



THE ROLE OF THE STUDENTS' ATTRIBUTE IN THE IMPLEMENTATION AND ATTAINMENT OF OUTCOMES IN SPECIAL INTEREST PROGRAM FOR CULTURE AND ARTS

RONALD L. LOZANO

HEAD TEACHER I – MAPEH

LAGUNA STATE POLYTECHNIC UNIVERSITY- SAN PABLO CAMPUS

ronald.lozano001@deped.gov.ph

ABSTRACT

This study explored the implementation of the Special Interest Program for Culture and Arts (SIPCA) and its influence on students' skills improvement and cultural awareness. Participants included Grade 8 to 10 students with varying talents and academic performance levels. Findings revealed a strong presence of performing arts talents, with students predominantly classified as academically outstanding. The SIPCA program was evaluated as "Very Highly Implemented," particularly in program objectives, mentor qualifications, and stakeholder involvement. While the support system received strong ratings overall, concerns about funding adequacy and infrastructure were noted. Feedback mechanisms were also highly rated, though the integration of digital tools remained an area for improvement.

Students reported significant enhancement in artistic, technical, creative thinking, and collaborative skills. Likewise, cultural awareness was rated as high across dimensions of cultural knowledge, appreciation, and identity exploration. Regression analysis showed that SIPCA implementation significantly predicts both skills improvement ($R^2 = 0.441$) and cultural awareness ($R^2 = 0.493$), with feedback mechanisms being the strongest predictor in both outcomes.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Moderation analysis indicated that student grade level and academic status significantly influenced the strength of SIPCA's impact on skills and cultural awareness, while talent had a significant effect only on cultural awareness. Recommendations include enhancing digital feedback systems, providing specialized training, and improving funding and infrastructure. The study suggests broader stakeholder involvement and proposes future research to explore long-term program outcomes, digitalization, and differentiated instructional methods. These insights aim to strengthen SIPCA's implementation and impact across diverse educational contexts.

Keywords: Special Interest Program, Culture, Arts, Student Implementation, Outcomes

INTRODUCTION

Understanding the influence of student attributes on the implementation and outcomes of specialized programs is crucial. This research examines the impact of these programs on skills improvement, cultural awareness, and heritage preservation, which are essential for students' holistic development and the enrichment of their learning experiences. The decline in engagement levels with the arts underscores the urgent need for targeted programs that improve appreciation for Filipino culture and the arts (Lobo, 2022). The Special Program in the Arts (SPA), introduced by the Philippine Department of Education in 2000, has had a significant positive impact on students. It identifies and nurtures artistic talents, enhances creative thinking and problem-solving, boosts confidence, fosters cultural awareness, and offers real-world opportunities. SPA equips students with valuable skills that enrich both their

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



artistic abilities and personal development, contributing to their overall growth (Lusdoc & Namoco, 2019). The primary goal was to enhance students' creative abilities, as highlighted by the Department of Education (2013). Despite changes in the educational system, SPA maintained its importance within the K-12 curriculum as part of the "Programs for the Gifted and the Talented," as noted in the Implementing Guidelines for the Enhanced Basic Education Act of 2013. This recognition underscored the program's role in fostering artistic talent.

However, concerns about the implementation of SPA arose. Leocario and Pawilen's (2015) study revealed that the program lacked detailed guidelines, highlighting the need for a more comprehensive framework to achieve its objectives. This research gap highlights the significance of the new program, the Special Interest Program for Culture and Arts (SIPCA), introduced in 2021 through Regional Memorandum No. 48. Unlike SPA, SIPCA places greater emphasis on cultural awareness and heritage preservation, expanding beyond its primary focus on artistic talent development. This shift reflects a broader commitment to fostering both student growth and cultural preservation through a more refined program (Kurin, 2022).

Given the evolving landscape of cultural and arts education, continuous evaluation and refinement are essential to maximizing the benefits for students' holistic development and the preservation of their cultural heritage (Leocario & Pawilen, 2015). This study aims to explore how student attributes influence the implementation and outcomes of the Special Interest Program for Culture and Arts, particularly in terms of skills improvement and cultural awareness, from the students' perspective.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



In an era marked by rapid globalization, the preservation of cultural heritage and the fostering of cultural awareness have become critical educational objectives. Programs like SIPCA provide a unique platform for cultivating students' artistic abilities, deepening their understanding of cultural traditions, and promoting a sense of responsibility toward heritage preservation (Leocario & Pawilen, 2015). These initiatives not only enhance students' proficiency in various art forms but also serve as vital tools for promoting cultural literacy and ensuring the intergenerational transmission of intangible cultural assets. Despite the increasing implementation of such programs, there remains limited research on the specific role that student attributes play in the success of SIPCA in achieving these goals (Kurin, 2022).

This study sought to address that gap by examining how students' characteristics and attributes shape their experiences within SIPCA and influence the program's outcomes. By examining how these attributes influence their artistic development and cultural awareness, this research provided valuable insights into the program's effectiveness. Such understanding is crucial for educators and policymakers aiming to optimize the design and delivery of SIPCA and similar initiatives. The findings will help identify strengths and areas for improvement, ultimately contributing to more effective educational frameworks that promote not only artistic skill development but also instill a deep and lasting appreciation for cultural heritage among students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Theoretical Framework

The theoretical framework of this study draws upon three prominent educational theories: Implementation Theory, Outcome-Based Education (OBE), and the Diffusion of Innovations Theory. These frameworks offer a comprehensive lens for analyzing the Special Interest Program for Culture and Arts (SIPCA), focusing on well-defined educational objectives and the dynamics of innovation adoption.

METHODOLOGY

The study employed a quantitative, descriptive-correlational design to assess the implementation of the Special Interest Program for Culture and Arts (SIPCA) and examine how students' attributes influence their skills, cultural awareness, and preservation outcomes. This approach allowed for a numerical analysis of data while identifying relationships between key variables.

The study used purposive sampling to select 489 Grade 8 to 10 learners from public secondary schools in the Division of Lipa, Batangas, who were actively involved in the Special Interest Program for Culture and Arts (SIPCA). These students had extensive experience in SIPCA classes and performances, providing firsthand insights into the program's implementation, challenges, and impact on their skills and cultural awareness. Lipa was chosen for its logistical convenience, relevance to the research goals, and access to local expertise, making it a practical and meaningful setting for the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The study used a single data source: a researcher-made survey questionnaire for SIPCA learners. It consisted of four parts: (1) respondent profile (grade level, discipline, academic status), (2) level of SIPCA implementation (Program, Support System, Feedback Mechanism), (3) skills improvement, and (4) cultural awareness and preservation. Parts 2–4 used a five-point Likert scale and were based on SIPCA guidelines and relevant literature (e.g., Hattie, Winner & Hetland, Eisner, Banks & Banks, UNESCO). The instrument underwent expert validation and pilot testing in a comparable setting to ensure its reliability and validity.

The study used a researcher-made questionnaire, with responses organized into a tally sheet for analysis. To assess the level of SIPCA implementation, the study applied mean, percentage, and frequency distributions. Mean and standard deviation were used to measure the program's impact on students' skill improvement and cultural awareness. Regression moderation analysis was also employed to determine whether students' attributes influenced the relationship between SIPCA implementation and its effects. These statistical tools provided a clear understanding of the program's effectiveness and the role of student factors.

FINDINGS AND DISCUSSIONS

Profile of Students by Grade Level

The distribution representation across Grades 8, 9, and 10, with Grade 10 students constituting the largest group at 34.76%, followed closely by Grade 9 at 33.74%, and Grade 8 at 31.49%. This balanced sample ensures that the findings related to SIPCA implementation and its effects on skill development and cultural awareness can be

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



generalized across different grade levels in the study.

Profile of Students by Talents

The majority of students reported dancing as their talent (60.33%), followed by singing (25.36%). Other talents, such as playing instruments, multimedia arts, visual arts, and theater arts, are less common but collectively contribute to the diverse artistic profile of the students. The data suggests a strong inclination towards performing arts, which may influence how different students engage with the SIPCA program, especially in its cultural components.

Profile of Students by Academic Status

More than half of the students (52.15%) fall under the 'Outstanding' category (90–100), with a significant portion also in the 'Very Satisfactory' range (85–89) at 37.63%. Only a small fraction is in the lower categories, and none scored below 75. This academic distribution indicates that the student population primarily consists of high-achieving individuals, which, according to the moderation analyses, can affect the degree to which students benefit from the SIPCA program.

Overall Level of Implementation of the Special Interest Program for Culture and Arts (SIPCA)

The general level of implementation of the Special Interest Program for Culture and Arts (SIPCA) in its main domains. The general mean score of 4.63, with a standard deviation of 0.37, means that the level of implementation of SIPCA is very much evident. The low standard deviation indicates a high level of consistency in their responses, implying that the program's delivery is perceived similarly across the participating schools.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Among the eight domains, the Stakeholders' Involvement (mean = 4.80) recorded the highest mean, followed closely by Mentors' Qualification (mean = 4.79). This finding highlights that students firmly identify the program's strength in developing active community engagement and in having highly qualified and dedicated mentors. These two elements are the key to SIPCA's perceived success, as they facilitate both supportive settings and strong instructional delivery.

Conversely, infrastructure (mean = 4.00) had the lowest mean, which is described as high. This implies that students might face constraints in learning spaces, including access to proper equipment such as a well-ventilated dance room with a full-length mirror, a music room equipped with musical instruments, an auditorium used for the culminating activity, and an Arts room stocked with materials for visual arts. Although the program appears to benefit from effective teaching and invested stakeholders, its physical facilities fall short in supporting its full potential implementation.

These results corroborate a study that reported deficits in facilities and physical resources effectively impede the success of specialty arts programs. In the absence of regular availability of proper venues and equipment, student development and performance can be constrained, regardless of the quality of instruction (Brillantes, 2022).

Overall Skills Improvement of Students

The overall mean of 4.43, with a standard deviation of 0.50, reveals that the improvement in students' skills is consistently observed. The relatively moderate standard deviation indicates a relatively consistent level of experience across different skill areas for

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



students.

Among the domains, the highest mean was observed in Artistic Skills Enhancement (mean = 4.38), suggesting that SIPCA has been most successful in promoting students' artistic productivity and creative expression. Conversely, the lowest mean occurred in Technical Competence (mean = 4.29), which is still categorized as very high. This suggests that, although students recognize the importance of technical development, this area may require additional support or resources to develop further.

These findings demonstrate SIPCA's positive impact on multidimensional skill development, with students reporting significant improvement in artistic, creative, technical, and collaborative skills. The balance across areas indicates that the program offers a well-rounded experience, supporting the worth of integrated learning environments that combine arts, culture, and skill development.

A study supporting the findings mentioned that incorporating the character of special programs, such as SIPCA, into development not only enhances individual abilities but also fosters interdisciplinary skills. Project-based learning and exposure to culture help students develop holistic skills that are usable within and outside the arts. Moreover, interdisciplinary art education promotes not only creative thinking but also the combination of technical and collaborative competencies between subjects. The analysis indicated that when students participate in arts practices that overlap with other subjects, they build a more adaptive and holistic skill set (Kim, 2018).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Overall Cultural Awareness of Students

The overall mean of 4.59, with a standard deviation of 0.48, suggests that students consistently demonstrate cultural awareness. The relatively low standard deviation suggests that this experience was widely shared, with most learners benefiting similarly from the program's cultural aspects.

Among the three domains, the highest mean was the Cultural Identity Exploration (mean = 4.69). This indicates that SIPCA presented students with significant opportunities to explore their origins, reflect on their backgrounds, and celebrate their cultural uniqueness. Conversely, the lowest mean, although very high, was for Cultural Knowledge Acquisition (mean = 4.59), indicating a marginal variation in how much students appreciated learning about cultures compared to living in and being part of their cultures. These results show that students gained knowledge about cultures, but they also used those experiences to build confidence in living, interacting with, and appreciating those cultures in authentic ways. SIPCA made cultural awareness a way of life that learners lived, felt, and shared.

The evidence is also corroborated by another study, which reported that playing traditional musical instruments promotes technical literacy as well as greater cultural knowledge, appreciation, and respect. Their evidence indicated that integrating traditional and contemporary learning tools not only enhances students' skills but also closes the gap between heritage and modern learning (Chen et al., 2023). This aligns with SIPCA's initiative to merge conventional art practice with contemporary learning, enabling students to develop cultural awareness that is grounded and applicable.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Regression Analysis on SIPCA Implementation Predicting Students' Skill Improvement

The results of the regression analysis, which tested the model for predicting students' skill improvement based on two elements of SIPCA: Program Objectives and Feedback Mechanism. The overall model is significant statistically, $F(11, 477) = 34.3$, $p < .001$, with $R = .664$ and $R\text{-squared} = 0.441$. This means that about 44.1 percent of the students' skill variation can be attributed to the variance explained by the two predictor variables.

The analysis reveals that the level of program objectives and the feedback mechanism significantly predict students' improvement in skills. Specifically, both the "Program (objectives)" ($B = 0.14916$, $p < .001$) and the "Feedback mechanism" ($B = 0.56407$, $p < .001$) show statistically significant influence on skill improvement. This suggests that students' understanding and agreement with the program's goals positively contribute to their acquisition of skills.

From these findings, it is inferred that students gain the most when program objectives are effectively communicated and receive timely, meaningful feedback about their progress. Practically, these variables enable learners to realize expectations, monitor their development, and make appropriate adjustments in their performance. The results are corroborated by a previous study, which emphasizes that positive and constructive feedback can motivate students, leading to improved skill acquisition and retention (Li, 2018). Likewise, Ma (2024) discovered that using a continuous feedback system in art education enhances technical skill acquisition and emotional involvement among students. This is consistent with the outcome of the present study, where the feedback system was the most

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



predictive factor for improvement in skills.

Additionally, the results paralleled those of previous findings, which indicated that feedback provided through collaborative art-making and artist interaction significantly improved student motivation and technical performance. The application of verbal and behavioral feedback in the study promoted student attention and engagement, supporting the current finding that effective feedback directly leads to increased skill acquisition (Wahed et al., 2019).

Regression Analysis of SIPCA Implementation and Student Attributes Predicting Students' Cultural Awareness

The findings of the regression analysis that assessed the model for the prediction of cultural awareness among students based on five SIPCA-related predictors: Academic Status, Program Objectives, Support System (Funding), Support System (Stakeholder Involvement), and Feedback Mechanism. The combined model is significant, $F(11, 477) = 42.1, p < .001$, with $R = .702$ and $R\text{-squared} = 0.493$. This suggests that approximately 49.3 percent of the variation in cultural awareness among students can be attributed to the combined effect of these five variables.

All five predictors have a significant impact on cultural awareness. Interestingly, the Feedback Mechanism ($B = 0.43544, p < .001$) was the most significant predictor, suggesting that students receiving regular and significant feedback are more likely to develop a better understanding and appreciation of different cultures. The Stakeholder Involvement variable also demonstrated a considerable contribution ($B = 0.13295, p = 0.004$), indicating that

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



having and being involved with parents, community members, and teachers makes a meaningful contribution to the cultural development of students.

The findings above are confirmed by a study that established the critical importance of successful feedback systems in increasing students' cultural awareness (Paul et al., 2012). If students receive feedback that challenges them to critically examine cultural practices and norms, their awareness and acceptance of diversity are enhanced. Likewise, another research reported that feedback processes employed in intercultural settings contribute to helping students understand cultural differences better through eliciting dialogue and reflection. This aligns with the current findings, particularly since feedback is the strongest determinant of cultural awareness. It indicates that students are not merely receiving comments but are actively engaging in feedback as a form of cultural learning.

Moderation Effect of Grade Level on the Relationship Between SIPCA Implementation on Students Skill

The moderation analysis examining the effect of grade level (represented as "A") on the relationship between program implementation and students' skill development. The analysis reveals a significant interaction effect (Implementation * Grade Level = -0.2158, $p < .001$), indicating that grade level moderates the relationship between implementation and skill development. While overall program implementation significantly predicts skill development (Implement = 0.8393, $p < .001$), the negative interaction term indicates that this positive effect diminishes or may even reverse in higher grade levels.

Notably, the main effect of grade level alone is not significant ($A = -0.0267$, $p = 0.214$), indicating that grade level itself does not directly predict skill development; however, it does

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



significantly moderate the relationship between implementation and skill development.

Instead, its function is to condition or change the effect of program implementation.

These results imply that younger students would gain more from SIPCA's implementation in skill development compared to their older counterparts. Old students may have already reached a developmental threshold or have other competing academic requirements that reduce the effectiveness of the program. This suggests that implementation strategies should be tailored to the developmental stage of the students.

Previous studies have substantiated the significant relationship between implementation and skill development, indicating that overall program implementation influences student achievement, which in turn suggests whether students exhibit skill development (Kalafat et al., 2007). In this study, the implementation effect appears to be most optimal at specific grade levels, supporting the need for age-dependent program modifications. While the implementation of SIPCA overall encourages skill development, its effectiveness is conditioned by the grade level of students. To be most effective, program strategies may need to be tailored to address the differing developmental needs of students at various stages of academic study.

Moderation Effect of Student Attribute Talents on the Relationship Between Implementation and Skill Development

The moderation analysis examining the effect of "talents" (represented as "B") on the relationship between program implementation and students' skill development. The analysis indicates that program implementation significantly predicts skill development (Implement = 0.8421, $p < .001$).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The main effect of "talents" ($B = -0.0291$, $p = 0.036$) is also statistically significant, suggesting that students with higher "talents" may have slightly lower skill development. However, the interaction effect between implementation and "talents" (Implement * Student Talent = 0.0457 , $p = 0.167$) is not statistically significant. This means that "talents" do not significantly moderate the relationship between program implementation and skill development. In other words, whatever talent students have, the level of implementation gives equal treatment for skills development.

These results indicate that SIPCA offers a learning environment that is inclusive and equitable, where its impact is neither limited to nor contingent upon the student being more or less naturally talented. The program provides organized assistance, allowing both high-talent and low-talent students to learn as much as their peers, especially with high implementation quality. This was affirmed by research indicating that program implementation and skill development have a significant relationship, and that talents, as part of the learners' profile, do not significantly moderate the relationship between implementation and skill development in students (Ortega & Chua, 2024).

Moderation Effect of Student Academic Status on the Relationship Between SIPCA Implementation and Skill Development

The moderation analysis examining the effect of academic status (represented as "C") on the relationship between program implementation ("Implement") and students' skill development. The analysis shows that program implementation significantly predicts skill development (Implement = 0.8199 , $p < .001$).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The main effect of academic status alone (Academic Status = -0.0249, $p = 0.336$) is not statistically significant, meaning academic status itself does not directly predict skill development. However, the interaction effect between implementation and academic status (Implement * Academic Status = 0.1331, $p = 0.029$) is statistically significant. This implies that academic status interacts with the strength of the relationship between implementation and skill enhancement. Notably, the positive relationship suggests that it is more beneficial for academically performing students compared to non-academically good students to implement SIPCA.

The finding suggests that a student's academic standing influences how effectively they benefit from the program's implementation. A possible explanation for this can be linked to other key findings within this research. The regression analysis for skill improvement identified the "Feedback Mechanism" as a highly significant predictor of student success. It is plausible, therefore, that students with higher academic status are more adept at processing and applying the constructive feedback provided by SIPCA mentors. This heightened ability to engage with the program's feedback loop—a core component of its implementation—may explain why they derive greater benefits from skill development. This interpretation links the moderation effect to the program's pedagogical strengths, which were identified as being most critical to student growth.

The evidence is corroborated by research, which has established that academic performance typically serves as a filter for students' reactions to learning interventions. More specifically, students with greater academic status are inclined to engage with educational

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



programs more actively, converting available resources into quantifiable improvements in skills (Waltenbury et al., 2018). Academic status does not directly determine skill development, but rather moderates the benefits gained from SIPCA implementation, highlighting the need for tailored support strategies to ensure that all students can equally benefit from the program.

Moderation Effect of Grade Level on the Relationship Between SIPCA Implementation and Cultural Awareness

The moderation analysis examining the effect of grade level (represented as "A") on the relationship between program implementation ("Implement") and students' cultural awareness. The analysis reveals that program implementation significantly predicts cultural awareness (Implement = 0.82044, $p < .001$), indicating that higher implementation levels of SIPCA are strongly associated with increased cultural awareness among students.

The main effect of grade level alone ($A = 0.00805$, $p = 0.670$) is not statistically significant, meaning grade level itself does not directly predict cultural awareness. However, the interaction effect between implementation and grade level (Implement*A * A = -0.10312, $p = 0.036$) is statistically significant. This indicates that grade level moderates the relationship between program implementation and cultural awareness. Specifically, the negative interaction term suggests that the positive impact of implementation on cultural awareness is less pronounced or even reversed in higher grade levels. In other words, the cultural awareness benefits from program implementation tend to be greater for students in lower grade levels compared to those in higher grade levels, likely because younger students are at a more formative developmental stage, making them more receptive to the program's focus on cultural identity and diverse perspectives.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research indicates that younger students specifically, those in lower levels may benefit from culture and arts programs more than their older counterparts due to how being in the developmental stage serves as a contributing factor wherein students are still in the process of building social and cultural identities and are more open to new ideas which explains the increased impact observed (Arruzza & Chau, 2021). Ultimately, program implementation has a strong positive influence on cultural awareness as a whole, but it is moderated by grade level. Its influence is more significant in the younger students, indicating that instructional approaches in SIPCA can gain more from age-tailoring to optimize cultural learning gains at all levels.

Moderation Effect of Student Attributes and Talents on the Relationship Between Implementation and Cultural Awareness

The moderation analysis examining the effect of "talents" (represented as "B") on the relationship between program implementation ("Implement") and students' cultural awareness. The analysis reveals that program implementation significantly predicts cultural awareness (Implement = 0.8175, $p < .001$), confirming that SIPCA's structured delivery of arts and culture promotes a higher understanding and appreciation of diverse traditions among students.

Specifically, the main effect of "talents" ($B = -0.0273$, $p = 0.023$) is also statistically significant, suggesting that students with better "talents" may have slightly lower cultural awareness. However, the interaction effect between implementation and "talents" (Implement * $B = 0.0885$, $p = 0.002$) is statistically significant. This indicates that "talents" do moderate the relationship between program implementation and cultural awareness. Specifically, the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



positive interaction term suggests that the positive impact of implementation on cultural awareness is more pronounced for students with higher "talents". This means that a well-implemented program fosters greater and more significant growth for these students across the specific dimensions of cultural awareness measured in this study. This includes a more substantial increase in their Cultural Knowledge Acquisition, a deeper cultivation of Cultural Appreciation and Respect, and a more profound Cultural Identity Exploration.

The results indicate a significant interaction, suggesting that although all students gain from the program, its impact on cultural awareness is more pronounced for those with higher artistic talents. This "benefit" is not general; it manifests as more significant growth across the specific dimensions of cultural awareness measured in this study. For students with higher talent, a well-implemented program more effectively fosters Cultural Knowledge Acquisition, deepens their Cultural Appreciation and Respect, and strengthens their Cultural Identity Exploration.

It is plausible that these students' existing artistic inclinations make them more receptive to the program's cultural components, allowing them to better internalize the narratives, traditions, and expressions presented in the curriculum. The growth in these areas for students with still-developing talents may be more gradual, which highlights a need for additional scaffolding and support to ensure they can also forge a deep and meaningful connection with the program's cultural objectives.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Moderation Effect of Students' Academic Status on the Relationship Between SIPCA Implementation and Cultural Awareness

The moderation analysis examining the effect of academic status (represented as "C") on the relationship between program implementation ("Implement") and students' cultural awareness. The analysis reveals that program implementation significantly predicts cultural awareness (Implement = 0.7880, $p < .001$). This confirms that SIPCA's implementation continues to be a consistent driver of increased cultural understanding among learners.

The main effect of academic status ($C = -0.0756$, $p < .001$) is also statistically significant, suggesting that students with higher academic status tend to have lower cultural awareness possibly due to a stronger focus on traditional academic subjects that de-emphasize cultural studies. However, the interaction effect between implementation and academic status (Implement * C = 0.1824, $p < .001$) is also statistically significant. While students with higher academic status may initially exhibit lower cultural awareness, the significant interaction effect indicates that effective SIPCA implementation particularly benefits them, leading to a more pronounced positive impact on their cultural understanding. This suggests that academically strong students are well-equipped to leverage a well-structured program like SIPCA to significantly enhance their cultural awareness.

Specifically, the positive interaction term suggests that the positive impact of implementation on cultural awareness is more pronounced for students with higher academic status. For instance, a high-achieving student who is academically focused alongside a student with a lower academic standing who may already have more community-based cultural experience. While the latter might enter the program with a higher baseline of cultural

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



familiarity, the high-achieving student is often better equipped to use their analytical and study skills to process the new information presented in the SIPCA curriculum. When a mentor discusses the history of a local tradition, the high-achieving student can more effectively analyze and retain the information, leading to a rapid increase in their Cultural Knowledge Acquisition. Similarly, when asked to reflect on their heritage for a project, their developed academic skills may allow for a deeper and more structured exploration of their Cultural Identity. Consequently, while both students gain from the program, the amount of growth in cultural awareness is significantly more pronounced for the high-achieving student, demonstrating how the program's impact is moderated by academic status.

Students with higher academic status garner greater benefits in program implementation compared to students with lower academic status (Waltenbury et al., 2018). In such instances, high-performing students are likely to gain from the program's focus on identity, heritage, and multicultural awareness. Moreover, programs in culture and the arts result to higher cultural awareness among students (Paul et al., 2012). When they are combined with academic organization and student participation, they have higher developmental effects. This corroborates the present finding that program implementation interacts with academic status to support cultural learning. All these suggest that although academic status can be inversely related to cultural awareness at the beginning, students of higher academic standing eventually derive much greater benefit from rigorous program implementation.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Conclusion

The study examined the Special Interest Program for Culture and Arts (SIPCA), which aimed to address key questions surrounding its implementation and the subsequent effects on students. Based on the findings of the study, the following conclusions were drawn:

The study found that feedback systems and program objectives serve as significant predictors of skill improvement, ensuring that students receive timely and helpful guidance. This rejects the first hypothesis. Student responses effectively substantiated the implementation of SIPCA. The effectiveness of implementation is evident, as it enables the promotion of artistic expression and cultural appreciation among students. SIPCA is also able to attain its goals with students having a perceived high level of mentor qualification. Students are also able to work in a collaborative environment. However, some areas could be further improved, such as flexibility in learning methods.

In addition, the study concluded that stakeholder involvement and financial support do serve as significant predictors for cultural awareness through the promotion of cultural appreciation and reinforcement of external engagement. Furthermore, feedback mechanisms were identified as the strongest predictor of cultural awareness. This rejects the second hypothesis. Feedback systems and program objectives serve as significant predictors of skill improvement, ensuring that students receive timely and helpful guidance. On the other hand, the significance of stakeholder involvement, as well as financial support, lies in its role as a significant predictor of cultural awareness through the promotion of cultural appreciation and reinforcement of external engagement. A well-organized program with specific objectives,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



robust community support, and responsive feedback fosters better learning outcomes and student cultural immersion.

The study also found that grade level and academic standing have significant moderating effects on skill development, with younger students gaining more and academically performing students benefiting more from implementation. This rejects the third hypothesis. Grade level, talent, and academic standing are student attributes that influence skill development as well as cultural awareness within SIPCA. Student attributes include cultural awareness-related factors such as appreciating and respecting other cultures, learning about diverse cultures, and exploring one's own cultural identity. SIPCA also had a positive influence on artistic skills and creative thinking abilities, as it inspires innovation among students and aids creative thinking. This shows that student attributes affect skill development and cultural awareness.

Furthermore, the study found that student attributes, such as talent and academic standing, do predict cultural awareness. Specifically, talents and academic status significantly moderate the relationship between implementation and cultural awareness, with talented students and those with higher academic standing showing greater improvements in cultural awareness. This rejects the fourth hypothesis. In terms of moderation effects, student attributes influence the effectiveness of SIPCA, wherein grade level and talent have significant moderating effects. Since students in lower grade levels are still in the formative stages of learning, they are able to gain and absorb more in terms of skill development and cultural awareness due to the natural skills that allow them to interact more fully with creative and

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue I

August 2025

Available online at <https://www.instabrightgazette.com>



cultural components. At the same time, more talented individuals exhibit larger improvements
in cultural awareness.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Alghufali, B. R. (2024). Artistic Activities and Developing Creative Thinking Skills among Children in Early Childhood. <https://doi.org/10.54536/ajhp.v2i1.2505>
- Arcayera, R. A. A. (2021). *Painting with a Broad Brush: Needs, Challenges and Opportunities on the Implementation of Special Program in the Arts of Surigao City National High School*. International Journal of Social Science and Humanities Research, 9(3), 40-47. ISSN 2348-3164
- Arruzza, E., & Chau, M. (2021). The effectiveness of cultural competence education in enhancing knowledge acquisition, performance, attitudes, and student satisfaction among undergraduate health science students: a scoping review. Journal of Educational Evaluation for Health Professions, 18. <https://pmc.ncbi.nlm.nih.gov/articles/PMC8089465/>
- Agustin, D. T. (2019). *Learning Through Critique: Intercultural Awareness in Student-Supervisor Feedback Practices* (pp. 251-263). Springer, Singapore. https://doi.org/10.1007/978-981-13-9302-0_21
- Banks, J. A., & Banks, C. A. M. (Eds.). (2010). *Multicultural Education: Issues and Perspectives*. John Wiley & Sons.
- Bataller, J. M., Benavente, R. D., Cayabyab, J. C., Ibarra, M. M. S., & Ocampo, D. M. (2024). Creative Expression and Writing Proficiency of Junior High School Students in Special Program in the Arts Class. Journal of Language and Linguistics in Society, 46, 47-58. <https://doi.org/10.55529/jlls.46.47.58>
- Bhawna, S. (2022). *Social Impacts and Benefits of Arts and Culture*. <https://www.samarthanam.org/social-impacts-and-benefits-of-arts-and-culture/>
- Black, P., & Wiliam, D. (2018). *Assessment and Classroom Learning*. Assessment in Education: Principles, Policy & Practice, 5(1), 7-74.
- Bravo, C. D., Dimalanta, F. D., Jusay, K. A., Vitug, M. Y., & Tabuena, A. C. (2022). *Inclination State on the Philippine Culture and Arts Using the Appraisal Theory: Factors of Progress and Deterioration*. 9(1), 388-403. <https://doi.org/10.17275/PER.22.21.9.1>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Brillantes, Ma. F. L. (2022). Evaluation of the Special Program in the Arts (SPA) Curriculum: Basis for Program Enhancement. *International Journal of Research Publication and Reviews*, 03(12), 1910–1914. <https://doi.org/10.55248/gengpi.2022.31258>

Boud, D., & Molloy, E. (2023). *Rethinking models of feedback for learning: The challenge of design*. *Assessment & Evaluation in Higher Education*, 38(6), 698–712.

Brown, C. (2020). *Nurturing Effective Communication Skills in SIPCA Students*. *Cultural Arts Education Quarterly*, 42(3), 211-228.

Casel (2023). *Collaborative for Academic, Social, and Emotional Learning*. <https://casel.org/fundamentals-of-sel/>

Centers for Disease Control and Prevention (2021). *Fast fact: Preventing bullying*. *Violence Prevention*. <https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>

Chen, H., Choatchamrat, S., & Chuangprakhon, S. (2025). Musical Literacy and the Role of Sichuan Guzheng in Enhancing Cultural Awareness among Learners. *International Journal of Education and Literacy Studies*, 13(2), 36-42. <https://doi.org/10.7575/aiac.ijels.v.13n.2p.36>

De Jesus Gian, C. U., & de Jesus Ana, K. P. (2023). *Revitalizing Philippine Theater: A Framework for Theater as Creative Entrepreneurship*. 10(1), 85–101. <https://doi.org/10.22447/jatb.10.1.202306.85>

Del Mundo-Angeles, A. N. (2022). Global Contemporary Art in the Philippines: A Vantage Point. *International Journal of Multidisciplinary*, 3(1), 76–89. <https://doi.org/10.11594/ijmaber.03.01.09>

De Torres, P. (2021). *Stakeholder's Involvement to School-Initiated Activities of District I Secondary Schools: Basis for Enhanced Community Partnership Program of Activities*. *International Journal of Innovative Science and Research Technology*, 6(2), 481.

Department of Education (2012). *June 15, 2012 DO 56, s. 2012 – guidelines on the utilization of support fund to secondary schools with special program in the arts (SPA)*. <https://www.deped.gov.ph/2012/06/15/do-56-s-2012-guidelines-on-the-utilization-of-support-fund-to-secondary-schools-with-special-program-in-the-arts-spa/>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Department of Education (2021). *Training-workshop in managing special interest program culture*.

https://depedlipcity.com.ph/assets/resources/issuances/DM_No_101_s_2021.pdf

De Torres, P. (2021). Active engagement of stakeholders during the pandemic: Basis for creating flexible learning environment for students. *International Journal of Innovative Science and Research Technology*, 6(2), 466-476. Retrieve April 9, 2025 from <https://ijisrt.com/active-engagement-of-stakeholders-during-the-pandemic-basis-for-creating-flexible-learning-environment-for-students>

Dewey, J. (2009). *Democracy and Education*. ISBN: 9781775413585.

Drexel University School of Education. (2020). *The Importance of Diversity & Multicultural Awareness In Education*. <https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>

Dunstan, D. L. (2014). Sustaining arts programs in public education: A case study examining how leadership and funding decisions support and sustain the visual and performing arts program at a public high school in California. University of Southern California. Retrieved April 9, 2025 from <https://www.proquest.com/openview/d5d8928e196204ce6bd2dbfd99098d3b/1?cbl=18750&pq-origsite=gscholar>

EasyMag (2019). *Special Interest Program for Culture and Arts SIPCA*. <https://yourwealthcity.blogspot.com/2019/05/special-interest-program-for-culture.html?m=1>

Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Cultural competence in education: strategies for fostering inclusivity and diversity awareness. *International Journal of Applied Research in Social Sciences*, 6(3), 383-392. <https://doi.org/10.51594/ijarss.v6i3.895>

Eisner, E. W. (2002). *The Arts and the Creation of Mind*. Yale University Press.

Ellefsen, L. and Karlsen, S. (2019). *Discourses of diversity in music education: The curriculum framework of the Norwegian Schools of Music and Performing Arts as a case. Research Studies in Music Education*. <https://bit.ly/39pEazq>.

Falk, J. H., & Dierking, L. D. (Eds.). (1992). *The Museum Experience*. Whalesback Books.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Farbman, D., Wolf, D. P., & Sherlock, D. (2019). *Advancing Arts Education through an Expanded School Day: Lessons from Five Schools*. Boston: National Center on Time and Learning.

Flórez, A. (2024). Fundamento de la importancia del arte en la escuela: una mirada desde la investigación edu-artística y el desarrollo integral del estudiante. *Discimus: Revista Digital de Educación*, 3(1), 143–154. <https://doi.org/10.61447/20240601/art06>

Gaither, S.E., Fan, S.P., Kinzler, K.D. (2019). *Thinking about multiple identities boosts children's flexible thinking*. Developmental Science. doi: 10.1111/desc.12871

Hall, M. (2022). *Assessing Cultural Competence*. Medical Teacher, 34(10), 814–817.

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.

Hattie, J., & Timperley, H. (2017). *The Power of Feedback*. Review of Educational Research, 77(1), 81–112.

Holidify (2020). *Culture of the Philippines - The Complete Guide*. <https://www.holidify.com/pages/culture-of-philippines-5557.html>

Hunter, M. A., Aprill, A., Hill, A., & Emery, S. (2018). Creative Criticality in the meenah neenah Cultural Arts Program (Critical Thinking) (pp. 47–60). Springer, Singapore. https://doi.org/10.1007/978-981-10-7710-4_4

Ivy Panda (2023). *Descriptive Correlational Design in Research*. <https://ivypanda.com/essays/descriptive-statistics-and-correlational-design/>

Jangid, S. (2022). *The Significant Role of Art In Shaping Our Society*. <https://www.chitkara.edu.in/blogs/the-significant-role-of-art-in-shaping-our-society/>

Johnson, P. (2021). *Community Engagement and Cultural Awareness: The Role of SIPCA*. Journal of Community Education, 39(3), 165-180.

Jones, B. (2022). *Critical Thinking and Cultural Awareness: The Influence of SIPCA's Evolving Philosophy*. International Journal of Arts and Culture Education, 9(1), 45-61.

Jones, B., & Brown, C. (2019). *The Dynamics of SIPCA Implementation: Effects on Students' Skill Development*. International Journal of Education and Culture, 15(2), 89-106.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
- Kalafat, J., Illback, R. J., & Sanders Jr, D. (2007). The relationship between implementation fidelity and educational outcomes in a school-based family support program: Development of a model for evaluating multidimensional full-service programs. *Evaluation and Program Planning*, 30(2), 136-148.
- Kashaka, D. N. (2024). Arts As a Tool for Community Dialogue on Health Issues. *Research Output Journal of Education*, 4(2), 30–33. <https://doi.org/10.59298/roje/2024/423033>
- Kharbach, M., PhD. (2023). *What Is Perennialism*. <https://www.selectedreads.com/what-is-perennialism/>
- Kim, H. (2018). An analysis of creative effect on interdisciplinary practices in art education. *International Journal of Education Through Art*, 14(2), 179-196. https://doi.org/10.1386/eta.14.2.179_1
- Kim, J., & Park, E. (2024). Analysis of Perceptions and Requirements for Creative Experiential Activity Curriculum for the Revision of Special Education in South Korea. *Sustainability*, 16(20), 9121. <https://doi.org/10.3390/su16209121>
- Kisida, B., & Bowen, D. H. (2019). *New evidence of the benefits of arts education*. <https://www.brookings.edu/articles/new-evidence-of-the-benefits-of-arts-education/>
- Komarovska, O., Vlasova, V., Pet'ko, L., Voloshenko, A., Holinska, T., & Prodius, O. (2024). The influence of arts education on love of the natural environment. *E3S Web of Conferences*, 538, 05004. <https://doi.org/10.1051/e3sconf/202453805004>
- Kubey, A. (2020). *Statement: The Values of Arts Education*. <https://www.amacad.org/publication/case-for-arts-education/section/3>
- Kurin, R. (2022). *Because It Can Help Preserve Cultural Heritage Important for Understanding and Social Benefit*. <https://www.whysocialscience.com/blog/2022/2/22/because-it-can-help-preserve-cultural-heritage-important-for-understanding-and-social-benefit>
- Lane, C. (2023). *What is interdisciplinary learning and why is it important?* <https://www.topuniversities.com/student-info/choosing-university/what-interdisciplinary-learning-why-it-important>
- Lara-Aparicio, M., Mayorga-Vega, D., & López-Fernández, I. (2021). Expressive movement & creative dance practice in times of quarantine: the #vidlop movement. *Movimento*, 27(27), 27011. <https://doi.org/10.22456/1982-8918.105802>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Lasswell, H. D. (1951). *The Policy Orientation*. In Daniel Lerner and Harold D. Lasswell, (eds.), *The Policy Sciences*. Palo Alta, CA: Stanford University Press, pp. 3–15

Lee, D. (2019). *Balancing Cultural Preservation and Adaptation: SIPCA's Changing Philosophy*. *Journal of Cultural Preservation*, 18(4), 309-325.

Lee, D., & Johnson, P. (2018). *Post-Implementation Evaluation of SIPCA: Refining the Student Experience*. *Cultural Arts Education Quarterly*, 44(3), 179-196.

Leocario R. E., Pawilen G. T. (2015). *Implementation of the Special Program in the Arts Curriculum in a Public Secondary School*. <https://journals.upd.edu.ph/index.php/ali/article/download/4545/4094>

Li, Z. (2018). Improve Feedback Mechanism in Programming Assessment Systems with Progress Indicators and Reward to Foster Students' Growth Mindset: (Abstract Only). *Technical Symposium on Computer Science Education*, 276. <https://doi.org/10.1145/3159450.3162329>

Llego, M. A. (2020) *DepEd Public Schools of the Future*. <https://www.teacherph.com/depd-public-schools-of-the-future/>

Lobo, J. (2022). Do Our Folk Dances Still Thrive? Personal Experience and Interest of Students Towards Philippine Traditional Dances as Basis on Strengthening the Love for Culture and the Arts. *American Journal of Arts and Human Science*, 1(1), 27–33. <https://doi.org/10.54536/ajahs.v1i1.278>

Lubisi, B. Parker & U. Wedekind (Eds.), *Understanding Outcomes Based Education: Teaching and Assessment in South Africa*. Johnnesburg: SAIDE & Oxford University Press.

Lusdoc, C. S. & Namoco, R. A. (2019). *Selecting an SPA (special program in the arts) major for high school students using AHP combined with interest inventory*. *International Journal of Innovative Research in Education*. 6(1), 001–011. <https://doi.org/10.18844/ijire.v9i1.4118>

Ma, W. (2024). The Quality Evaluation and Management Mechanism Optimization of Art Education under the Guidance of Student Development. *SHS Web of Conferences*, 200, 02033. <https://doi.org/10.1051/shsconf/202420002033>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Mehta, J. (2019). *Schools Already Have Good Learning, Just Not Where You Think*.
<https://www.edweek.org/teaching-learning/opinion-schools-already-have-good-learning-just-not-where-you-think/2017/02?qs=jal>

Mercado, A. (2018). *Is the Philippines still interested in contemporary art? Philippines: Philstar Global Corp.* <https://www.philstar.com/lifestyle/arts-andculture/2018/12/03/1873577/philippines-still-interested-contemporary-art>

MP, S., Chaudhary, A., Zaveri, Y., Sohal, J. S., Singh, A., Singh, P., & Choudhary, S. (2024). Measuring the Impact of Technological Evolutions on Fine Arts Competence Development. *Evolutionary Studies in Imaginative Culture*, 1021–1031.
<https://doi.org/10.70082/esiculture.vi.1191>

Nadhifa, I., Yulianti, F., & Tulaila, F. (2024). The Effectiveness of Giving Rewards in Increasing Students' Learning Motivation. *Deleted Journal*, 1(4), 92–98.
<https://doi.org/10.62260/intrend.v1i4.279>

Nicol, D., & Macfarlane-Dick, D. (2016). *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice*. *Studies in Higher Education*, 31(2), 199–218.

Null, J. W. (1983). *William C. Bagley and the Founding of Essentialism: An Untold Story in American Educational History*. 109(4), doi:
<https://doi.org/10.1177/016146810710900408>

Oclos, A. (2018). *Archie Oclos: Social awareness through street art and the beauty and chaos of Philippine life*. Native Province.
<https://www.nativeprovince.com/blogs/news/archie-oclos>

Olasunmbo, A., Joseph, F., & Dorcas, A. (2021). Stakeholders Involvement in the Development of Cultural Landscapes for Tourism Development: A Case of Osun Grove, Osogbo. 10(2), 17–24.
<http://www.sapub.org/global/showpaperpdf.aspx?doi=10.5923/j.tourism.20211002.01>

Ortega, J. M., & Chua, E. N. (2024). Strategic impact assessment of revitalized science, technology and engineering program. *International Journal of Science, Technology, Engineering and Mathematics*, 4(1), 1-21.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Paul, A., Gilbert, K., & Remedios, L. (2012). Socio-cultural considerations in feedback (pp. 82–99). Routledge. <https://doi.org/10.4324/9780203074336-10>

Payne, A. (2021). The Arts@ Program: The Creation and Impact of an Arts Community at a Specialized Institution. 10(1), 1–14. <https://doi.org/10.36739/WEJSS.2021.V10.I1.42>

Pidduck, R. J., Shaffer, M. A., Zhang, Y., Cheung, S. S., & Yunlu, D. G. (2022). Cultural intelligence: An identity lens on the influence of cross-cultural experience. *Journal of International Management*, 28(3), 100928. <https://doi.org/10.1016/j.intman.2022.100928>

Posecion, A. T. (2018). Correlating Executive Performance, Managerial Competence and Motivational Skills of Mentors with Administrative Functions in Diverse Academic Programs of Institutions of Learning in Western Visayas, Philippines. *Journal of Education and Practice*, 9(36), 28–36. <https://iiste.org/Journals/index.php/JEP/article/download/45775/47259>

Pressman, J. L., & Wildavsky, A. (1984). *Implementation: How great expectations in Washington are dashed in Oakland (3rd ed.)*. Berkeley, CA: University of California Press.

Price, M., Handley, K., Millar, J., & O'Donovan, B. (2021). *Feedback: all that effort, but what is the effect?* *Assessment & Evaluation in Higher Education*, 36(6), 671–681.

Rogers, E. M. (1962). *Diffusion of innovations*. New York, Free Press of Glencoe.

Sabra, Z. & Al-Moaz, E. M. (2022). Awareness of Climate Change - The role of art, education and culture in raising awareness of climate change. *International Journal of Education and Learning Research*, 5(1), 48–70. <https://doi.org/10.21608/ijelr.2023.215523.1005>

Salazar, G. S. (2015). Institutionalizing Cultural Funding at the Level of the Local Government in the Philippines. 1(1). <https://doi.org/10.23969/SAMPURASUN.V1I1.20>

Sharma, M. (2023). Outcome-Based Education Pyramid: A Comprehensive Framework for Enhancing Educational Outcomes. *Thiagarajar Coll. Preceptors Edu Spectra*, 5, 67-73. <https://doi.org/10.34293/eduspectra.v5is1-may23.012>

Smilan, C. (2017). Visual immersion for cultural understanding and multimodal literacy. *Arts Education Policy Review*, 118(4), 220–227. <https://doi.org/10.1080/10632913.2017.1287805>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Smith, A. (2021). *Cultivating Cultural Competence: The Role of SIPCA in Developing Students' Cross-Cultural Skills*. Journal of Cultural Education, 35(2), 127-143.

Smith, A., et al. (2020). *Preparing for Success: The Impact of Pre-Implementation Planning in SIPCA*. Journal of Cultural and Arts Education, 36(1), 25-42.

Spady, W. D. (1998). *Outcomes based education: An international perspective*. In J. Gultig, C.

Thomson, P., Hall, C., Earl, L., Geppert, C. (2019). *The pedagogical logics of arts-rich schools: a Bourdieusian analysis*. British Journal of Sociology of Education, 40(2), 239-253. <https://bit.ly/3fKWiwJ>.

Topping, K. J. (2018). *Peer assessment between students in colleges and universities*. Review of Educational Research, 68(3), 249-276.

Topping, K. (2018). *Using peer assessment to inspire reflection and learning*. Routledge. <https://doi.org/10.4324/9781351256889>

UNESCO. (2006). *UNESCO Road Map for Arts Education: Promoting Good Practice in Arts Education*. UNESCO Publishing.

Varl, K., & Herzog, J. (2025). Artistic and Creative Development Through the Integration of Contemporary Artistic Practices into the Primary School Curriculum. CEPS Journal: Center for Educational Policy Studies Journal. <https://doi.org/10.26529/cepsj.1909>

Vibal L. (2023). *Arts + Culture in the Philippines*. <https://www.spot.ph/arts-culture>

Vygotsky, L., & Cole, M. (2018). *Lev Vygotsky: Learning and Social Constructivism*. Learning Theories for Early Years Practice, 58.

Wahed, W. J. E., Husain, A. H. bin, Wahed, W. J. E., & Pitil, P. P. (2019). The Influence of Artist in Schools (AiS) Program and the ARCS Motivational Model on Students' Creativity and Motivation in Visual Art. *International Journal of Emerging Technologies in Learning (Ijet)*, 14(20), 149-156. <https://doi.org/10.3991/IJET.V14I20.11464>

Waltenbury, M., Brady, S., Gallo, M., Redmond, N., Draper, S., & Fricker, T. (2018). Academic probation: Evaluating the impact of academic standing notification letters on students. Higher Education Quality Council of Ontario.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue I

August 2025

Available online at <https://www.instabrightgazette.com>



White, E. (2018). *SIPCA's Contribution to Global Perspective: A Comparative Study*.
International Journal of Education and Culture, 14(2), 77-93.

Williams, M. (2022). *Beginning Quantitative Research*. SAGE Publications, Limited.

Winner, E., & Hetland, L. (2008). *Art for Art's Sake? The Impact of Arts Education*. The Dana
Foundation.



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
