

Enhancing the Culture and Arts Program of Camarines Sur Polytechnic Colleges (CSPC), Philippines

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ABSTRACT Culture and arts play a significant role in personality building and presenting skills in a form of art. Evaluating the culture and arts program of Camarines Sur Polytechnic Colleges was deemed necessary to boost the multiple opportunities of learning, entertainment, leisure, personal growth, and enrich the cultural heritage of the institution. The descriptive survey method was employed on a total enumeration to include all 129 cultural practitioners of CSPC, particularly members of the performing arts and cultural workers with a questionnaire and supplemented by informal interview and documentary analysis. Results revealed that implementations on human resources were fully implemented while objectives, activities, facilities and equipment, funding, and outcomes were rated as implemented, and this raised several issues encountered by respondents. The proposed culture and arts program should be developed in this study, and may be used to enhance the existing culture and arts program of the college.

INTRODUCTION

The promotion of human liberation and progress of a nation are outlined within the Philippine Constitution, and this cannot be realised without prioritising culture and arts within the government's socio-economic development agenda. Culture and arts function as a catalyst for various social advancements by reshaping and reflecting shared values, beliefs, and aspirations. The Philippine Constitution directs its preservation and enrichment, and thus Article II Section 12 provides that, "*The State shall give priority to education, science and technology, arts, culture and sports to foster patriotism, nationalism, accelerate social progress and promote total human liberation and development.*" Bravo et al. (2021) supported the ideas of the Philippine Constitution as their study asserts that Arts and Culture plays a crucial role in nation building as these do portray and reflect the country's history, values, and identity.

In accordance with the above policy of the state, the Commission on Higher Education (CHED) likewise issued Memorandum Order No. 09 Series of 2013 known as Enhanced Policies and Guidelines on Student Affairs and Services, that required the establishment of Cultural Arts Programs in Higher Education Institutions (HEIs) pursuant to the CHED's commitment to the

achievement of quality, relevant and efficient higher education and the country. Thus, Article IX Section 33 of the said memorandum, defined the cultural and arts programs that refer to the set of activities designed to provide opportunities to develop and enhance talents, abilities and values for appreciation, promotion and conservation of national culture and multicultural heritage. The Higher Educational Institutions and more particularly the State Universities and Colleges (SUC's) also serve as lead government agencies in the promotion, enhancement and preservation of culture particularly among the youth. These necessitated the establishment of their respective culture and arts programs that are in harmony with programs of other lead agencies such as the Department of Education and National Commission for Culture and the Arts. Lobo (2023) believed that when arts and culture are embedded in the curricula, it helps in preserving the country's intangible cultural and artistic heritage which strengthens the student's cultural identity. This further alleviates the responsibility of schools in ensuring that the cultural identity of students as deculturation is rampant in the current society that we live in.

The Special Program for Culture and the Arts Curriculum in the Bicol Region is considered as one important program in the school curriculum for the program implementers and school head

(Narvadez 2014). Brillantes (2022) provides an assertion that there should be a continual improvement on the program monitoring and evaluation, curricular enhancements and changes, needs assessments, and sustainability and longevity of the curriculum that is able to recuperate with the needs of the changing landscape of learners and education in the country. Based on the study of Cooley (2012) which was cited by the blog post of Thomson (2012) literature reveals that arts and culture have vital contributions to make to at least seven of the twelve determinants of health defined by Health Canada. Lastly, culture and art are interrelated. As human beings, one is a part of society. The culture of the changing society one lives in affects how one thinks, behaves and interprets life. Because an artist, generally, tries to find creative, original, and ingenious ways to convey cultural signs and norms, and therefore, artistic work and the cultural environment it emerged from are inseparable (The Relationship Between Art and Culture 2004).

The need for appraising the Culture and Arts Program of Camarines Sur Polytechnic Colleges is timely and relevant because of the annual competition among the Philippine Association of State Universities and Colleges (PASUC) particularly the conduct of the Culture and Arts Festival of which CSPC is a member. The result of this competition helps determine the relevance and performance of CSPC members in the implementation of their culture and arts programs. The need for appraising the Culture and Arts Program is timely and relevant because of the annual competition among Philippine Association of State Universities and Colleges (PASUC) particularly the conduct of the Culture and Arts Festival. The result of this competition helps determine the relevance and performance of PASUC members in the implementation of their culture and arts programs. In the recent result of the said competition, PASUC V- Bicol ranked twelve (12th) among thirteen (13) regions in the Philippines.

The researcher, being the Cultural Coordinator and PE Instructor, has observed that there are Culture and Arts Programs that are not implemented in the college, which may explain the college's lack of participation in various levels of competitions. With this, the researcher was prompted to undertake the study, which aims to

establish output-oriented cultural programs that develop students' potential, enhance their skills, and improve their competitiveness in various fields and levels of competition.

Objectives of the Study

The study aimed to enhance the Culture and Arts Program of Camarines Sur Polytechnic Colleges. The study objectives were to identify the status of the Culture and Arts Programs of Camarines Sur Polytechnic Colleges in terms of objectives, activities, human resource, funding, facilities and equipment, and outcomes, identify the level of satisfaction of the respondents in the culture and arts programs, and highlight the problems encountered by the respondents on the existing culture and arts programs. Furthermore, the study tests if there is a significant relationship between the status and the level of satisfaction of the respondents and lastly, to provide suggestions in enhancing and developing the existing culture and arts program of the institution.

These research objectives would highlight prevailing and existing problems within the facets of the program implementation specifically in the culture and arts program. These objectives helped the researcher to assess and to elevate the current status of the culture and arts program in CSPC. The study aimed to improve and provide sufficient, long-term, and sustainable initiatives in improving the culture and arts program of the institution.

Hypothesis

The study was designed to assess the following hypothesis:

H₀: There is no significant relationship between the status and the level of satisfaction of the respondents.

H_a: There is a significant relationship between the status and the level of satisfaction of the respondents.

MATERIAL AND METHODS

This study aims to find the dimension of status, level of satisfaction and types of problems in the existing culture and arts program of CSPC

amongst the respondents. Because the study is quantitative, the researcher employed a descriptive correlational method of research to investigate and analyze the variables. Different types of data were also taken into account, including primary and secondary data. A self-developed questionnaire checklist with items to interview on the status, level of satisfaction on the objectives, activities, support services and outcomes for the existing culture and arts program, and the problems encountered therein was administered among the identified practitioners in CSPC to gather the primary data. To assess the feedback more specifically, to review a certain program and implementation, and to determine the gaps, sector-focused group discussion and informal interviews were conducted.

Under this part, the author describes the research approach used in this study as both descriptive and quantitative. The descriptive-quantitative method that has been described by Gay (1992) is one where the data is collected to sample and test hypotheses or to provide answers to questions with respect to the state of the subject at the present time. The CSPC Culture and Arts Program formulation and this framework correspond to the study's purpose of determining the effectiveness of the program at Camarines Sur Polytechnic Colleges.

The exploratory part of the study concentrated on the systematic documentation of ideas and facts regarding the program infrastructure, function, and impact. Quantitative aspects of the research focused on various parameters, which included the status of the program, personal satisfaction in relation to the program objectives, activities, and support services, program results, and issues experienced. The main tool used for data collection was the researcher-developed questionnaire checklist. The researcher-developed questionnaire checklist was validated and reviewed by experts to ensure that it elicits the desired data and provides valuable insights from the identified respondents. This tool comprised items that were developed to elicit information from cultural practitioners of various CSPC groups like Performing Art Dance Troupe, Band, Majorettes, Chorale and Cultural Workers with a total enumeration to include 129 participants. The population targeted in the study embraced a large number of participants, and to

achieve a total investigation of all the population, the total enumeration sampling technique was used to increase the study's reliability of the data collected.

To augment the data, focused group discussions or FGDs and informal interviews were conducted in order to generate ideas and knowledge about the chosen topic. These qualitative methods enabled the researcher to get a further understanding of gaps and feedback about the program in addition to the quantitative results. The study used different statistical measures in analysis of data. Frequency counts and rankings were used to report on the issues faced by respondents. The value-weighted average provided the status of the implementation and the satisfaction of participants towards the program better than the simple mean. Such perceptions were quantified using a 4-point Likert scale to reduce response ambiguity and increase the objectivity of responses obtained. In testing the various variables the study employs the Spearman Rank correlation in discovering the association between the variables. This statistical test established the extent to which two variables depend on each other by comparing frequency distributions in nominal scales. This eliminated guess work and instead relied on past data to enable a determination of patterns and correlation, hence understanding the performance of the program and where necessary, improvement measures could be made. The nature of the project from November 2018 to October 2019 highlights that the scholars used a systematic approach while developing the methodology. This way the study provided a balanced and comprehensive analysis of CSPC's Culture and Arts Program through the use of descriptive and quantitative data along with qualitative findings.

RESULTS AND DISCUSSION

Status of Implementation of the Culture and Arts Program of CSPC

The implementation of the Culture and Arts Program at CSPC is assessed as generally effective, with an average weighted mean of 3.12, interpreted as "Implemented" as reflected on the Table 1. The strongest aspect of the program is its ability to promote and appreciate culture and

the arts within the institution, rated as “Fully Implemented” with a mean score of 3.31. This reflects a solid internal framework that encourages cultural expression among students and staff. Additionally, the program moderately supports off-campus exposures and participation in relevant trainings, indicating a commitment to external engagement, though not yet at an optimal level.

However, the lowest-rated area-collaboration with concerned agencies for local and national cultural activities-suggests a gap in external partnerships and systematic coordination. This lack of comprehensive outreach may limit the program’s broader cultural impact and sustainability. To strengthen the program further, CSPC must enhance inter-agency linkages, improve support for professional development, and provide consistent opportunities for cultural practitioners to engage beyond campus. These improvements would help institutionalize a more dynamic, inclusive, and far-reaching culture and arts program.

These data results aligns with the sufficiency of the study of Sebello (2021) that underscores the idea that there should be an implementation of policies in culture and arts programs within State Universities and Colleges (SUC) that enables the institutions in providing cultural and artistic projects and other related activities, which would further promote culture and arts in the institution and its community. While, Kim et al. (2024) put forth that culture and arts programs in schools can enhance cognitive, social, academic, and emotional skills for students, particularly those with borderline in-

telligence. Blended arts education, integrating experiential activities into the curriculum, addresses their unique educational needs effectively.

The data presented in Table 2 reflects a generally positive implementation of CSPC’s arts and culture programs, with an average weighted mean of 3.09—classified as “Implemented.” Notably, the highest-rated item (3.33) emphasizes the development of lifelong skills and enhancement in specific fields of interest, closely followed by accurate performance of cultural specializations (3.30) and the regular conduct of orientations and consultations (3.29). These results affirm that CSPC places a strong emphasis on cultivating technical and expressive competencies among students, while also ensuring cultural practitioners provide necessary guidance. Such findings suggest that CSPC values depth in both practice and mentorship in its arts and culture education initiatives. However, critical gaps are evident, particularly in the area of fundraising or income-generating activities, which received the lowest score (2.02), interpreted as “Partially Implemented.” This reveals a structural weakness in program sustainability, potentially limiting opportunities for expansion, outreach, and investment in cultural resources. Additionally, while monthly programming and regional participation are “Implemented,” their comparatively lower scores suggest room for greater innovation and strategic planning.

Without stronger support systems-such as improved financial autonomy, enhanced event organization, and deeper community involvement-the full potential of CSPC’s cultural pro-

Table 1: Status of implementation of the Culture and Arts Program of CSPC

<i>Items asked</i>	<i>Weighted mean</i>	<i>Descriptive interpretation</i>	<i>Ranking</i>
a. Culture and Arts program provides opportunities for promotion and appreciation of culture and arts	3.31	Fully implemented	1
b. There are mechanisms to promote local and national cultural activities in coordination with concerned agencies.	2.91	Implemented	4
c. Culture and arts programs expose their performers in off-campus activities and competitions.	3.18	Implemented	2
d. Culture and arts program encourages its performers and trainers to participate in relevant training and seminars	3.08	Implemented	3
Average Weighted Mean	3.12	Implemented	

Source: Researchers validated questionnaires gathered results from November 2018 to October 2019

grams may remain under realized. Addressing these disparities could help in cultivating a more dynamic, resource-rich, and community-rooted cultural ecosystem. These aforementioned findings support the concepts provided by the study by Song and Kim (2019), which affirms that not only skills are being improved but cultural performances further amplifies the cultural welfare of citizens within communities who engage in cultural presentation and practices. The analysis in this study gives particular attention to street dancing competitions, as these events are highlights of almost every Philippine festival on local, regional, and national levels. Additionally, Caragnano (2024) believed that when people engage in cultural practices not only improves skills but also contributes to social and health benefits, as evidenced by decreased inflammatory markers. Moreover, music and dance in these festivals illustrate how local notions of power and prestige in social hierarchies shape the reception of aesthetic ideas in performance.

The data in Table 3 presents a comprehensive view of the implementation status of human resource-related support services in CSPC's Culture and Arts Program. With an average weighted mean of 3.27 and a descriptive interpretation of "Fully Implemented," it is evident that the institution places a strong emphasis on cultivating a competent and effective cultural workforce. The highest-ranking indicators-cultural workers being well-oriented in their roles (3.38), cooperative and approachable (3.38), and well-trained (3.37)-point to a solid foundation of

professionalism and interpersonal effectiveness. These results suggest that CSPC has successfully nurtured a culture of readiness, collaboration, and specialized competence among its staff, essential traits for the delivery of engaging and high-quality cultural programs.

However, while the general outlook is positive, the data also highlights areas for strategic improvement. The lowest-ranked items-such as hiring/designating regular trainers (3.07) and conducting regular training (3.16)-indicate potential gaps in the sustainability of workforce development. Despite the presence of qualified and competent workers, the infrequency of systematic training opportunities may hinder innovation, limit professional growth, and affect long-term program excellence. Furthermore, although the office maintains a sufficient number of cultural workers (3.23) and supports off-campus exposure (3.21), these indicators remain only "Implemented," not "Fully Implemented."

This suggests the need for more proactive resource planning and external engagement to further enhance CSPC's cultural education landscape. For CSPC to maintain and elevate its cultural programs, a strategic focus on strengthening recruitment practices, institutionalizing ongoing training, and expanding outreach opportunities is vital. Based on the study by Winter (2016) which was cited by Altamirano (2022), which employed the idea that there should be an improvement on the visibility of culture and arts programs within communities to strengthen partnerships within various cultural related or-

Table 2: Status of implementation based on activities

<i>Items asked</i>	<i>Weighted mean</i>	<i>Descriptive interpretation</i>	<i>Ranking</i>
a. Cultural practitioners conduct regular orientation and consultations on culture and arts programs.	3.29	Fully implemented	3
b. Culture and Arts programs are regularly updated.	3.24	Implemented	4
c. There is a well-planned activity every month.	3.22	Implemented	5
d. Performers are encouraged to join cultural activities local, regional, and national.	3.15	Implemented	6
e. Perform properly and accurately the different specialisation showing appreciation to one's culture.	3.3	Fully implemented	2
f. Show skills necessary for the lifelong application and further enhancement of the chosen field of interest.	3.33	Fully implemented	1
g. Conduct of fundraising/generating activities	2.02	Partially implemented	7
Average Weighted Mean	3.09	Implemented	

Source: Researchers validated questionnaires gathered results from November 2018 to October 2019

ganizations and governments. The gathered data revealed that there is a need for pieces of training and seminars that were found to be necessary for the cultural workers to become competent, efficient and effective, and there is the need to undergo pieces of training and seminars, for them to be able to provide quality services to the school as well as in the community. More so, Fenlon et al. (2024) strengthen these claims as they emphasized that community partnerships with various organization should be practiced to foster collaboration among cultural organizations and governments to create equitable digital cultural records and strengthen community engagement.

The funding dimension of the CSPC Culture and Arts Program, as detailed in Table 4, reveals a generally modest but functional financial landscape. With an average weighted mean of 2.57 and an overall interpretation of “Implemented,” the results suggest that while the basic financial structures are in place, there are significant gaps that may hinder optimal implementation. Notably, the provision for trainers’ fees (2.94) ranked highest and is categorized as “Implemented,” indicating a prioritization of instructional support. Similarly, the sufficiency of the general budget (2.87) and the availability of provisions for costumes and materials (2.79) suggest a commendable allocation of internal resources that support program execution. These results reflect institutional efforts to provide tangible backing for cultural activities, likely contributing to the operational continuity of the program.

However, critical weaknesses are evident in areas concerning budget accessibility and external funding support. The budget’s ease of release (2.02) and availability of financial support from outside sources (1.99) were only “Partially Implemented,” ranking among the lowest indicators. This implies bureaucratic or procedural delays in budget disbursement and a lack of diversified funding sources, both of which can restrict flexibility and innovation in programming. The limited external financial engagement may also point to missed opportunities in partnership-building, grant acquisition, or donor mobilization. These limitations suggest a pressing need for CSPC to streamline internal budget release mechanisms and to actively pursue external funding avenues. Doing so could not only improve resource responsiveness but also enhance the sustainability and reach of its culture and arts initiatives. Strengthening financial systems is crucial for transforming a functionally implemented program into a fully empowered and transformative cultural platform. While Brillantes (2022) believed that localized support, funding, reference materials, specialized teachers in the arts field, laboratories, and curricular reforms should be addressed to better the program implementation as there is globalised and localized growth within, and these things should be solved to better the educational experience of young artists. Luo (2024) believed that fostering collaboration among universities, local governments, and industries, it cultivates high-quality talents who understand regional culture and

Table 3: Status of implementation based on support services – human resource

<i>Items asked</i>	<i>Weighted mean</i>	<i>Descriptive interpretation</i>	<i>Ranking</i>
a. Hiring/designating regular trainers for cultural workers	3.07	Implemented	9
b. The office conducts regular training for cultural workers	3.16	Implemented	8
c. The office has a sufficient number of cultural workers.	3.23	Implemented	6
d. Cultural workers are academically qualified.	3.32	Fully implemented	5
e. Cultural workers are highly trained.	3.37	Fully implemented	3
f. Cultural workers are well oriented in their duties and responsibilities.	3.38	Fully implemented	1.5
g. Cultural workers are exposed to related and off-campus activities.	3.21	Implemented	7
h. Cultural workers are cooperative and approachable.	3.38	Fully implemented	1.5
i. Cultural workers are in line with their expertise.	3.33	Fully implemented	4
Average Weighted Mean	3.27	Fully Implemented	

Source: Researchers validated questionnaires gathered results from November 2018 to October 2019

Table 4: Status of implementation based on funding

<i>Items asked</i>	<i>Weighted mean</i>	<i>Descriptive interpretation</i>	<i>Ranking</i>
a. The budget for the culture and arts program is sufficient.	2.87	Implemented	2
b. The budget could be easily released/accessed.	2.02	Partially implemented	5
c. Availability of financial support from outside sources.	1.99	Partially implemented	6
d. Provision of annual and regular budget for cultural activities.	2.78	Implemented	4
e. Provisions for costumes and other materials are always available.	2.79	Implemented	3
f. There is a sufficient budget for the trainers' fee.	2.94	Implemented	1
Average Weighted Mean	2.57	Implemented	

Source: Researchers validated questionnaires gathered results from November 2018 to October 2019

meet local economic needs. This approach enhances the practical skills of students, thereby providing strong support for the development of local culture and economy, ultimately benefiting artists and cultural practitioners in their endeavors.

The status of implementation based on facilities and equipment, as shown in Table 5, reflects a generally positive assessment, with an average weighted mean of 2.96 and an overall interpretation of "Implemented." This indicates that most of the fundamental physical and material requirements for the Culture and Arts Program of CSPC are in place. The highest-ranked item—"Practice venues are spacious enough to allow freedom of movement" (3.03)—demonstrates that the environment is conducive to artistic expression, which is essential in activities requiring dynamic motion such as dance or theatrical rehearsals. Likewise, the availability of adequate

facilities and equipment (2.99), and the ease of purchasing necessary materials (2.98), suggest an operational readiness that supports day-to-day cultural and artistic functions effectively.

However, while all indicators fall under the "Implemented" category, the rankings and scores suggest subtle areas for improvement. For instance, the lowest-ranked item—"Sufficient practice rooms in all specializations" (2.88)—hints at potential limitations in terms of specialized or discipline-specific spaces, which could hinder the development of more diverse or technically demanding art forms. Similarly, the assessment of equipment quality (2.95) and up-to-date costumes and supplies (2.90) suggests that while these resources exist, they may not always meet the highest standards or be consistently maintained.

The uniformity of the "Implemented" ratings points to a stable infrastructure, but the absence of any "Fully Implemented" scores implies that

Table 5: Status of implementation based on facilities and equipment

<i>Items asked</i>	<i>Weighted mean</i>	<i>Descriptive interpretation</i>	<i>Ranking</i>
a. Adequate facilities and equipment.	2.99	Implemented	2
b. Facilities are updated	2.97	Implemented	4
c. Facilities and equipment are of good quality.	2.95	Implemented	6
d. The provision of costumes and other needed materials are easily purchased.	2.98	Implemented	3
e. The office provides for specific materials and resources that will cater to the needs of the performers/practitioners.	2.97	Implemented	4
f. Costumes and supplies are up to date and serviceable.	2.9	Implemented	7
g. Sufficient practice rooms in all specialisation.	2.88	Implemented	8
h. Practice venues are spacious enough to allow freedom of movement.	3.03	Implemented	1
Average Weighted Mean	2.96	Implemented	

Source: Researchers validated questionnaires gathered results from November 2018 to October 2019

the program may benefit from targeted investments in modernization and specialization. Elevating these aspects could greatly enhance the functionality and appeal of the program, further empowering cultural practitioners and enabling a higher level of artistic excellence. Amoako et al. (2022), affirmed that government institutions must be trailblazers in providing various necessary materials and infrastructures to support and provide a viable promotion of tourism, arts and culture. This emphasizes support in providing cultural performers and art enthusiasts a sanctuary or space for them to explore and allow them to have their artistic freedom. Similarly in the study of Van (2024) asserted that it is important to have a community-based approaches in cultural tourism, highlighting that government support is crucial for providing necessary infrastructure and resources, enabling cultural performers and artists to thrive and express their heritage while promoting traditional values. With these assertion, the researcher believed that when there is a sustained support from the government, cultural initiatives will flourish-offering cultural practitioners means to preserve, celebrate, and share heritage which ultimately contribute in nation building and national identity.

Table 6 had an average weighted mean for the status of implementation in terms of objectives at 3.13 and was verbally interpreted as implemented. Respondents agreed that culture and arts participated in the different cultural activities in school and community. Through this, performers displayed their skills necessary for the lifelong application and further enhancement

of their chosen field of interest. It implies that participating in culture and art activities will strengthen the appreciation of the different cultures not only within the locality but throughout Bicol as well. More so, this gives opportunities for the performers to experience performing outside the school premises to have a chance to garnered awards in the different fields. Participation in external events offers students the opportunity to showcase their talents on larger stages, gain recognition, and bring prestige to their institution. However, to further enhance the impact of the program, institutions should strengthen support systems, provide more structured training, and create additional opportunities for national and international cultural engagements. By doing so, the culture and arts program can continue to shape well-rounded artists and cultural advocates who contribute meaningfully to the preservation and promotion of heritage. Vista (2023) cited the study of Leocario and Pawilen (2015), they found and assert that students who are enrolled in the Special Program in Arts in the Philippines allows students to possess positive outlook, enhanced confidence, responsive to varying levels of learning ability, and has a high level of concentration on their majors. This indicates that students who are exposed and nurtured in various culture and arts related programs are capable of handling themselves and are positively influenced by the program itself. While Nassar et al. (2024) on the other hand, asserts that institutions should maximize extracurricular activities to students to strengthen support systems, of-

Table 6: Status of implementation based on outcomes

<i>Items asked</i>	<i>Weighted mean</i>	<i>Descriptive interpretation</i>	<i>Ranking</i>
a. Participated in the different cultural activities in school and community.	3.27	Fully implemented	1
b. Presented local and regional cultural activities.	3.17	Implemented	4
c. Participated and garnered awards in different local, regional and national cultural competitions.	3.18	Implemented	3
d. Utilised the request facilities and equipment of the college	2.94	Implemented	6
e. Used the requested costumes and materials.	3.03	Implemented	5
f. Displayed skills were necessary for the lifelong application and further enhancement of the chosen field of interest.	3.2	Implemented	2
Average Weighted Mean	3.13	Implemented	

Source: Researchers validated questionnaires gathered results from November 2018 to October 2019

fer structured training, and create more opportunities for national and international engagements. This approach not only benefits students by improving critical skills but also bolsters the academic reputation of the institutions, attracting high-achieving students and contributing to overall development.

Table 7 shows the result of the level of satisfaction in terms of objectives, activities, human resources, funding, facilities, and equipment and outcomes. The presentation and interpretation of the data gathered are presented in textual and tabular form.

The results show that stakeholders are generally *satisfied* with the Culture and Arts Program at CSPC, especially with how the program's objectives are communicated and aligned with their expectations. The highest mean score (3.16) under "Objectives" suggests that participants understand and value the goals of the program, which is essential for ensuring engagement and support. Likewise, activities received a positive rating (3.04), indicating that the events provided are meaningful and relevant, though improvements in variety or quality may enhance overall engagement further. However, satisfaction drops notably when it comes to "Human Resource" (2.85) and "Facilities and Equipment" (2.75). While these areas are technically "Implemented" as shown in previous tables, satisfaction levels imply that implementation may not be translating into perceived adequacy or quality. Issues may include a lack of qualified trainers, outdated resources, or insufficient access to practice spaces. These concerns highlight the need for qualitative improvements—not just the presence of resources, but their effectiveness and usability.

Most critically, "Funding" received the lowest satisfaction rating (2.21), interpreted as only

"Slightly satisfied." This reflects broader challenges noted in Table 4, where several financial support items were only partially implemented. Budget constraints can significantly impact all other components of the program, limiting the ability to run activities, maintain equipment, and support human resources. For the program to improve stakeholder satisfaction meaningfully, addressing financial constraints should be a top priority, ensuring sustainability and growth of cultural initiatives within the institution.

To strengthen the program's sustainability and impact, institutions should explore strategic partnerships, sponsorships, and grant opportunities to ensure continuous financial support. Additionally, investments in upgraded facilities and expanded training resources would further empower cultural workers and performers, reinforcing the institution's role in preserving and promoting the arts.

Test of Significant Relationship

Table 8 presents the test of the significant relationship between the status of implementation and the level of satisfaction of the respondents on the culture and arts program of CSPC. As shown in the data, activities, human resource, funding, facilities and equipment and outcomes all came in as significant since the computed values were higher than the tabular value at 0.05 level of significance. Hence, the decision on the null hypothesis was rejected. Where activities had a computed value of 0.929 and a tabular value of 0.829, human resource with a computed value of 0.710 and a tabular value of 0.643, and funding with a computed value of 0.943 and a tabular value of 3.900. While objectives are not significant since the computed value of 0.500 is lower than the tabular value of 1.000 at 0.05 level

Table 7: Level of satisfaction

<i>Satisfaction</i>	<i>Weighted mean</i>	<i>Descriptive interpretation</i>	<i>Ranking</i>
<i>Ranking</i>			
Objectives	3.16	Satisfied	1
Activities	3.04	Satisfied	3
Human Resource	2.85	Satisfied	4
Funding	2.21	Slightly satisfied	6
Facilities and Equipment	2.75	Satisfied	5

Source: Researchers validated questionnaires gathered results from November 2018 to October 2019

Table 8: Test of significant relationship on the status of implementation and the level of satisfaction on the Culture and Arts Program of CSPC

<i>Satisfaction</i>	<i>Computed value</i>	<i>Df</i>	<i>Tabular value at 0.05 level of significance</i>	<i>Decision on H_0</i>	<i>Interpretation</i>
Objectives	0.500	4	1.000	Accept	Not significant
Activities	0.929	6	0.829	Reject	Significant
Human Resource	0.710	8	0.643	Reject	Significant
Funding	0.943	5	0.900	Reject	Significant
Facilities and Equipment	0.658	8	0.643	Reject	Significant
Outcomes	0.955	6	0.829	Reject	Significant

Source: Researchers validated questionnaires gathered results from November 2018 to October 2019

of significance. Hence, the decision on the null hypothesis was accepted.

From the foregoing results, it can be assumed that activities, human resources, funding, facilities and equipment and outcomes were significant indicators on the level of satisfaction of the respondents as well as the performers. These were important indicators that culture and arts programs need to address for the betterment of the program. On the other hand, it can be concluded that the indicator of objectives do not affect the level of satisfaction of the respondents.

Problems Encountered by Respondents on the Existing Culture and Arts Program of CSPC

To address the need of the cultural practitioners, the office of the culture and arts are responsible for the attainment of the said program. Findings revealed that incentives for winning coaches and performers should be considered for the coaches as well as performers to give credits for their handwork and sacrifices and to strive more for the next competition and performances. This will boost their morale and encourage them to perform well in their job. Moreover, good quality conditions of the purchased facilities and equipment and with complete instruments and materials for the performers should be provided. Further, the availability of financial support from outside sources was another problem encountered by the office. Financial support from the inviting parties is needed to augment the expenses to be sustained during the actual performance. These will be a big help to the office to have an extra fund to be used for other incidental expenses of the office.

CONCLUSION

The study's result collectively reveal that the Culture and Arts Program at CSPC is generally well-implemented, particularly in areas such as human resources and facilities. Human resource support received the highest implementation rating, with personnel being deemed academically qualified, cooperative, and well-oriented in their duties. Facilities and equipment were also found to be adequate and functional, enabling freedom of movement and specialization in practice. These strengths are reflected in the outcomes, where students actively participated in cultural events and even garnered awards, indicating that the program is fostering growth and engagement in cultural pursuits. However, the consistent issue across all support services is funding. With an average rating of 2.57 and critical areas like timely budget release and external financial support only partially implemented, it's clear that financial constraints limit the program's full potential. This funding gap is further echoed in the satisfaction levels of stakeholders. While they expressed satisfaction with the objectives and activities of the program, satisfaction with funding was noticeably low, scoring just 2.21 — the lowest across all evaluated areas. This suggests a mismatch between implementation and actual stakeholder experience. Despite structures being in place, the lack of consistent financial support affects the accessibility, quality, and sustainability of these services. To strengthen the program, CSPC should prioritize improving funding mechanisms and exploring alternative financial sources, ensuring that all components—from materials to personnel—are fully supported. Addressing these

financial and logistical gaps would likely enhance overall satisfaction and allow the Culture and Arts Program to thrive more holistically.

RECOMMENDATIONS

Given the foregoing findings and conclusions, the researcher hereby offers the following recommendations. The status of human resource was rated as fully implemented hence must be sustained, however considering that there were indicators rated as only implemented it is recommended that this should still be addressed. Specifically, the following should be done, that is, promote a cultural advocacy program to increase the awareness and involvement on culture and arts-related activities, implement an approved culture and arts programs and activities to fully achieve the mission and goals of the office, increase access and participation of the entire student body, and promote holistic development towards cultural preservation and understanding. Expand networking cultural activities among SUC's and other linkages for benchmarking purposes. With regards to the facilities and equipment and funding the following are recommended, that is, increase funding support through access from outside sources, simplify the process for easy access of cultural funds, and acquire sufficiently upgraded and good quality of equipment and other needed materials. The Culture and Arts Office should provide more relevant experiences to increase and strengthen the level of satisfaction of the cultural practitioners on objectives, activities, human resources, funding, facilities, and equipment and outcomes. Such can be made by increasing fund allocation of the office, providing more opportunities for personal and professional growth, and marking in the calendar a cultural week celebration. The cultural office should fully implement all the indicators to sustain and increase the level of satisfaction of the cultural practitioners. Priority should be accorded to the cultural workers because of their critical roles and responsibilities. Recommend a proposal for the provisions of granting incentives to winning performers and coaches in the different cultural competitions. Moreover, good quality conditions of the purchased facilities and equipment and with complete instruments and materi-

als for the performers should be provided. Expand opportunities for training and seminars to enhance their skills and talents, which eventually would improve their self-confidence and their performance in providing services to the school and community they serve. The college may adopt the proposed Enhanced Culture and Arts Program proposed by the researcher, which will possibly become a road map for other State Universities and Colleges in Bicol. These will serve as a guide to continuously uplift the services, level of performance, and satisfaction of the culture and arts in their provision of good services to their constituents.

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