA officers, and some senior high school teachers was conducted by the researchers. In the said meeting, the researchers discussed the purpose and the procedure to be undertaken in the data gathering for this study. The parents of the respondents were given a consent letter through the grade-level chairman. A separate letter to students regarding the conduct of the study was distributed together with the actual survey questionnaire. Republic Act 10173, also known as the Data Privacy Act of 2012, was considered, and assurance was given to the respondents that the data collected will be used for research purposes only.

In analyzing the data, the researchers utilized both statistical and thematic analysis. The numerical data were analyzed using Mean, Frequency, and Percentage, while the rest were coded and thematically analyzed.

III. Results and Discussion

Problem 1: What is the profile of the student-respondents according to Sex, Residence, Interest/hobby, and Preferred Track and Strand for Grade 11?

Table 1. Frequency and Percentage Distribution of Student-respondents in Terms of Sex

Sex	Frequency	Percentage
Male	49	30.82
Female	110	69.18
Total	**159**	**100.00**

The table above shows the frequency and percentage distribution of student-respondents in terms of sex; based on the collected data, there were more females than males, with 110 or 69.18% out of 159 student-respondents.

Table 2. Frequency and Percentage Distribution of Student-respondents in Terms of Residence

Residence	Frequency	Percentage
Student-Respondents from Brgy. Dalig, Antipolo City	86	54.09
Student-Respondents from Brgy. San Jose, Antipolo City	62	38.99
Student-Respondents from Brgy. Dalig, Teresa, Rizal	4	2.52
Student-Respondents from Brgy. May-Iba, Teresa, Rizal	7	4.40
Overall Total	**159**	**100**

The data above shows that the majority of student-respondents reside in Barangay Dalig (f=86, 54.09%) and San Jose (f=62, 38.99%), Antipolo City, while a smaller percentage are from nearby Barangays in the Municipality of Teresa, Rizal (f=11, 6.92%). The data suggests that students of Dalig NHS are not exclusively residents of Barangay Dalig, Antipolo City, as the institution provides quality education to students from nearby barangays and municipalities in Rizal Province.

Table 3. Frequency and Percentage Distribution of Student-respondents in Terms of Interest/Hobby

Interests/Hobbies	F	%	Interests/Hobbies	F	%
Drawing, sketching, and painting	4	2.52	12. Playing Online Games	2	1.26
Budgeting	2	1.26	13. Reporting/Broadcasting	1	0.63

	F	%		F	%
Composing songs	1	0.63	14. Research	10	6.29
Computer	2	1.26	15. Singing	4	2.52
Cooking/Baking	39	24.53	16. Solving mathematical problems	2	1.26
Dancing	3	1.89	17. Sports	4	2.52
Experimenting with Electrical Components	10	6.29	18. Use of Tools and Equipment	10	6.29
Fixing Electrical Appliances	4	2.52	19. Watching Movies/Series	1	0.63
History	12	7.55	20. Welding	15	9.43
Maintaining & Operating Motors and Machines	4	2.52	21. Writing/Reading blogs and literary compositions	26	16.35
Playing Musical Instruments	3	1.89			
Total	84	52.83		75	47.17
Overall Total	**F = 159**	**% = 100**			

As delineated in Table 3, the results implied that Cooking/baking ranked first in terms of student-respondents interests or hobbies with a frequency of 39 and a percentage of 24.53, followed by Writing/reading blogs and literary compositions with a frequency of 26 and a percentage of 16.35, Welding with a frequency of 15 and a percentage of 9.43. While Composing songs and Watching movies/series are the lowest with a frequency of 1 for each and a percentage of 0.63. Therefore, students who prefer to cook/bake can take the TVL track: HE strands, while students who write/read works of literature can take the Academic track: HUMSS strand. These two strands are currently offered by the school, except for the welding TVL track: IA - SMAW.

Table 4. Frequency and Percentage Distribution of Student-respondents in Terms of Preferred Track and Strand for Grade 11

Track & Strand	F	%	Track & Strand	F	%
Academic: GAS	13	8.18	TVL: Home Economics (HE)	12	7.55
Academic: HUMSS	62	38.99	TVL: IA: Automotive Servicing (AS)	9	5.66
Academic: ABM	19	11.95	TVL: IA: Electronic Installation and Maintenance (EIM)	2	1.26
Academic: STEM	33	20.75	TVL: Shielded Metal Arc Welding (SMAW)	2	1.26
Total	127	79.87	TVL: Information Communications Technology (ICT)	4	2.52
			T Total	29	18.24
Arts & Design Track	3	1.89			
Overall Total	=		**F = 159** **%**	**100.00**	

Most students prefer the Academic track with a frequency of 127 and a percentage of 79.87. This high value includes HUMSS, which accounts for 62 or 38.99% of the 159 student-

respondents, followed by STEM (20.75%), ABM (11.95%), and GAS (8.18%). Other students prefer the TVL track with a frequency of 29 and a percentage of 18.24, HE comprising 12 students or 7.55% of 159 respondents, followed by IA: AS (5.66%), IA: EIM (1.26%), IA: SMAW (1.26%), and ICT (2.52%). A minority of students, specifically 3 or 1.89%, prefer the Arts & Design track.

Therefore, only 98 or 61.64% of the student-respondents will continue their grade 11 at Dalig NHS because their track and strand preference are being offered by the school such as Academic track (GAS & HUMSS strands); TVL track (HE, AS and EIM strands) while the remaining 61 student-respondents or 38.36% will seek for other senior high schools offering Arts & Design track, Academic track (STEM & ABM strands) and TVL track (ICT & SMAW strands). The results validated the need to improve the school facilities, such as additional classrooms and offering more strands to cater more students who match their track and strand preference.

Problem 2: What is the profile of Teaching, Non-teaching, and School Parent's Teacher Association (SPTA) respondents according to Age, Current position, Number of years in service, Highest educational attainment, and Average class size of handled classes?

Table 5. Profile of Non-Student Respondents in Terms of Age

Age Range	Teaching	Non-Teaching	SPTA	Total	Percentage
50 years & above	1 (3.57%)	-	2 (7.14%)	3 (10.71%)	10.71
46 – 50 years	1 (3.57%)	-	4 (14.29%)	5 (17.86%)	17.86
41 – 45 years	7 (25.00%)	1 (3.57%)	-	8 (28.57%)	28.57
36 – 40 years	6 (21.43%)	1 (3.57%)	-	7 (25.00%)	25.00
31 – 35 years	1 (3.57%)	-	2 (7.14%)	3 (10.71%)	10.71
26 – 30 years	1 (3.57%)	-	1 (3.57%)	2 (7.14%)	7.14
Total	**16**	**2**	**10**	**28**	**100.00**

Table 5 shows a wide age range for teaching and SPTA respondents, with a majority aged between 26 and 50 years old and above. The teaching force comprises 7 individuals aged 41-45, accounting for 25%, followed by 6 individuals aged 36-40, representing 21.43%. The non-teaching force is concentrated in the 36-40 and 41-45 age groups, with 1 respondent in each, representing 3.57%. The SPTA force comprises 4 individuals aged 46-50, representing 14.29%, followed by the 31-35 and 50 and above age groups, with 2 respondents each, constituting 7.14% of the total SPTA officers. The age group of 26-30 years, with 1 respondent, constitutes the smallest percentage of SPTA respondents at 3.57.

Table 6. Profile of Non-Student Respondents in Terms of Current Position

Current Position	Teaching	Non-Teaching	SPTA	Total	Percentage
Master Teacher II	6 (21.43%)	-	-	6 (21.43%)	21.43
Master Teacher I	3 (10.71%)	-	-	3 (10.71%)	10.71
Teacher III	6 (21.43%)	-	-	6 (21.43%)	21.43
Teacher I	2 (7.14%)	-	-	2 (7.14%)	7.14
Administrative Officer II	-	1 (3.57%)	-	1 (3.57%)	3.57
Administrative Assistant II	-	1 (3.57%)	-	1 (3.57%)	3.57

President	-	-	1 (3.57%)	1 (3.57%)	3.57
Vice President	-	-	1 (3.57%)	1 (3.57%)	3.57
Treasurer	-	-	1 (3.57%)	1 (3.57%)	3.57
Board member (Parent)	-	-	4 (14.29%)	4 (14.29%)	14.29
Board member (JHS Teacher)	-	-	2 (7.14%)	2 (7.14%)	7.14
Total	16 (60.71%)	2 (7.14%)	10 (32.14%)	28 (100.00)	100.00

The sum of all the groups provides a broad view of the institutional composition, with the Teaching group being the largest (60.71%), followed by SPTA (32.14%) and non-teaching staff (7.14%).

Table 7. Profile of Non-Student Respondents in Terms of Number of Years in Service

Number of Years in Service	Teaching	Non-Teaching	SPTA	Total	Percentage
21 – 25 years	1 (3.57%)	-	-	1 (3.57%)	3.57
16 – 20 years	4 (14.29%)	2 (7.14%)	-	6 (21.43%)	21.43
11 – 15 years	8 (28.57%)	-	-	8 (28.57%)	28.57
6 – 10 years	2 (7.14%)	-	2 (7.14%)	4 (14.29%)	14.29
0 – 5 years	2 (7.14%)	-	7 (25.00%)	9 (32.14%)	32.14
Total	16 (60.71%)	2 (7.14%)	10 (32.14%)	28 (100.00%)	100.00

Table 7 illustrates the frequency and percentage distribution of the three respondent groups based on their years of service. The teaching group exhibits a broader distribution of years of service, with 25 years and below (60.71%), followed by the SPTA group, which encompasses 10 years and below (32.14%), and the non-teaching group, which spans 16 to 20 years (7.14%).

Table 8. Profile of Non-Student Respondents in Terms of Highest Educational Attainment

Highest Educational Attainment	Teaching	Non-Teaching	SPTA	Total	Percentage
Doctoral Degree	3 (10.71%)	-	-	3 (10.71%)	10.71
Master's Degree	8 (28.57%)	-	1 (3.57%)	9 (32.14%)	32.14
Bachelor's Degree	6 (21.43%)	2 (7.14%)	5 (17.86%)	13 (46.43%)	46.43
High School Graduate	-	-	3 (10.71%)	3 (10.71%)	10.71
Total	**16 (60.71%)**	**2 (7.14%)**	**10 (32.14%)**	**28 (100.00%)**	**100.00**

The teaching group is highly qualified, with a significant portion holding Master's Degrees (28.57%) and a smaller group with Doctoral Degrees (10.71%). Bachelor's Degrees make up 21.43% of the teaching staff, indicating a well-represented minimum required educational qualification. The non-teaching group is small, with only two respondents holding a bachelor's degree (7.14%). The SPTA group shows more diversity in educational attainment, with the largest portion (17.86%) holding a bachelor's degree. The majority of respondents in the SPTA group are

high school graduates (10.71%), suggesting some individuals have less formal education. A bachelor's degree is the most common educational attainment across all groups comprising 46.43%.

Table 9. Profile of Teaching Respondents in Terms Average Class Size of Handled Classes

Average Class Size	Frequency	Percentage
56 – 60 students	1	6.25
45 – 50 students	9	56.25
45 students and below	6	37.50
Total	**16**	**100.00**

Table 9 indicates that the predominant class size handled by teacher-respondents is between 45-50 students, accounting for 56.25% or 9 out of the total respondents. This is followed by class sizes of 45 students and below, with a frequency of 6 and a percentage of 37.50, and class size of 56-50 students, with a frequency of 1 and a percentage of 6.25.

Problem 3: What is the status of Dalig National High School in terms of different aspects that can make the establishment of the school annex feasible?

Table 10. Computed Mean on the Present Status of Dalig National High School in Terms of Market, Technical, Organizational, and Financial Aspects as Perceived by the Respondents

Indicators *The present status of the school in terms of ...*	Teaching, Non-Teaching & SPTA Respondents	Student Respondents	Overall Mean	Verbal Interpretation
1. Market Aspect	3.37	3.00	3.19	Evident
2. Technical Aspect	2.67	2.72	2.70	Evident
3. Organizational Aspect	3.42	3.20	3.31	Very Evident
4. Financial Aspect	2.29	-	2.29	Slightly Evident
Overall Weighted Mean	2.94	2.97	2.96	Evident

Legend: "Very Evident (3.25-4.00)", "Evident (2.50-3.24)", "Slightly Evident (1.75-2.49)", "Not Evident (1.0-1.74)"

Table 10 revealed the present status of the school in terms of all the aspects of feasibility as evaluated by the students and non-student-respondents was found to be Evident with an overall weighted mean of 2.96. This implied that in terms of Market (3.19, Evident), Technical (2.70, Evident), and Organizational (3.31, Very Evident) Aspects favor the feasibility of establishing an annex school for Dalig NHS, but the financial aspect (2.29, Slightly Evident) was not.

Problem 4: What are the perceptions of the respondents regarding the need for possible expansion of Dalig National High School?

Table 11. Perceptions of the Student and Non-Student Respondents on the Need for Possible School Expansion

Themes	Sub-Themes	Codes
Theme 1. Perceptions of student and non-student respondents concerning the possible expansion of Dalig National High School. *(159 students and 28 non-student respondents perceived the need for school expansion.)* *Legend:* *SR = Student Respondents* *NSR = Non-Student Respondents*	1.1 Insufficient Space *(SR & NSR)*	Congestion *(SR & NSR)* Room division *(NSR)* Poor ventilation *(SR & NSR)* Enrolment increase *(SR & NSR)* Overcrowding during recess time *(SR)*
	1.2 Lack of school facilities *(SR & NSR)*	Limited storage for learning materials *(NSR)* Insufficient & overused comfort rooms *(SR & NSR)* Limited space for Physical Education, school activities (exhibits) & faculty room *(SR & NSR)* Limited space for hands-on activities *(SR & NSR)* No rooms for Clubs *(SR)*
	1.3 Additional Strands & Unavailability of Preferred strands *(SR & NSR)*	Offer other strands to cater more students *(NSR)* Searching for nearby public or private SHS that offers students preferred strands *(SR)* Additional Transportation & tuition fees *(SR)* Discontinue SHS *(SR)*
	1.4 Lack of Classroom furniture *(SR)*	Insufficient number of chairs *(SR)*

Theme 1. Perceptions of Student and Non-Student Respondents concerning Possible Expansion

Sub-Theme 1.1: Insufficient Space

The sub-theme revealed that students and non-students both felt the school's limited area caused congestion, overcrowding during recess, poor ventilation, and increased enrollment. The sub-theme affirmed the responses of student-respondents such as *"Yes, Kapag dumarami ang mga mag-aaral, nangangailangan ng mas maraming silid-aralan at pasilidad upang masiguro na lahat ay mabibigyan ng sapat na espasyo at kalidad ng edukasyon"*, and *"Yes, because the place is too crowded and also, we don't have enough place to practice our activities"* and non-students' responses which include *"Our classrooms are no longer sufficient to accommodate the increasing student population"*, *"Some classrooms were divided to accommodate different sections. For example, Room 302 was split between the HUMSS and EIM classes"*, and *"Yes, because the school site is too small, and classrooms are not enough to handle academic classes. Each year, enrollment increases, but the number of classrooms remains the same."*

Sub-Theme 1.2: Lack of school facilities

The sub-theme focuses on student and non-student respondents perceptions of limited spaces for school facilities, including clinics, faculty rooms, storage rooms, comfort rooms, club offices, laboratories, workshops, exhibits, physical education, and hands-on activities. This sub-theme is supported by students answers such as *"Yes, our school need the extension because the school is lack of comfort room & workshops"*, *"Yes, to have enough space for more activities, events, and other matters for students"*, *"Yes, dahil sa sobrang sikip ng ating eskwelahan at*

walang sapat na bakante para sa mga welding shop at other activities", and *"Yes, the clinic is not large enough for 3-5 students who need immediate medical attention"* and non-student respondents, *which include "During the pandemic, a significant number of modules were produced, and as the situation improved, we struggled to find space to store them. After a faculty meeting, it was decided to place the excess modules in classrooms because the library could not accommodate them. This took up valuable classroom space that should have been used for learning. The resulting rooms became cramped, with poor ventilation, making it difficult for students to focus and for teachers to effectively teach due to the uncomfortable conditions.", "To maximize the use of welding tools and equipment intended for learners", "Equipment is not utilized due to limited workshop/laboratory space", and "lack of facilities for teachers to become a decent one (faculty room, restroom)".* Both respondents highlight the need for improved facilities and facilities for students and teachers to effectively utilize their time and resources.

Sub-Theme 1.3: Additional and Unavailability of Preferred Strands

This sub-theme indicated that in terms of student-respondents strand preferences, others will seek other private or public senior high schools offering their preferences. In doing so, additional expenses for transportation and tuition fees for those students who opt to enroll in private school. Unfortunately, for those students whose strands are not available, they opt to discontinue schooling. This sub-theme is the results of the analysis of students narratives such as *"yes, because there are many young people who still want to study and be able to finish", "yes, because other student is near in our school, and they don't have a enough money to go to other private or public school", and "Dalig NHS can accommodate more students and add more tracks like STEM and ABM for SHS students if this extension will materialized'.*

This sub-theme focused on the additional strands for Senior High School as perceived by the non-student respondents. This sub-theme is evident in the responses of the non-teaching respondents, which include *"To offer another track & strand in SHS", "makapagoffer ng karagdagang strand and track", and "more classrooms for SHS to cater more strands"*

Sub-Theme 1.4: Lack of classroom furniture

The sub-theme suggests that students perceive the school's classroom furniture as insufficient, as evidenced by their complaints *"Sumisikip na po at nag kukulang ang mga upuan at ibang pangangailangan ng mga students dahil sa masikip na paaralan", and "there is not enough chair that has a table or an armchair".*

Problem 5: What is the support needed by the school to make the would-be expansion possible as perceived by the respondents?

Table 12. Perceptions of the Student and Non-Student-Respondents on the Needed Support of Dalig National High School for Possible Expansion

Themes	Sub-Themes	Codes
Theme 2. Perceptions of student and non-student respondents regarding the needed support of the school for possible expansion. *(159 students and 28 non-student respondents perceived the need for support in school expansion.)* *Legend:* *SR = Student Respondents* *NSR = Non-Student Respondents*	2.1 External and internal stakeholders *(SR & NSR)*	Local Government Unit *(SR & NSR)* DepEd Officials *(SR & NSR)* Parents *(SR & NSR)* Other External Stakeholders *(SR & NSR)*
	2.2 Land Acquisition *(SR & NSR)*	Local Government Unit *(SR & NSR)* Private sector *(SR & NSR)* Donation *(SR & NSR)*
	2.3 Financial Support *(SR & NSR)*	Budget Allocations *(SR & NSR)* Additional facilities *(SR & NSR)* Building Construction & Labor Costs *(SR)* Chairs, CCTVs, Electric fans, and tables *(SR)*
	2.4 Others *(NSR)*	Marketing *(NSR)* Legal *(NSR)*

Theme 2. Perceptions of Student and Non-Student Respondents concerning the Needed Support of the School for Possible Expansion

Sub-Theme 2.1: External and Internal Stakeholders

The sub-theme suggests that student and non-student respondents perceived that the school may seek support from both internal and external stakeholders, including the Local Government Unit (LGU), DepEd Officials, parents, and other stakeholders. This sub-theme is supported by the answers of the student-respondents such as *"Maaari tayong humingi ng tulong mula sa lokal na pamahalaan, opisyal ng DepEd, NGO's, alumni at maging sa mga private stakeholders na may malasakit sa edukasyon"*, and *"We should seek support from the LGU's and stakeholders in that way we could accumulate enough funds to complete the project"* and non-student respondents, which include *"DepED, the LGU, the National Government, alumni, the SPTA, and the school budget"*, *"I think we also need to seek help from stakeholders like LGU's to donate/provide lot and building for the extension"*, and *"They are prime mover in planning, implementing and monitoring the necessary needs to materialize this annex"*.

Sub-Theme 2.2: Land Acquisition

This sub-theme focuses on student and non-student respondents, both perceived that the school needs support for expansion, specifically land acquisition sponsored or donated by the local government unit or other private entities. Student respondent's narratives include *"Sana may mabait pong mag donate ng malaking bakanteng lote paratayuan ng bagong paaralan"*, and *"Ang suportang kailangan dito ay lupa at mga materyales upang masimulan ang bagong building sa annex"* and non-students *"The school needs additional funds as well as land area to establish an annex school"*.

Sub-Theme 2.3: Financial Support

This sub-theme reveals that financial support is needed for the school extension, including funding for building construction, labor costs, budget allocation, additional facilities, and equipment. Student-respondents perceived that the government needs to support the school extension and provide funds for materials and new equipment. Non-student respondents also express a need for financial support, including assistance in finding the best site and funds for building construction and site development. Both student and non-student responses highlight the need for government support in funding the school extension. This sub-theme validated the answers from students *("The school needs the support of government in funding the school extension", and "Kailangan ng suporta sa pondo para sa mga materyales, at pagpapatayo ng mga bagong gusali")* and non-student respondents *("Financial aspect and assistance in looking for the best site", and "Financial support and funds for building construction and site development").*

Sub-Theme 2.4: Others

Non-student respondents believe that legal and marketing support are necessary for establishing a school annex, with justifications including *"Issuance of Permits", and "encouraging stakeholders for campaign materials for marketing"* supporting this sub-theme.

IV. Conclusion

With the findings generated in this study, the following conclusions have been formulated:

1. Out of 159 student-respondents, 69% are female and the rest are male. 54.09% of the total Grade 10 population were from Brgy. Dalig, 38.99 % from Brgy. San Jose and 6.92% from outside Antipolo City. In terms of students' hobbies/skills, cooking/baking got the highest score of 39, followed by writing/reading blogs and literary compositions with the score of 26, and by welding with the score of 15. The majority of the student-respondents signified their interest in enrolling in strands under the General Academic Track (79.87%).

2. Out of 28 non-student respondents, 28.57% are under 41-45 years old, and the rest from other age ranges. Out of 16 Senior High School teachers, 42.86% are Teacher III and Master Teacher 1. The rest are Teacher I and Master Teacher I. Out of 16 teachers, 8 of them served for 11-15 years in service, 4 for 16-20 years of service, and the rest for 0-15 years and 1 for 21-25 years. 56.25% of the SHS teachers handle 45-50 students per class, 37.6%, 45 students and below and 6.25% handle 56-60 students.

3. With regards to the present status of Dalig NHS in terms of the different aspects, market and technical aspects got 3.19 and 2.70 respectively with a verbal interpretation of Evident; organizational aspect with overall mean of 3.31 with verbal interpretation of Very Evident; and financial aspect with overall mean of 2.29 with verbal interpretation of Slightly Evident.

With this, it can be concluded that the establishment of an annex school for Dalig NHS is possible when market, technical, and organizational aspects are concerned, but not feasible when financial aspect is concerned.

4. In terms of the perceptions of the respondents regarding the potential expansion of Dalig NHS, it was found that all students and non-students agreed that there is a need for expansion due to insufficient space for laboratories, clinic, faculty room, and for outdoor activities.

5. To make the would-be expansion of Dalig NHS, the school needs the support of external and internal stakeholders in terms of land acquisition, financial, legal, and the like.

V. Recommendations

Based on the findings of the study, the following recommendations are drawn:

1. Findings of this study may be considered by the Division of Antipolo City to request from the Local Government of Antipolo City to look for a vacant lot near Dalig National High School and consider purchase of the said property for possible establishment of annex school which will be not only for Senior High School TVL-IA subject but so as to accommodate more students and provide enough space for school activities and for additional laboratories.

2. Dalig NHS administration may consider applying for the provision of an Open High School to address congestion.

3. Dalig NHS may request the Division Office/Antipolo City Government to consider/finance the construction of additional classrooms and laboratories using the space of the Dalig NHS covered court (upward renovation).

4. Dalig NHS, with the findings of this research, may request an additional course offering under the TVL track (SMAW) and the Academic track (STEM).

5. Future researchers may consider conducting related researches (new and follow-up), which will help in improving the provision of quality education to learners.

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