

## State College Culture And Arts Program Implementation: A Basis For Program Enhancement And Policy Development

Apolonia C. Sebello <sup>a\*</sup>

<sup>a\*</sup> Bicol State College of Applied Sciences and Technology  
acsebello@astean.biscast.edu.ph

### Abstract

Culture is vital in building a nation's progress. Culture and Arts program are implemented to sustain the identity of the nation. In this study, implementation of the Culture and Arts Program at Bicol State College of Applied Sciences Technology is described and evaluated. The study was a descriptive-evaluative type of research with 139 respondents. Survey questionnaire, document analysis and testimonials are utilized to gather the necessary data for the study. Data were presented and analyzed using frequency count and weighted mean. Analyzed data revealed that, Culture and Arts program in BISCASST is under the Student Development Services and its implementation is extensive. However, despite the extensive implementation, culture and arts administrators encountered various problems and challenges especially on its funding and support. In the outcome of the culture and arts programs, projects and activities 29% students claim that engagement on the Culture and the Arts programs, projects, and activities enhanced their skills and talents. In addition, 4% claims they have gained some extra money in their engagement in the culture and the arts. Thus, program enhancement and policy recommendation are proposed to strengthen and sustain the implementation of the Culture and Arts program.

**Keywords:** Arts, Culture, Program Implementation, Descriptive-Evaluative Design, Philippines

### 1. Introduction

Culture is vital in building a nation. The expressional promotion of culture is development which is also the key to nation building. As essential partner in shaping the lives of humanity, culture play a significant role as catalyst in linking people in an atmosphere of harmony and understanding life practices in a free artistic environment. Creative expression in all disciplines of arts and culture spell development as a means to enrich the culture.

UNESCO emphasized the importance of Culture as one of the pillars of education for sustainable development and as the trailblazer of promoting positive values and behavior that contributes to people's improved quality of life [1]. Thus, Article 27 of the Universal Declaration of Human rights states that: "Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits." This legal mandate was supported by the World Commission on Culture and Development stating that "Culture is the fountain of our progress and creativity and must carefully nurtures to grow and develop" [2].

To give meaning and significance to the promotion, enhancement and preservation of the arts and culture, Republic Act No. 7356 was signed to create the National Commission for Culture and Arts (NCCA). Also, National Endowment Fund for Culture and Arts (NEFCA) was established to encourage artistic creation within

a climate of artistic freedom, develop and promote the Filipino national culture and arts, and preserve the Filipino heritage [3].

With the aim of contributing to the development of Culture and Arts in the country, public and private agencies including the educational sectors took an initiative of

promoting and preserving Culture and Arts, pursuant to CHED Memorandum Order No. 09 series of 2013 also known as Enhanced Policies and Guidelines on Student Affairs and Services that mandates the establishment of Cultural Arts Program in Higher Education Institutions for the achievement of quality, relevant, and efficient higher education in the country [4].

Similarly, the local government units in the region in coordination with NCCA continuously launch programs and projects that support to the promotion and development of Bicolano Culture through festivals, exhibits, performances, archiving, religious activities, poetic works and other culture and arts related activities. In field of arts, the region was able to produce great Bicolano artists and performers who brought honor and prestige that place Bicol on top of the rank in producing ambassadors of culture. One of the biggest events dubbed in acknowledging the creative work of high caliber Bicolano visual artists entitled: "Art for Everyone" held in Naga City which gave chance for the Bicolano artist to share their works to the community as well as to showcase the region's rich culture.[5]

Moreover, educational sectors play a significant role as partner in the development of society. Taking into accounts the existence of contemporary culture in school, demands enhancement of programs through integration of culture and arts education into the teaching or even to become part of the priority goals of the institutions to express sensitivity in cultural life. In line with this, various activities are conducted to establish appreciation of creative works, experiences, enhance talents, abilities and provide understanding of Filipino culture as part of learning. Saclag (2018) concluded on her study that all culture and arts programs and activities in the State Universities and Colleges in Bicol region are existing, the program and activities varies

in its program concentrations [6]. The cultural workers are the prime movers and assets of the culture and arts program and the presence of the cultural activities are essential to cultural preservation.

Bicol State College of Applied Sciences and Technology (BISCAST) is a higher institution that provides applied science and technology education and supports the mission of the country in pursuing the preservation, promotion, and development of the Philippine Culture and values. Under the banner of Student Development Services (SDS), Culture and Arts was established in 2008 as a small delivery unit that provides balance education that contribute to social, aesthetic, cultural, and intellectual growth of students. The 12 years of its existence has made its significant contributions in the development of artistic education in the college and the community.

In this paper, Culture and Arts program implementation of BISCAST were evaluated as a positive response to the demands for faster artistic development in the campus. The study describes the Culture and Arts program of BISCAST implementation. In addition, it determines the extent of implementation of the programs and activities.

Furthermore, quality management and implementation of Culture and Arts policies, programs, and activities are anchored to the vision of establishing quality assurance as the top priority program of BISCAST. Policy enhancement and program development in culture and arts would also contribute to the best practices in pursuit of excellence in school management system. Hence, appropriate planning, implementation, and evaluation are crucial in attaining the goal of the institution.

## **2. Methods**

### **Research Design**

The study was conducted using the mixed quantitative-qualitative methodology employing the descriptive-evaluative design approach to describe, confirm and cross-validate the findings of the study. The researcher purposely utilized Qualitative and Quantitative designs to provide depth insights of understanding the study [7]. Quantitative method was used in this study to determine the Culture and Arts program policy management, programs and activities, facilities and equipment, student engagement, and funding and support.

### **Respondents of the Study**

The study was conducted in Bicol State College of Applied Sciences and Technology, a premier Science and Technology higher education institution in Bicol, Philippines. The data used in the study were gathered from the 141 stakeholders of culture and arts performers including coordinators, advisers, trainers and choreographers.

# State College Culture And Arts Program Implementation: A Basis For Program Enhancement And Policy Development

The length of service in managing the program and number of years as member of culture and arts group were considered in the selection of the respondents to obtain valid information of the study. The researchers made use of purposive sampling in the selection of respondents based on the group they are represented.

## Research Instruments

The researcher utilized information survey questionnaire, the interview guide, FGD guide and document analysis. The survey questionnaire is the main instrument used in gathering

the needed data in the identified stated problem. The questionnaires checklist is consisting of survey questions along: policy management; programs, projects, and activities; facilities and equipment; student engagement; and funding and support.

The developed survey instrument went through a series of review for the purpose of validating the instrument by the panel of experts in related field. The survey items include the personal profile, extent of implementation of culture and arts programs, problems and challenges encountered in the implementation of programs and activities and suggestions to improve the culture and arts program. The second part of the questionnaire items were measured using a 5-point Likert scale ranging from “Highly Extensive” to “Poorly Extensive” as shown in Table 1.

Table 1. The Adopted Likert Scale in the Study

SCALE	RANGE	DESCRIPTION	SYMBO L
5	4.50 – 5.00	Highly Extensive	HE
4	3.50 – 4.49	Extensive	E
3	2.50 – 3.49	Moderately Extensive	ME
2	1.50 – 2.49	Fairly Extensive	FE
1	1.00 – 1.49	Poorly Extensive	PE

In the study, FGD was conducted to gather the views, thoughts and experiences of the key informants on the specific topics relative to the problems and challenges encountered in the implementation of Culture and the Arts Program in BISCASST. Developed FGD Guide was used as a pattern for the discussions. The assembly of partakers is the representative of various artistic groups of BISCASST such as the band, majorettes, choir, dancers, publication, Supreme Student Council, visual artist, multi-media artist, coaches and trainers. Likewise interview guide were utilized to determine the respondents’ ideas, practices, and information regarding the culture and arts implementation in BISCASST. The respondents in the interview were the administrators of the culture and arts programs, projects, and activities such as the Student Development Services Director, Budget Officer, and the Cultural Coordinator. Also included as respondents were also the coaches, trainers, Student Council Leaders, visual artists, multi-media artist and selected performing arts members.

In this study, a document analysis instrument [8] was utilized in determining the outcomes of Culture and Arts program, the problems encountered in the implementation of programs and activities and the extent of implementation of BISCASST Culture and the Arts Program.

## Data Gathering Procedure

The researcher underwent a series of steps to collect the essential information or data to answer the problem being perceived in the study. The initial step of the researcher is to secure the permission from the College President of Bicol State College of Applied Sciences and Technology to conduct a survey to the respondents. The research instrument was finalized. Distribution and conduct of survey questionnaire- checklist as well as interviews with the respondents was set and administered to all concerned upon approval of the

BISCASST President. Each questionnaire was accompanied with a cover letter stating the purpose of the study.

A schedule of interview and FGD were then set with the coordination of SDS coordinator, Budget officer, Cultural coordinator, and student representatives of different culture and arts groups, SSC and other stakeholders. However, due to the unavailability of the SDS coordinator, Budget officer and Cultural coordinator, they failed to participate during the FGD. As an option, they were invited on a scheduled interview. Further, the necessary documents to validate the accounts were gathered during survey and interview.

Finally, those data, insights, views and opinions were deliberated observing quantitative-qualitative mixed methodology and descriptive evaluative research. With these, the proposed BISCASST Culture and Arts Policy were attained.

### **Data Analysis**

Frequency count and ranking were utilized in interpreting the data gathered. A data triangulation procedure was utilized to incorporate qualitative narrative comments of respondents during the conduct of the study. Triangulation means using more than one method to collect data on the same topic. The researcher employed the data triangulation method to cross-validate data and capture the different dimensions of the culture and arts in BISCASST. Thematic Analysis was employed in the study as a method of analyzing the outcomes of the programs as well as problems and challenges encountered in the implementation of programs and activities.

### **Ethical Considerations**

To guarantee that this study was observed respect for persons, beneficence, justice, consent, and confidentiality, ethical consideration was given attention in this study. In the conduct of survey instrument, the researcher asked consent from the College President for the distribution of survey questionnaire to the respondents. Similarly, permission was requested from the Student Development Services Director to gather documents needed to complete the study. More so, all forms of intellectual property were given to other researchers in adopting the findings of their conducted studies through citing the names and title of the published and unpublished books. As regards to the FGD, views and opinions of the informants were safeguarded. Informed consent was obtained before the conduct of face-to-face interview with the key informants. All names were not reflected on the FGD transcriptions, instead all answers were properly coded. The confidentiality, rights and free will of the informants in sharing their views about the problems and challenges encountered in the implementation of programs and activities were respected and reserved. The researcher respectfully acknowledges and gives credit for the contributions made by the respondents and researchers in this study.

## **3. Results, Discussion And Conclusions**

### **The Culture and Arts Program of Bicol State College of Applied Sciences and Technology**

The profile of BISCASST Culture and Arts is described in terms of its 1) Goals and Objectives, (2) Organizational structure, and (3) programs, projects, and activities.

**Goals and Objectives.** Bicol State College of Applied Sciences and Technology (BISCASST) is a Higher Institution that supports the goals and objectives of the Student

Development Services (SDS) office, where the Culture and Arts has been part of its office since it was established in 2008.

Student Development Services office is a central student service agency which administers and coordinates with different students' services including Culture and Arts as a center for activities that contribute to the moral, social, aesthetic, cultural, and intellectual growth of the students. The office is guided with the following goals: provide effective services and programs that are designed to develop the full potential of the students; support a safe and stimulating environment for learning; provide support and services which are inclusive and accessible to all students; and educate students to become responsible citizens who seek to use their voices, talents, and abilities to advocate, lead and serve both domestic and abroad. Its objectives were defined in a broad sense that generally dealt with the development of life skills of the students through providing and contributing services that support a unique campus experience complementary to students' holistic development. To achieve the set goals and objectives of the SDS office, the Director cascaded to teachers and students the program and activities based on the strategic road map of the institution. The road map streamlines all activities in the form of co-curricular and extracurricular activities geared towards growth and development of the students in the context of social, cultural, intellectual, moral as well as spiritual spheres. In the interview with the SDS Director, he added, *"Of course ang focus ta being the head of this office, Student Development, we are trying to develop ang satuyang mga estudyante holistically, and that is a course through the different units under the SDS."* (Of course, our focus, being the head of this office, Student

## State College Culture And Arts Program Implementation: A Basis For Program Enhancement And Policy Development

*Development Services, we are trying to develop our students holistically, and that is the course through the different units under the SDS.)*

The findings presented above imply that the SDS Office provides various programs and activities for the students' holistic development. As a service provider of the College, SDS defined its goals and objectives in the broadest sense in which all students' unit services were covered by its goal intent. The concepts of generalization and broken its objectives into department or units' spells one direction, harmony, and efficiency in the management of programs and activities. Setting goals and breaking these into more specific objectives brings desirable vital results to the programs and projects of the institution. Thus, the need to formulate sound objectives and goals is necessary for the Culture and Arts Office to strengthen and support the program of SDS, leading to the sustainability of culture and the arts programs, projects, and activities in line with the vision and mission and mandate of the college.

**Programs and Activities.** The SDS office is committed to providing various programs that enhance the talents and skills of the students in different fields. Hence, part of the SDS Strategic Plans is to conduct more developmental activities and encourage students to participate in activities both inside and outside the campus. The office aims to increase the number of students' attendance to developmental activities conducted by the institution. Thus, action plans from different students' services units are consolidated and given support through fund allocation.

The programs and activities participated by the students were also classified according to community, school, or local

activity. Level of competition was also determined using the dark shade that emphasizes how far the institution has achieved in Culture and Arts programs and activities. Table 3 shows that majority of the program and activities participated by the students focused on school organized programs with least participation in the national competition.

It can be inferred that BISCASST invests in Culture and Arts programs and activities, employing support and privileges to the students. Programs and activities provide extensive experience and exposure in different artistic fields. However, there was no policy implemented on external requests, internal services and paid services. The office does not have a written guidelines and policies on how the request is approved and policies on how the payment shall be made, transferred, and reported were also neglected.

**Organizational Structure.** The current organizational structure of Student Development Services as one of the service units under the management office of the Vice President for Academic Affairs. The Culture and Arts is a recognized institutional unit performing its services to the school and community under the umbrella office of the Student Development Services headed by the SDS Director.

The Cultural Coordinator is the partner of SDS office in implementing policies, programs and activities in the campus. One of his functions is to coordinate all programs, projects, and activities of Culture and Arts to the SDS office as a center for student development. Monitoring and overseeing the artistic group activities defined the main responsibility of the office of Culture and Arts. As to the activity and training concerns, the Cultural Coordinator works with the trainers, managers and performers arts group for smooth system of facilitating the activities. All matters related to support to the activities were communicated through the office of Student Development Director. However, all requests pertaining to external performance request and services was directly course through the Office of the President. On the other hand, SDS assumes administrative responsibility for all students through student needs, growth, and development in the context of student's social, cultural, moral, and spiritual spheres. Likewise, the data show that the offices under the management of the office of the SDS director are the following: Students Moderator, Band and Majorettes, Culture and Arts, Job Placement, Multi-Faith, Health Services; Sports; Multi-faith, and Medical services. The organizational structure presented was based on the college organizational structure and has been approved by the governing body of Bicol State College of Applied Sciences and Technology and with the approval of the Board of Trustees.

### **Extent of Implementation of Culture and Arts Program and Activities**

In the study, fifty (50) items of the questionnaire measured the extent of implementation of culture and arts program along with five (5) divisions with ten (10) items each: Policy Management, Programs/Projects and Activities, Facilities, and Equipment, Student Engagement, and Funding and Support.

**Policy Management.** BISCASST promotes all extracurricular activities that are aligned with the educational goals of the institution and meet the needs of students. Notably, the results shown in Table 2 of the extent of implementation of the culture and arts program and activities on policy management, BISCASST recruitment and

selection

is open to all students with interest and potential in Culture and Arts is rated as the highest indicator under the policy management with a mean of 4.63 which indicates that it is “Highly Extensive”. However, on the other hand, BICAST provision of full financial assistance for the uniform, costume, instruments, training, accommodation, and other materials needed in every activity with a mean of 3.50 is only “extensive” and the lowest rate in terms of the extent of implementation along with Policy Management.

The result gathered is attested to in the yearly Campus Organization Recruitment Day (CORD) where students can roam around the campus and sign-up for the organization, they wanted to be part of. Furthermore, performing arts organization like the majorettes, bands, dance and choir have their yearly audition where interested students can sign up and join. The results also show that the institution upholds and follows the provision regarding the culture and arts promotion governed by the NCCA.

**Table 2.** Extent of Implementation of Culture and Arts Program and Activities along with Policy Management

<b>POLICY MANAGEMENT</b>	<b>MEAN</b>	<b>INT.</b>
1. Recruitment and selection is open to all students	4.63	HE
2. Require students to comply necessary activity forms prior with the participation in Culture and Arts activities	4.46	HE
3. Allows temporary absence of member based on the valid reasons	4.45	HE
4. Evaluate students based on talent, personality, attitude, discipline, attendance, involvement, leadership and academic performance.	4.42	HE
5. Encourages maximum participation of the students in Culture and Arts activities	4.32	HE
6. Activities are closely monitored, coordinated, and well-managed.	4.04	E
7. Provides scholarship grants and monetary incentives	4.03	E
8. Terminate student's membership and scholarship based on the acceptable grounds.	3.89	E
9. Has well-planned programs and activities regularly conducted in the campus and community.	3.83	E
10. Provides full financial assistance for uniform, costume, materials, instrument, training, accommodation, and other expenses	3.5	E
<b>AVERAGE</b>	<b>4.16</b>	<b>E</b>

**Programs, Projects, and Activities.** Table 3 presents the implementation extent of the culture and arts in BICAST along with the programs, projects, and activities. Showcases the talents and skills of students and considered as the first rank garnered a mean of 4.47 which is the highest among the indicators. This result indicates that BICAST “extensively” implements programs, projects and activities that provide avenue for students to showcase their skills and talents. However, despite the efforts of the school it is observed that the indicator with a least rating is BICAST “Develops top-notch student performers as ambassadors

and ambadress of the school” with a mean of 3.94 which indicates that it is implemented “extensively”.

Furthermore. the findings confirm the statement of the SDS Director that "Under the Cultural, we have the chorale, we have the band, the BICAST dancers and the development of ambassadors and ambadress. “Nagde- develop po tayo, for we to give them the opportunity to hone their skills in different fields”.

## State College Culture And Arts Program Implementation: A Basis For Program Enhancement And Policy Development

**Table 3.** Extent of Implementation of Culture and Arts along with Programs, Projects, and Activities

PROGRAMS, PROJECTS, AND ACTIVITIES	MEAN	INT.
1. Showcases the talents and skills of students	4.47	E
2. Encourage performers to participate and showcase their talents in local and higher competition	4.42	E
3. Provides new ground for learning opportunities, hone skills, talents, knowledge, and values of the students.	4.39	E
4. Includes performing and non-performing arts students	4.32	E
5. Cultivates student's creativity, interest, and collaboration through various activities	4.32	E
6. Increases student's interest in socio-cultural activities	4.25	E
7. Includes activities designed for gender sensitivity and awareness	4.22	E
8. Provide friendly environment for student's freedom of expression.	4.17	E
9. Expose students in various fields that promote healthy interaction among other students.	4.11	E
10. Develops top-notch student performers as ambassadors and ambassadors of the school	3.94	E
<b>AVERAGE</b>	<b>4.26</b>	<b>E</b>

The institution implements programs and activities for the students to enjoy, learn and show their talents and skills. A wide range of activities are implemented in BISCAS every year namely are the Enconrada and the Parade of Lights. Enconrada (INTRAMS) is a program where different sports, music, dance and literary art competition is happening in a week. Likewise, BISCAS Enconrada has one of its major events, the Mr. and Ms. Enconrada. This pageant will discover faces of students equipped with the core values of BISCAS.

The institution also funds activities that are worth to support. As said by the SDS director, "we provide them adequate funding sa mga activities nila if worthwhile naman gastusan" (*we provide them adequate funding in their activities as long as it is worthwhile*). He also emphasized that SDS gives equal opportunities to all students' organization in terms of financial support in their activities; however most organizations avail the support provided by SDS in academic- related activities like attending seminars, workshops, training, and competitions.

Besides, today's education system is not just confined to academics but modern-day schools focus on imparting skills to students like personality development, confidence building, communication skills, etiquettes, etc. Cultural activities come into play in instilling these skills in

the students. Meanwhile, In the ASEAN Strategic Plan for Culture and Arts 2016-2025, they promote ASEAN as a human resource development and training hub for the cultural and creative sectors by promoting cooperation between educational institutions and creative industries on technology transfer, capacity building, product and design creation, and curriculum development for the arts. [10].

**Facilities and Equipment.** Table 4 shows the extent of implementation of culture and arts programs and activities along facilities and equipment. Existence of the Cultural Development office that manages Culture and Arts programs and activities is rated to be "extensively implemented" with the highest mean of 4.12 under the facilities and equipment. This means that BISCAS have a Cultural Development Office who manages the culture and arts programs, project and activities in the institution. However, provision of rehearsal rooms with

lights, water, sounds, a comfort room, a dressing room, and shower room for comfort and convenience of the students is limited as rated "moderately extensive" ( $\bar{x}= 3.2$ ).

**Table 4.** Extent of Implementation of Culture and Arts Program and Activities along Facilities and Equipment

<b>FACILITIES AND EQUIPMENT</b>	<b>MEAN</b>	<b>INT.</b>
1. There is an existing Cultural Development office that manages Culture and Arts programs and activities	4.12	E
2. Training venue for workshops and rehearsals is available	3.67	E
3. Regular monitoring of the training venue is conducted for the safety of the end- users.	3.65	E
4. Training materials, costumes, sounds, musical instruments, and other equipment for regular practice are sufficient	3.64	E
5. Training materials and instruments are functional, in good quality and regularly calibrated	3.62	E
6. Safety precautions and house rules are visible in all training venues.	3.56	E
7. Lockers and storage rooms for the safekeeping of costumes, materials, and other valuables are available.	3.53	E
8. The practice room is convenient for students.	3.5	E
9. Venues for Culture and Arts activities are safe, clean and well-ventilated	3.39	ME
10. Rehearsal rooms are provided with lights, water, sounds, a comfort room, a dressing room, and shower room for comfort and convenience of the students.	3.2	ME
<b>AVERAGE</b>	<b>3.59</b>	<b>ME</b>

From the results, it is clear that BISCASST provides the necessary facilities and pieces of equipment needed for the implementation of the Culture and Arts programs, projects, and activities. However, despite the efforts of the administration to provide students with high caliber facilities and pieces of equipment, the institution fund for it are quite limited. Thus, a litany from a student leader that were ask how was the facilities for the cultural and arts activities is "Mayo man samo pong assigned rooms" (*There is no assigned rooms*). The findings clearly show that the institution still needs to improve the facilities and equipment for culture and arts programs and activities. A similar pattern of results is

obtained by the study of Leocario and Pawilen, where secondary schools in Manila, Philippines, lack sufficient facilities and equipment for the programs in Arts.

**Student Engagement.** Table 5 shows the extent of implementation of the culture and arts program and activities along with student engagement. Students participate actively in Culture and Arts activities of the college as observed with a mean of 4.25 that indicates it is "extensively implemented". However, the conduct of regular programs and activities to address student's need for self-expression is rated as the lowest with a mean of 4.01 indicating that it is implemented "extensively".

**Table 5.** Extent of Implementation of Culture and Arts Program and Activities along Student Engagement

<b>STUDENT ENGAGEMENT</b>	<b>MEAN</b>	<b>INT.</b>
1. Participate actively in Culture and Arts activities of the college.	4.25	E
2. Emphasizes the preservation, promotion, cultivation of values, skills and talents through class or group dynamics.	4.22	E

## State College Culture And Arts Program Implementation: A Basis For Program Enhancement And Policy Development

3. Engage in music, dance, crafts, and other forms of arts during free time.	4.21	E
4. Initiate programs and activities that give new learning opportunities and experiences to the participants.	4.2	E
5. Actively conduct various Culture and Arts activities to balance academic life of the students.	4.2	E
6. Works collaboratively to support Culture and Arts programs and projects.	4.19	E
7. Participate in local and higher competition to showcase their talents and interest in Culture and Arts.	4.17	E
8. Participate voluntarily in organized Culture and Arts activities of the college.	4.09	E
9. Integrate Culture and Arts activities in the classroom for inclusive learning.	4.06	E
10. Conduct regular programs and activities to address student's need for self-expression.	4.01	E
<b>AVERAGE</b>	<b>4.16</b>	<b>E</b>

The results show that the college encourages student engagement in any culture and arts programs, and activities. It is observed in the college announcements where students are being invited to participate in different activities like the Parade of Lights, Penafrancia Festivals, Encontrada (Intrams) and other events. However despite the efforts of the college in providing programs and activities for the culture and the arts it is not done regularly which can be seen that the "Conduct regular programs and activities to address student's need for self-expression" is rated as the least implemented under the student engagement.

The recent findings were broadly in line with the developments and progress in the society which drive the universities to interact beyond its four corners. The role and value of institutions engaging with the full world have been

emphatically affirmed, enriching the academic mission while deepening the public value that universities create. From the results it is clear that BISCASST promotes culture and arts engagement. The results also demonstrated that the college encourages students to join in non-academic activities for they believe that it is essential in the student's holistic development.

**Funding and Support.** Table 6 showed the extent of implementation of culture and arts programs and activities along with funding and support. BISCASST have an allocated budget for the monetary incentives and awards as observe in the results with a mean of 3.59, the highest among its indicators however it does not a budget that can be easily released or accessed to support the activities with a mean of

3.12 indicating that it is implemented "moderately extensive".

**Table 6.** Extent of Implementation of Culture and Arts Program and Activities along Funding and Support

<b>FUNDING AND SUPPORT</b>	<b>MEAN</b>	<b>INT.</b>
1. Allocates budget for monetary incentives and awards.	3.59	E
2. Sends coordinators, coaches, and students for advance trainings in Culture and Arts with full coverage of financial assistance.	3.48	ME
3. Supports participation of the students in regional, national and international competition by providing sufficient fund.	3.47	ME

4. Approves budget proposals and requests for the regular conduct of Culture and Arts programs and activities.	3.44	ME
5. Allocates budget for the costume, workshop materials, competition, and related socio-cultural activities in Culture and Arts.	3.4	ME
6. Purchases high quality training materials for skills and development of the students.	3.34	ME
7. Allocate funds for the improvement of training facilities in Culture and Arts.	3.31	ME
8. Provides budget for the professional fee of the trainers.	3.27	ME
9. Has budget allocation for the improvement, repairs, and maintenance of training materials.	3.21	ME
10. Has budget that can be easily released or accessed to support the activities.	3.12	ME
<b>AVERAGE</b>	<b>3.36</b>	<b>ME</b>

The results transpired that there is an inadequacy of financial support to the programs and activities of the students in BISCAS. Hence, more programs, trainings and competitions were sacrificed due to lack of fund. Unavailability of the training materials during regular practice hinders opportunity for total learning and development. But in spite of those financial constraints being experienced by the students and implementers, the Culture and Arts programs and activities in the institution are continuously conducted. Some artistic groups and organizations utilized their own fund to pursue their activities.

In an interview, the Budget Officer affirmed that *“The fund given by the government are for general administration and support, Higher education services, research and extension. The fund coming from the income of the institution are collected from the students like band fee, athletic fee and that have a fund. However, for cultural it's very vague”*.

In the statement of the Budget Officer, it suggests that the Culture and Arts Programs doesn't have its specific fund coming from the school. However, she further explained that part of the SDS fund is intended for the culture and arts program. But due to numerous academic and non-academic activities, the SDS director distributed the budget to all activities approved by the institution. Hence, a small portion of budget coming from the SDS general fund does not suffice to the financial needs of culture and arts group.

The SDS office provides fund for the performing arts group activities. However, the budget is not sufficient to cover budgetary requirements of the activity. Student organizations have their fund coming from membership fee collected every year. This fund is utilized in the operations of the organizations. Aside from cultural events, they also engage in academic events in which they claimed lack of fund and resources that hinder to attain the objectives of activity plan. This is in the same way described by Jones (2020) in his article "Student Activities: Overview and Financing", he discussed that a fund coming from the students' pocket are in no part of the institutions budget and discretion [11].

### Outcomes of the Culture and Arts Programs

It can be attributed to the field of culture and arts that outcomes or impact is highly complex because all the terms are subject to multiple definitions and interpretations, and there is rarely any clear result from a particular intervention. The complexity of the issues and differing interpretations of key terms means that there is no single widely accepted model for investigating the impacts of participation in the arts and cultural activities. However, studies have already explored that culture and arts program helps in student development [12].

Shown in Table 7 are the responses of the outcomes of the Culture and Arts implementation perceived by the students in BISCAS. Based on the findings, 29% or 38 out of 132 students claims that engagement on the Culture and the Arts programs, projects, and activities enhanced their skills and talents. In addition, 4% or 6 out of 132 students claims they have gains some extra money in their engagement in the culture and the arts.

## State College Culture And Arts Program Implementation: A Basis For Program Enhancement And Policy Development

These results are attributed to various activities being implemented in BISCAS. Students can explore their talents and skills through different culture and arts activities being promoted by the college administration. Furthermore, BISCAS as a premier state college in Bicol preserves and promotes the Bicolano culture and traditions.

The result also confirmed the study of Janet Ruiz (2004), participation in cultural and artistic programs helps students to identify their sense of belongingness in the university. Culture and Arts activities also provide students an avenue to showcase and improve their skills such as organizational, presentation, leadership, and interpersonal communication [13]. The study of the arts and culture in whatever form, as an individual course or curriculum-injected activity, is increasingly supported by the academic heads of

the institution which shows that it is one of the important factors of the achieving success of every student in his school-life and as a whole-being.

**Table 7.** Outcomes of the Culture and Arts Program

Responses	Frequency	Percentage
1. Enhance skills/talents	38	29%
2. Boost self-confidence	31	24%
3. Improve social interaction	23	18%
4. Become productive	11	8%
5. Enhanced self-discipline	9	7%
6. Manage time well	7	5%
7. Reduce stress	7	5%
8. Provide Financial Gain	6	4%
Total	132	100%

Culture and Arts programs and activities is contributory to the attainment of positive outlook in the life of the students. With the positive outcomes of the programs to the perspectives of the students, the institution should continuously encourage and design various activities such as shows, contests, inter-departmental competitions, festivals, workshops, team building and other genuine activities to cater maximum involvement of BISCAS students for a richer and fuller experience in artistic friendly environment for the benefit of freedom of artistic expression.

### **Problems and Challenges Encountered in the Implementation of the Culture and Arts Program**

BISCAS is implementing Culture and Arts programs. In the study, it was found out that the program implementers encountered the problems and challenges presented. Several issues have been identified by implementers, as under policy management. Students also claimed that they did not know the policy on implementing cultural and arts events since some activities in BISCAS are student-initiated. These results are in contrast with the previous findings where extent of culture and arts program, projects and activities in terms of policy management is rated "extensively".

These findings suggest that policy solely for the culture and arts programs, projects, and activities should be developed and the Cultural Coordinator should be given time to present the program and activities in Culture and Arts. As one of the active units under the umbrella of Students Development Services Office, the Culture and Arts office, should prepare a separate activity for promotion and policy orientation. With these, the awareness and promotion of the culture and arts in the institution will be widely disseminated to the students.

Along programs, project, and activities, the implementers of the culture and arts program identified the schedule of academic activities and culture and arts activities as a challenge. There are times that the academic and cultural activities have the same schedules, and students can't participate. Unavailability of activity venue was raised as one of the main problems of the implementers because of a lack of coordination in scheduling the

activities. Moreover, there are teachers who do not give way for culture and arts

activities of the students, instead they focused on academic performance.

In addition to the cited problems encountered, a student loss interest in joining the activities for it, "lacks a FUN FACTOR, simple po kayang activity for cultural ginigibo na pong academic competition" (*Cultural activities in the school lacks a FUN FACTOR, a simple cultural activity is converted into academic competition*). The statement from the student clearly shows how academically inclined BISCASST is. It sets its priorities in instruction rather than other activities. Funding and support are also perceived as a major problem of the students in the implementation of programs and activities. On the other hand, BISCASST has undeniably made an effort to provide the students the needed facilities and equipment for holistic learning; however, as observed by the trainers, implementers, coordinators, and students, these facilities are not yet enough to answer its demand, especially for culture and arts events or activities. All students' organizations experience difficulty in planning programs, holding meetings and conducting activities due to the absence of assigned offices for them. This situation hinders the student leaders to meet their members regularly. Contrarily to what the students observe, available rooms and halls in BISCASST are provided and established for the student development activities. Students' pavilions, Student halls, and benches are available all to the time for student consumption. The library also has its theater and discussion room where students can have their meetings and activities. Thus, information dissemination is necessary for the students to be aware of those facilities they use as venue of their activities.

In an interview with the cultural coordinator of BISCASST he claims that one of the best assets of ASTEANS is their commitment or dedication to their craft. "Halos man po nag-aatend" (almost all of them participates), said by one of the FGD participant when asked if the student's participates in the culture and art activities in the school. However, some students cannot attend to training and workshops needed in their craft due to academic activities and other personal reasons. Some students also quit or leave the cultural group due to the decline of their academic performance. These are some of the problems encountered by the implementers in terms of student engagement. Similarly, various quantitative research projects have provided information on the level and extent of participation by the general population in culture, the arts and sport. Furthermore, it reveals that lack of time and availability pose a barrier for the culture and arts engagement of an individual [12].

Based on the findings it is concluded that Culture and Arts Programs, Projects and Activities in BISCASST is under the Student Development Services. Its goals and objectives serve the purpose for the student development however for the culture and the arts it cannot be claimed for BISCASST does not have a policy statement for the Culture and the Arts. Furthermore, BISCASST Culture and Arts is implemented extensively however some areas of needs enhancement and re-evaluation. Culture and Arts programs, projects and activities develop and enhance the students in different aspects and it contributes to the holistic development of an individual. However, the outcomes are too tangible to measure. Problems and Challenges are encountered in different areas of the implementation of the culture and the arts especially in the support and funding. Because despite the extensive implementation, funding and support is not

realized. With these implications, it is proposed that there should be functional office for Culture and Arts Programs in order to establish the quality and standard of internal and external performances of the students; it should also be provided with appropriate fund allocation; the institution should create a policy and guidelines that grants an exemption for artistic member not to attend in Physical Education subject. Trainings and community services should be considered by the teacher equivalent to the weight of activity in the subject to lessen problem and conflict time schedule in training and academic activity. The institution should adopt the output of the study to enhance and sustain the Culture and Arts programs in the campus. Further, it is proposed to integrate culture and arts as free elective subject in the curriculum for cultivation, preservation and promotion of Bicolano culture.

## References

- [1] UNESCO, (2015). The Contribution of Creativity to Sustainable Development, Hangzhou International Congress. Retrieved from
- [2] <http://unesdoc.unesco.org/images/002200/220031e.pdf>
- [3] UNESCO, The Contribution of Culture to Sustainable Development, [www.unesco.org](http://www.unesco.org)
- [4] Republic Act No. 7376. An Act Creating the National Commission for Culture and the Arts (NCCA)
- [5] CHED MEMORANDUM ORDER 9 S. 2013. Retrieved from <https://bit.ly/2IS6Hsy>

## State College Culture And Arts Program Implementation: A Basis For Program Enhancement And Policy Development

- [6] St, Bicol and ard. "Bicolano Artists Gather in Region's Biggest Art Exhibit." BICOL STANDARD | Bicol News | BicolNewspaper,
- [7] <http://www.bicolstandard.com/2018/08/bicolano-artists-gather-in-regions.html>.
- [8] Saclag, E. (2018). Culture and Arts Development Plan for State Universities and Colleges in Bicol region. Unpublished Dissertation. University of Saint Anthony, Iriga City.
- [9] Creswell, J. (2003). Research Design Qualitative, Quantitative and Mixed Methods Approaches, 3rd Edition
- [10] Bowen, G.A. (2009), "Document Analysis as a Qualitative Research Method", Qualitative Research Journal, Vol. 9 No. 2, pp. 27-40. <https://doi.org/10.3316/QRJ0902027>
- [11] Republic Act no. 10931.(n.d.). Retrieved April 30, 2020, from [https://www.lawphil.net/statutes/repacts/ra2017/ra\\_10931\\_2017.html](https://www.lawphil.net/statutes/repacts/ra2017/ra_10931_2017.html)
- [12] Asean strategic plan for culture and arts 2016- 2025.(n.d.). ASEAN | ONE VISION ONE IDENTITY ONE COMMUNITY. Retrieved April 25, 2020, from [https://asean.org/?static\\_post=asean-strategic-plan-culture-arts-2016-2025](https://asean.org/?static_post=asean-strategic-plan-culture-arts-2016-2025)
- [13] Student activities—Overview, financing. (n.d.). Retrieved October 1, 2020, from [https://education.stateuniversity.com/pages/2459/Student-](https://education.stateuniversity.com/pages/2459/Student-Activities.html)
- [14] [Activities.html](https://education.stateuniversity.com/pages/2459/Student-Activities.html)
- [15] Australian Expert Group in Industry Studies, Australia, & Department of Communications, I. T. and the A. (2004). Social impacts of participation in the arts and cultural activities: Stage two report : evidence, issues and recommendations. Dept. of Communications, Technology and the Arts.
- [16] [http://www.dcita.gov.au/swg/publications/social\\_impacts\\_final%202\\_2\\_.pdf](http://www.dcita.gov.au/swg/publications/social_impacts_final%202_2_.pdf)
- [17] Ruiz, J. (2004). A literature review of the evidence base for culture, the arts and sport policy. Scottish executive education department.