



PROBING THE CHALLENGES EXPERIENCED BY PERFORMERS OF CULTURE AND THE ARTS

Kristel Joy Alla- Tabao
Cagayan State University, Andrews Campus
allakristeljoy12@gmail.com

Abstract

It is necessary to have an educated grasp of this culture and to actively participate with it in some way, whether formally or informally, if one wants to have a holistic perspective on life and to have respect for what is all around us. This study's overarching objective was to investigate the difficulties that members of Cagayan State University's Culture and Arts club face on a day-to-day basis. Quantitative research was utilized to acquire information dealing with the statistical information in order to identify whether or not dependent variables pertaining to the personal profile were significant factors influencing the difficulties that student performers were required to overcome. The findings showed that teachers acknowledged the performers' dual roles as students and performers; coaching staff valued and understood the importance of prioritizing both academics and performing arts; and respondents were frequently given access to a nutritious meal during rehearsals and competitions, in addition to a medical team that assisted in monitoring their current health concerns and provided them with any necessary prescriptions or vitamins. The facts demonstrated that the presumptions that were made about their intellectual capacities and attributes were erroneous, and the struggle that they faced was in their academics.

Keyword: challenges, performers, arts, culture,

Introduction

The humanities play an essential role in the life of every community on this planet. Every single one of us, whether we are actively participating in the process or not, plays a part in the everyday process of creating, modifying, and refreshing aspects of the culture that surrounds us. To have a holistic outlook on life and to have a respect for what is all around us, it is essential to have an educated understanding of this culture and to actively engage with it in some way, whether formally or informally. There is a specific set of abilities that can be immediately applied to each and every professional role, regardless of the industry that a person works in or the number of industries that they will work in during their lifetime. Within the realm of creative arts, these abilities are emphasized through the study of dance, music, theater, visual arts, and many forms of media. Confidence. Innovative ways of thinking Improvisation. Collaboration. Compromise. Integrity. Vision. Imagination. Open-mindedness. The list might go on forever. There are numerous educational advantages to receiving training in the arts. The ability to see through chaos and discover clarity, to conceive, improvise, and recreate, as well as the fearlessness to challenge a norm in order to uncover alternate and better paths, are the skills that set certain people apart

<https://ijase.org>

from the rest in all aspects of the working life. These are the types of abilities that students may expect to learn from us through activities such as producing music, putting on a play and improvising, artistic design, and manipulating images through the use of various technology. An education in the arts is predicated on the belief that despite the fact that we are instructing artistic conventions, rules, and theories, that we are also instructing the freedom to create, experiment, and eradicate boundaries of possibility and that we are also cultivating an environment where success is determined by a willingness to fail. This belief underpins the arts education. The creative process involves looking outside of oneself. Listening, feeling, sensing, and moving are all crucial, but the most important of these is reacting; more specifically, reacting to the constantly shifting culture of the world around you. A consciousness of the significance of continuing to pursue a diverse array of disciplines and studies all the way up to and beyond the HSC is something that absolutely must be ingrained in the minds of all prospective students. It is essential for students to be able to readily see how the transferable skills they learn in the arts can be applied in their other areas of study as well as in their social lives. Not only is this important for the variety that students experience in their day-to-day schooling lives, but it is also essential for students to be able to do so. In addition, an education in the arts is never anything that can be considered "standalone."

Students that take part in extracurricular activities at their high school are better able to acquire crucial life qualities such as commitment, persistence, tenacity, working well with others, and a sense of fair play. Students have many opportunities to develop skills that are necessary for success in life and in the workplace through participation in activities related to the performing arts, in particular. Activities in areas such as music, theater, public speaking, and debate are great for developing what are known as the "Four Cs of 21st Century Skills," which are critical thinking, communication, cooperation, and creative problem solving. In 2014, the National Association of Colleges and Employers (NACE), a non-profit organization that connects college career placement offices with employers, carried out a survey in which they asked hiring managers to rank the order of importance of the skills they consider to be important when recruiting new employees. Leadership was at the top of their list, along with the ability to work effectively within a team environment, to make decisions and find solutions to problems, to communicate effectively with people both inside and outside the business, and to successfully plan, organize, and prioritize work. It is impossible to be successful in performing arts without the ability to work successfully in a group, often known as collaboration. Students in the performing arts not only have to work together, but they also have to do so in a creative manner. This is true whether they are trying to raise money for a trip to a music festival, perfecting the last few details of a performance, or preparing to defend a debate case against upcoming and unknown opponents. In addition to this, they frequently have to work under stringent time constraints. You need to be able to "think on your feet" in order to answer appropriately to an opponent's points during a debate or to respond to unplanned events that occur during a theatrical performance. When constructing an argument that is convincing, debaters are urged to identify a goal and a sequence of intermediate actions to achieve that aim. They are required to give careful consideration to how their opponent might react, and they must also make preparations for that possibility. Students who are studying theatre, whether they are acting in productions or working behind the scenes, are required to organize and prioritize their work in order to ensure that all of the fundamental tasks are completed in a timely

manner.. Performers in musical ensembles were aware that they need to arrive at practices well prepared and be willing to devote the time they spend there to honing their performance to the best of their abilities. Work must planned out and prioritized in order to be successful. Students in performing arts groups need to be willing to take on a variety of responsibilities in order to play an active part in the group and be considered team players. It's possible that a student will act as a cheerleader at some point in order to assist and encourage fellow classmates who are finding it difficult to do their part.

However such problems and challenges experienced by performers. Spady was one of the first researchers to propose a widely recognized theory on academic performance as described by student retention in 1970. The basic assumption of this theory was that student performance is best explained by a process involving an interaction between the individual student and the university environment. In this interaction, the student's attributes such as attitudes, skills and interests are exposed to influences, expectations and demands of the university. The result of this interaction determined whether the student be assimilated in the academic and social system of the university and subsequently whether the student be retained in the university.

It is for these reason that the fundamental purpose if the study is to probe the challenges experienced by student performers

Statement of the Problems

This study generally aimed to probe the challenges encountered by the members of the Culture and the Arts in Cagayan State University.

Specifically, the researcher aims to answer the following questions

1. How do the following challenges encountered relate to the academic performance of the respondents?
 - 1.1.Uniform and costumes
 - 1.2.Financial
 - 1.3.Academic Affairs
 - 1.4.Coaching and Training
 - 1.5.Health and Diet
 - 1.6.Facilities
 - 1.7.Parental

METHODOLOGY

Finding out the difficulties that college students in Cagayan State University face was the goal of this research project. This suggests that a quantitative approach to research design was utilized in the conducting of this investigation. Quantitative research were used to gather information dealing with the statistical information to determine if dependent variables relating to factors personal profile were significant factors influencing the academic performance of students. These techniques are used to determine if the dependent variables were significant factors. In order to

present the findings of these methodologies, statistics, tables, and graphs are frequently utilized. Because of this, quantitative research is capable of being measured and quantified.

The Carig and Andrews Campuses of Cagayan State University were the sole locations where the research was carried out. Even though the administration of the questionnaires was carried out online through the use of google forms, the majority of the coordination for this study was carried out on the campuses listed above.

The researcher attempted to obtain permission to administer the study instrument from the executive officers of the campus by seeking endorsement from the President of the University. When permission was finally given, the researcher worked in coordination with the sociocultural coordinators to obtain information about the performers by reaching out to them.

Due to the epidemic, the researcher was unable to personally administer the questionnaire, therefore instead, Google Forms were used to distribute and collect responses to the questionnaire. Within the survey itself, it was requested of the respondents that they take part in the investigation while providing their informed consent. Participants were told about the purpose of the study as well as the confidentiality of the results, which will be used for the exclusive purpose of this research and will not be shared with any other parties. However, the researcher is aware that the participants have the option to withdraw from the study if they don't feel like answering the instrument for reasons that are either personal or undisclosed to them.

Before the formal analysis was carried out, as part of the protocol for data analysis, the normality and linearity of the data were examined with both parametric and non-parametric tests. This was done before the formal analysis was carried out. The profile of the respondents was described using the mean as well as the percentage of each response. A paired T-test as well as an Analysis of Variance (ANOVA) for the profile variables were used to investigate the significance of the gap that existed between the level of performance and the importance of the received support indicators.

Challenges Encountered as Culture and Arts Performers

Identifying the challenges faced by the culture and the arts performers are deemed necessary before examining how these challenges affect the academic performance of the respondents. The succeeding tables present and describe the assessment of the respondents on the pre-determined challenges as culture and arts performers. The Table 3.1 shows the statistical result of the evaluation of the respondents of their Uniform, costume, and Instruments provided to them by the university. It can be inferred from the table that generally; the respondents have a positive feedback on the support provided by the University. Respondents highly affirm that musical instruments are always functional and ready to use (3.57) and that costumes and accessories fit the requirements of specific event (3.48). These findings allow the study to conclude that the

<https://ijase.org>

respondents do not see uniform and costumes as a challenge. This implies that the university is doing its responsibility to provide the uniform, costumes and instruments needed by the performers during practices and competition.

Mullane (2010) emphasized in her study that costumes are seen to be important part of every culture and the arts performances. It is meant to put emphasis on the performers movements and create uniformity for the team. She also added that, it is important that the costumes and uniform should be comfortable and flexible to meet the necessity of the specific performance. Costumes may not directly affect the performers ability to perform as perceived by the respondents, but it significantly influences performers comfort and confidence.

Table 1. Challenges Encountered in terms of Uniforms and Costumes

Uniforms /Costumes/Instruments	Mean	Interpretation
Musical Instruments are always functional and ready to use	3.57	Always
The costumes and other accessories fit the requirements of specific events.	3.48	Always
Uniforms are properly distributed.	3.43	Always
All costumes and props are functional and ready for use.	3.43	Always
There's a complete uniform given to the performers during competition.	3.40	Always
The tailor is following the design of the costumes.	3.39	Always
Costumes, props and other accessories are provided by the school administration.	3.36	Always
Weighted Mean	3.44	Always

Meanwhile, table 3.2 presents the indicators of university's financial support to the performers. In general, the performers rated this aspect positively. This implies that the performers have not considered financial aspect as a challenge. However, when compared to the previous table, financial aspect received a relatively lower rating. As observed in the table, the indicator which received the lowest rating is the provision of allowance during practices. Performers as well as their trainers agree that the performers spend not only during competitions but also during practices. However, the university also supports the performers during practice by providing them food while the trainers and coaches volunteer for some other support mechanisms.

Student allowances for extracurricular are important, as cited in the study of Morgan (2005) where he concluded from the interviews that financial concerns, with time restraints, was one of the challenges facing students that affected their academic performance. He also concluded that many of the surveyed respondents came from low income families and support from the school could really help the participants.

Table 2. Challenges Encountered in terms of Financial Support

Financial	Mean	Interpretation
-----------	------	----------------

Allowance is given equally and equitably to the performers.	3.01	Often
Other sorts of financial assistance for performers are ready (e.g., injury, sick, etc)	2.97	Often
There is an allowance given during competitions.	2.87	Often
Allowance given is enough for the duration of the competition.	2.82	Often
Allowance is enough for the duration of practices.	2.79	Often
Allowance is given on time.	2.77	Often
There is an allowance given for practices.	2.70	Often
Weighted Mean	2.85	Often

One of the most important factors that needs to be evaluated is as to how performers and artist see their academic studies as a challenge. As seen in the Table 3.3, the respondents agree that the university is giving them academic support while they involve themselves in sociocultural activities. However, it is clear in the table that they have rated some of the indicators in this aspect lower than the others. When asked if teachers encourage the performers to excel both in their academics and performing activities, the respondents positively affirm that the teachers are “always” doing this indicator. Moreover, the teachers always acknowledge special orders of the performers for practices and competition, as perceived by the respondents. This implies that teachers recognize the dual identity of the performers as students and performers.

On the other hand, when asked if the school conducts make up classes for performers who were not able to attend regular classes, it can be seen in the table that the respondents rated this the lowest. In as much as the university supports the performers in their events, the university should also place large efforts in supporting performer’s academic success. According to Umbach and Wawrzynski (2005), faculty play a huge role in influencing student performer’s academic experience. Providing a class schedule ahead of time, accepting make-up work, or allowing tests to be taken early: All of these are of incredible value to student-performers, who often need to plan ahead to stay on track academically (Ferlazzo, 2019). Thus, it is vital that the university shall have programs or services that will help the performers cope up in their academics.

Table 3. Challenges Encountered in terms of Academic Affairs

Academic Affairs	Mean	Interpretation
Teachers encourage performers to excel both in academic responsibilities and performing arts.	3.67	Always
Teachers acknowledge Special Orders of the performers for practices and competitions.	3.36	Always
Our teachers understand our situation on becoming a performer.	3.23	Often
The school is adaptive of the performers' situations like making considerations on projects, quizzes, and assignments.	3.21	Often

Our classes have flexible time schedules.	3.18	Often
The school administers medical examination to see if performers are fit.	3.10	Often
The school conducts make up classes for performers who were not able to attend regular classes.	2.93	Often
Weighted Mean	3.24	Often

Seen as a crucial variable is the assessment of the respondent to the indicators of coaching and training aspect. In most cases, coaching effects largely the performance of an artist. It is pleasant to note that table 3.4 presents a generally positive feedback to coaching and training where the respondents rated all indicators as “always”. It can be gleaned in the table that among all the indicators, the encouragement of the coaching staff to the performers to excel both in their academics and socio-cultural activities was rated the highest. This would mean that the coaching staff value and understand that both academics and performing arts should be prioritized.

Christensen, et.al’s (2019) conclusion in their study is consistent to this study’s finding as the authors stated that coaches and trainers can also motivate and inspire performing artists to succeed in their academics. This is also aligned in the study of Finley & Fountain (2011) which they stated that coaches and trainers are expected to carry out certain roles and responsibilities. Some coaches and trainers consider their role as a coach who ensures that performing artist are mentored not only for culture and the arts performances but for academic success and personal development as well.

Table 4. Challenges Encountered in terms of Coaching and Training

Coaching and Training	Mean	Interpretation
The coaching staff encourage performers to excel both in performing arts and academic responsibilities	3.69	Always
The coaching staff emphasizes sportsmanship and fairness as priority over winning.	3.68	Always
The coach is knowledgeable of the procedures and rules of the competition.	3.67	Always
The coach demonstrated leadership and high moral character on the field and within the campus community.	3.65	Always
The coaching staff placed an emphasis on academics and the emotional well-being of performers above pressure of winning	3.65	Always
The coaching staff provided consistent feedback regarding skill development and how to improve.	3.59	Always
Rehearsal schedule are flexible for the performers	3.32	Always
Weighted Mean	3.61	Always

In addition to that, one of the aims of this research is to investigate the difficulties that the respondents have experienced in terms of the health and diet component. According to the information provided in table 3.5, it is clear that the indicators falling under the categories of health

and food are not commonly regarded as being problematic by the respondents. When one examines the table, one finds that five of the seven indicators are given the rating "frequently." This indicates that the respondents are frequently given access to a nutritious meal during rehearsals and competitions, as well as a medical team to assist in monitoring their current health concerns, as well as any necessary prescriptions or vitamins. On the other side, the respondents gave a resounding endorsement to the idea that there is constant access to drinking water during both training and tournaments.

According to Dunn (2020), one of the most important things a performer can do is to consume a considerable amount of water throughout the course of a single day. They need to consume between 0.5 and 1 ounce of water for every pound of body weight that they have. In point of fact, dehydration is one of the primary causes of poor performance, which highlights the significance of drinking enough water. Therefore, he suggested that performers should make an effort to have a water bottle with them throughout the day in order to guarantee that they are properly hydrated. In addition, performers will have the opportunity to participate in additional rehearsals, receive additional instruction, and spend additional time studying and perfecting every aspect of their performance. Because of all of this, their bodies will be put under a certain degree of stress; therefore, the food that they consume is absolutely necessary if they want to be in good enough condition to keep up with a hectic schedule. In the research done by Hobson (2016), the author emphasizes that it is essential for artists who want to have a long and successful career to treat their bodies as if they were instruments. Furthermore, she emphasizes that it is essential to understand how to achieve a sustainable, healthy, and balanced lifestyle in order to ensure that the body is able to perform at its highest potential.

Table 5. Challenges Encountered in terms of Health and Diet

Health and Diet	Mean	Interpretation
Drinking water is always available during practices.	3.72	Always
Drinking water is always available during competition.	3.69	Always
Performers are provided a healthy diet during rehearsals and actual competitions.	3.21	Often
During competitions and practices, a medical team is always present to monitor performers' health condition.	3.14	Often
Food serving during competition are based on the specific diet needed of the performer	3.09	Often
During practices, a medical team is always ready to check performers' health condition.	2.97	Often
Medications or vitamins are given to performers.	2.82	Often
Weighted Mean	3.24	Often

Facilities that can be used by performing artists are considered to be the most important component of activities that involve practicing culture, the arts, and sports. According to the data in Table 3.6, the respondents do not appear to have any problems with the facilities. It demonstrates

<https://ijase.org>

that the respondents are pleased with the facilities that have been provided by the university. This suggests that the university has the necessary facilities and equipment for all of their various practices. The majority of respondents expressed agreement with the statement that the university provides stock rooms for the props and costumes as well as cabinets where they place the outfits. In addition, there is always a water dispenser in their rehearsal space to use whenever they need it. Even if all of the evaluations are positive, a closer look at the data revealed that the supply of locker rooms and fitness facilities for the performers were given the lowest grade.

In the research conducted by Kruszynska and Poczta (2020), the authors emphasized that infrastructure plays an important role in participating in regular cultural and artistic activities. According to their findings, a barrier to a good performance is posed by facilities that are insufficiently developed or to which access is denied.

Table 6. Challenges Encountered in terms of Facilities

Facilities	Mean	Interpretation
There is a stock room provided for the props and instruments.	3.51	Always
There is a permanent water dispenser for the performers.	3.35	Always
There is an adequate lighting and ventilation inside rehearsals rooms during practice.	3.27	Always
Cabinets are provided for costumes storage.	3.26	Always
The facilities and rehearsal rooms meet the standards.	3.23	Often
There is a permanent rehearsal room for the performers.	3.18	Often
There is a locker room and fitness center for the performers.	2.76	Often
Weighted Mean	3.22	Often

It has been determined that looking into the involvement of the parents is important for this study. This type of parental involvement is normally initiated by the parents, and it typically pertains to performing arts activities that their children are participating in. As can be seen in table 3.7, there is a generally good assessment regarding the involvement of parents in terms of their children's participation to sociocultural activities in school. This can be attributed to the fact that parents encourage their children to participate. It is important to note that the performers strongly asserted that their parents gave equal importance to their academic pursuits as well as their participation in cultural and artistic activities, and that their parents gave them the necessary support to maintain a positive attitude prior to and while they were competing. This demonstrates that the engagement of the artist's parents has a substantial impact on the artist's ability to perform in the performing arts.

There is no question that parents have a considerable impact on their children's decision to participate in cultural and artistic activities (Poland, 2012). The majority of the time, parents are their children's primary sources of motivational support and serve as both facilitators and coaches.

According to Wilson, parents frequently play the roles of coaches, facilitators, and motivators for the young athletes in their families (2005). He also mentioned that parents may offer a significant amount of support in the areas of finances, emotions, and physical well-being.

Table 7. Challenges Encountered in terms of Parental Support

Parental	Mean	Interpretation
Our parents always encourage us to excel in academics and performing arts activities.	3.58	Always
Our parents are giving equal importance to our studies and to our participation in culture and the arts.	3.57	Always
Our parents provide the needed support to boost our morale before and during the competition.	3.46	Always
Our parents allow us immediately to participate in the events.	3.40	Always
There is a form given to parents before the competition for their consent.	3.39	Always
Our parents have the opportunity to speak freely with our trainers and coaches regarding program concerns without reprisal.	3.24	Often
Our parents are always present during completions.	2.75	Often
Weighted Mean	3.34	Always

Conclusion and Recommendation

The assumptions that were made about their intellectual capacities and qualities were shown to be incorrect by the evidence. The situations that individuals face as performers and artists have little bearing on their capacity to do academic work, despite the fact that they actually experience those circumstances. This demonstrates that concerns pertaining to a student's health and diet, resources, facilities, costumes, coaching, or training do not prevent the student from achieving academic achievement. The demands of student performers and artists were met in their entirety by educational institutions. In addition to this, it is suggested that better access to medications and vitamins for the performers be established. It is possible to seek the advice of a dietitian or nutritionist in order to tailor the performers' diets to the specific requirements of each event. In addition, the university and the office in charge of campus infrastructure can check to see if the practice spaces provided for the performers are up to par with the standards and have the necessary equipment. In addition, dressing rooms and exercise facilities can be constructed for the artists.

REFERENCES

- Ahmad, M., Rahman, M. F., Ali, M., Rahman, F. N., & Al Azad, M. A. S. (2015). Effect of Extra Curricular Activity on Student's Academic Performance. *Journal of Armed Forces Medical College, Bangladesh*, 11(2), 41-46.
- Alghaswyneh, O. F. M., & Basri, W. S. (2015). The Role of Time Management and its Impact on Students' Academic Achievement A Case (Students at Northern Borders University). *International Research Journal of Finance and Economics*, 136, 117-125.
- Baquiran, J. (2018). Status of Athletes in Cagayan State University [Unpublished Master Theses]. Cagayan State University
- Burchard, K. (2014). The relationship of social, personal, and academic growth between theatre and non-theatre arts students: a comparative study.
- Christensen, K. M., Raposa, E. B., Hagler, M. A., Erickson, L., & Rhodes, J. E. (2019). Role of athletic coach mentors in promoting youth academic success: Evidence from the Add Health national longitudinal study. *Applied Developmental Science*, 1-11.
- Cummins, S. B. (2012). Down front: Challenges facing community college based performing arts centers.
- David T (2010) (Parent involvement and student academic performance: A multiple mediational analysis
- Fountain, J. J. & Finley, P. S. (2011). Academic clustering: A longitudinal analysis of a Division I football program. *Journal of Issues in Intercollegiate Athletics*, 4, pp. 24-41.
- Henry, T. (2002). Study: Arts education has academic effect. *USA Today*, 6.
- Higueras-Fresnillo, S., Martínez-Gómez, D., Padilla-Moledo, C., Conde-Caveda, J., & Esteban-Cornejo, I. (2016). Dance participation and academic performance in youth girls. *Nutricion hospitalaria*, 33(3), 761-762.
- Hodges, D. A., & O'connell, D. S. (2005). The impact of music education on academic achievement. The University of North Carolina at Greensboro. Retrieved August, 20, 2010.
- Kruszyńska, E., & Poczta, J. (2020). Difficulties Limiting Access to Sports and Recreational Facilities in the City in the Perceptions of Service Users. *Sports and Recreational*



- Infrastructure Management Policy—Poznan Case Study. *International journal of environmental research and public health*, 17(5), 1768.
- Li, N., & Murphy, W. H. (2018). Religious affiliation, religiosity, and academic performance of university students: Campus life implications for US universities. *Religion & Education*, 45(1), 1-22.
- Montecalbo-Ignacio, R., Iii, R., & Buot, M. (2017). Academic achievement as influenced by sports participation in selected universities in the Philippines. *Education*, 7(3), 53-57.
- Morgan, D. J. (2005). An investigation of selected academic and nonacademic predictor variables of academic performance of student-athletes at Louisiana State University.
- Mullane. (2010). Mullane Dancers. Dance Clothes. <https://www.mullanedancers.com/>
- Nutrition for musical theatre students. (2016, January 11). Trinity Laban. <https://trinitylaban.wordpress.com/2016/01/11/nutrition-for-musical-theatre-students-2/>
- Periera , M (2011) The Influence of Student and School Variables on Student Performance on the New Jersey Assessment of Skills and Knowledge in Grade 8. Section Hall University
- Response: How teachers and sports coaches can help ensure that 'Everyone wins' (Opinion). (2021, March 5). Education Week. <https://www.edweek.org/teaching-learning/opinion-response-how-teachers-and-sports-coaches-can-help-ensure-that-everyone-wins/2019/01>
- Sacolles, MJ. (2020). Evaluation of Received Support of Athletes in Rizal District, Kalinga [Unpublished Master Theses]. Cagayan State University
- Slusser, D. C. (2008). Relationship between High School Theatre Participation and the Development of Workplace Competencies.
- Stegall, R. (2012). A study in the grade point average of athletes vs. non-athletes (Doctoral dissertation, Northwest Missouri State University).
- Swapp, N. (2016). Creativity and academics: The power of an arts education. Edutopia: George Lucas educational foundation, para, 1(4), 8.