

PRESTIGE AND CHALLENGES OF THE CULTURAL DANCERS OF THE LAGUNA STATE POLYTECHNIC UNIVERSITY

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ABSTRACT : This study determined the prestige and challenges of the cultural dancers of the Laguna State Polytechnic University school year 2019 – 2020. Specifically, this study determined the demographic profile of the cultural dancers in terms of age, sex, gender, course, and year level, the level of prestige of the cultural dancers in terms of objectives in joining, skills in dancing, exposure of the dancers, and training, the level of challenges of the cultural dancers in terms of time management, academic achievement, support of family and friends, expectations of the school, and technical assistance of the school, the significant relationship between the demographic profile and challenges of the cultural dancers, and the significant relationship between the prestige and challenges of the cultural dancers of Laguna State Polytechnic University?

The researchers used the descriptive survey research method that utilizes an enumerated sampling technique. The participants were 100 cultural dancers. A self-made survey questionnaire was used in this study. Frequency distribution was used in the demographic profiles of the respondents. Mean and standard deviation were used to determine the level of prestige, and level of challenges of the cultural dancers. Pearson moment correlation coefficient was used to measure the significant relationship between the profiles and challenges of cultural dancers, and the significant relationship between the prestige and challenges of cultural dancers.

The following were the significant findings of the investigation: Findings show that the majority of the respondents are female, 19 years old, most of them are first year and belongs to the course of Bachelor of Physical Education. The level of prestige of the cultural dancers of laguna state polytechnic university in terms of objectives in joining, skills in dancing, exposure of the dancers, and training got a verbal interpretation of very highly prestige. Furthermore, the level of challenges of the cultural dancers of laguna state polytechnic university in terms of time management, academic achievement, support of family and friends, expectation of the school, and technical assistance of the school got a verbal interpretation of very highly challenge. The relationship between the profiles and challenges of cultural dancers is significant, and the relationship between the prestige and challenges of cultural dancers is also significant.

The researcher therefore concludes that there is a significant relationship between the profiles and challenges of cultural dancers, and there is also a significant relationship between the prestige and challenges of cultural dancers. Thus, the null hypothesis is rejected.

KEYWORDS: *Prestige and Challenges, Cultural Dancers.*

I. INTRODUCTION

The prestige of cultural dancers is closely tied to the significance and recognition of the cultural traditions they represent. Cultural dancers who uphold and accurately portray their culture's customs are frequently held in high regard. Cultural legacy is preserved to some extent when traditional dance forms, costumes, and rituals are faithfully portrayed (Javiña, 2020). The Philippines' rich cultural relationship with our neighbouring countries is visible in our dance forms. As dance is a means of conserving cultural legacy, and school plays a significant role in preserving that legacy, for this reason, students need to be aware of different genres of dance (Javiña, 2020). According to Bannon (2010), dancing is an intellectual, physical, and sensorial response to experiences of the world. Many theorists advocated that the integration of our physical, intellectual, and emotional selves can occur in dancing, and education's holistic benefits can be understood through dancing. Cultural dancers have a deep understanding of the cultural context, history, and symbolism behind the dances adds to their prestige as cultural dancers. Education and knowledge about the cultural significance of their performances contribute to a more meaningful presentation. Philippine cultural dance is a genre of contemporary art in the Philippines.

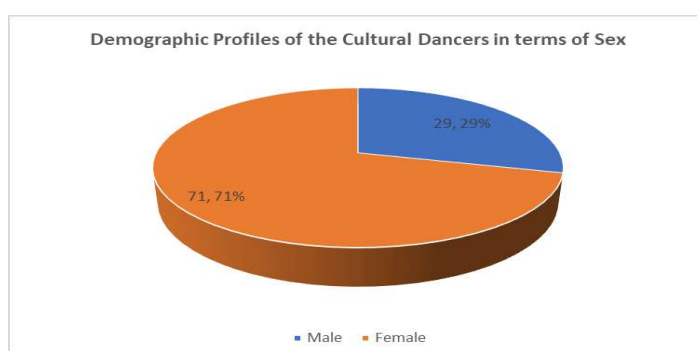
Many believe that folk dance can be best defined as people's ordinary dance, a dance they have learned by looking at and emulating others. Cultural dancers encounter a variety of challenges both in their local communities and in larger settings. Their capacity to practice, maintain, and propagate their cultural traditions may be impacted by these difficulties. Among the challenges may include balancing the time between work and study, support of family, school, and community as well as meeting the expectation of the organization (Javiña, 2020).

II. METHODOLOGY

The researchers used the descriptive survey research method that utilizes an enumerated sampling technique. The participants were 100 cultural dancers of the Laguna State Polytechnic University. A self-made survey questionnaire was used in this study. Frequency distribution was also used in the demographic profiles of the respondents. Mean and standard deviation were used to determine the level of prestige, and level of challenges of the cultural dancers. Pearson moment correlation coefficient was used to measure the significant relationship between the profiles and challenges of cultural dancers, and the significant relationship between the prestige and challenges of cultural dancers.

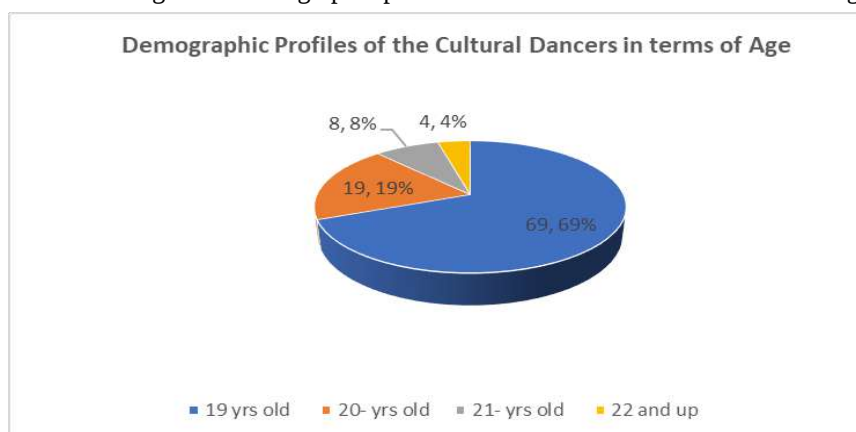
III. RESULT AND DISCUSSION

Figure 1. Demographic profiles of the cultural dancers in terms of sex.



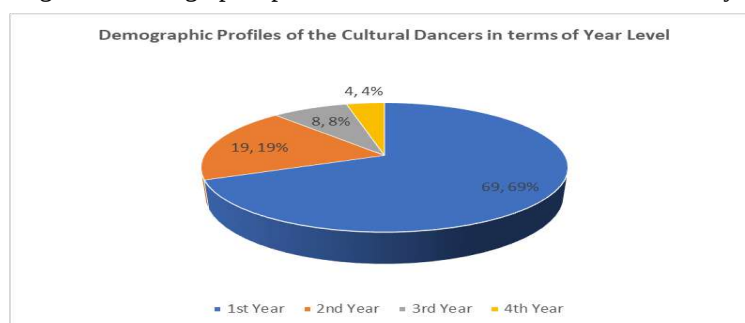
The majority of the cultural dancers are female (71%) compared to their male counterpart (29%). This indicates that there are more female students are mostly involved in cultural dancing. This implies that dance may be perceived as a more "feminine" art form in certain societies, leading to greater female participation. With women taking the lead in cultural dance, they may become primary custodians of traditional practices, especially in communities where dance plays a key role in storytelling, rituals, or festivals.

Figure 2. Demographic profiles of the cultural dancers in terms of age.



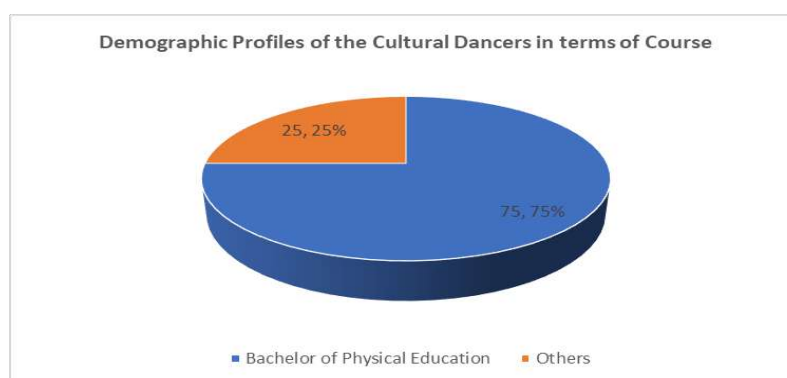
The majority of the students belongs to 19 years old (69 or 69%) compared to 20 years old (19 or 19 %) and 21 years old (8 or 8 %) and 22 and above (4 or 4%). This indicates that the most of the Cultural dancers belongs to the expected age. This also means that the students are still in the productive stage of life. They can participate in any program and projects for the cultural dancers.

Figure 3. Demographic profiles of the cultural dancers in terms of year-level.



The majority of the students belong to first year sixty-nine (69%), followed by second year nineteen (19%), third year with eight (8%), and lastly fourth year four (4%) This indicates that most of the Cultural dancers belongs to lowest year level. As the year level increases the participants in the year level decreases.

Figure 4. Demographic profiles of the cultural dancers in terms of course.



It is reflected in figure 4 that majority of the students belongs to Bachelor of Physical Education seventy-five (75%). This indicates that the most of the Cultural dancers belongs to their field of expertise. This also means that there are students involve in cultural dancing that they can still participate although they have different major of expertise (25 or 25%).

Level of Prestige of the Cultural Dancers

Table 1. Level of Prestige of the Cultural Dancers in terms of Objective in Joining

Statement	MEAN	SD	REMARKS
<i>As a cultural dancer...</i>			
<i>I joined the dance troupe because I have a genuine passion for dance</i>	4.52	0.73	<i>Strongly Agree</i>
<i>I love expressing myself through movement</i>	4.53	0.76	<i>Strongly Agree</i>
<i>I joined the dance troupe because it provides an opportunity for me to improve my talent</i>	4.48	0.74	<i>Strongly Agree</i>
<i>Enjoy meeting and socializing with friends and peers with the same interests.</i>	4.47	0.71	<i>Strongly Agree</i>
<i>I joined the dance troupe because I want to perform in different places and events</i>	4.47	0.71	<i>Strongly Agree</i>
Overall Mean = 4.49 Standard Deviation = 0.75			
Verbal Interpretation = Very Highly Prestidige			

Table 1 reveals the level of prestige of the cultural dancers in terms of objective in joining. The respondents strongly agree that they love expressing themselves through movement ($M = 4.53$, $SD = 0.76$). Likewise, the respondents strongly agree that they joined the dance troupe because they have a genuine passion for dance ($M = 4.52$, $SD = 0.73$). Furthermore, the respondents strongly agree that they joined the dance troupe because it provides an opportunity for them to improve their talent ($M = 4.48$, $SD = 0.74$). Lastly, the respondents strongly agree that they enjoy meeting and socializing with friends and peers with the same interests, and they joined the dance troupe because they want to perform in different places and events ($M = 4.47$, $SD = 0.71$). The level of prestige of the cultural dancers in terms of objective in joining attained an overall mean score of 4.49 and

a standard deviation of 0.75 and was verbally interpreted as very highly prestige. The implication of this result is that the dancers were motivated by their love for dance rather than external factors such as money, fame, or pressure from others. It suggests that their participation in the troupe was driven by intrinsic motivation and personal enjoyment.

Table 2. Level of Prestige of the Cultural Dancers in terms of Skills in Dancing

<i>Statement</i> <i>As a cultural dancer...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I move my body in a clear and well-defined way</i>	4.56	0.73	<i>Strongly Agree</i>
<i>I move gracefully and properly execute fundamental positions of arms and feet in folk dancing</i>	4.44	0.76	<i>Strongly Agree</i>
<i>I use appropriate dance vocabulary when describing dances</i>	4.48	0.74	<i>Strongly Agree</i>
<i>I can identify factors that can affect the quality of a dance performance (energy, focus, expression)</i>	4.46	0.76	<i>Strongly Agree</i>
<i>I recognize patterns and combinations of steps in folk dance</i>	4.46	0.76	<i>Strongly Agree</i>
Overall Mean = 4.49 Standard Deviation = 0.75			
Verbal Interpretation = Very Highly Prestidge			

Table 2 reveals the level of prestige of the cultural dancers in terms of skills in dancing. The respondents strongly agree that they move their body in a clear and well-defined way ($M = 4.56$, $SD = 0.73$). Likewise, the respondents strongly agree that they use appropriate dance vocabulary when describing dances ($M = 4.48$, $SD = 0.74$). Furthermore, the respondents strongly agree that they can identify factors that can affect the quality of a dance performance (energy, focus, expression), and they can recognize patterns and combinations of steps in folk dance ($M = 4.46$, $SD = 0.76$). Lastly, the respondents strongly agree that they move gracefully and properly execute fundamental positions of arms and feet in folk dancing ($M = 4.44$, $SD = 0.76$).

The level of prestige of the cultural dancers in terms of skills in dancing attained an overall mean score of 4.49 and a standard deviation of 0.75 and was verbally interpreted as very highly prestige.

The implication of this result is that the dancers have a specialized knowledge of dance terminology and are expected to communicate effectively using precise and accurate language. This suggests that using the correct dance vocabulary is important for clarity, professionalism, and understanding within the dance community

Table 3 Level of Prestige of the Cultural Dancers in terms of Exposure of the Dancer

<i>Statement</i> <i>As a cultural dancer...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I can associate costumes with the dances.</i>	4.41	0.73	<i>Strongly Agree</i>
<i>I can distinguish between the dance styles of different ethnic groups.</i>	4.44	0.76	<i>Strongly Agree</i>
<i>I use appropriate dance vocabulary when describing dances</i>	4.47	0.74	<i>Strongly Agree</i>
<i>I am exposed more to the history and literature about folk dances</i>	4.42	0.75	<i>Strongly Agree</i>
<i>I was encouraged by my school to dance folk dances during STRASUC</i>	4.45	0.76	<i>Strongly Agree</i>
Overall Mean = 4.44 Standard Deviation = 0.72			
Verbal Interpretation = Very Highly Prestidge			

Table 3 reveals the level of prestige of the cultural dancers in terms of exposure of the dancers. The respondents strongly agree that they use appropriate dance vocabulary when describing dance ($M = 4.47$, $SD = 0.74$). Likewise, the respondents strongly agree that they were encouraged by their school to dance folk dances during STRASUC ($M = 4.45$, $SD = 0.76$). Furthermore, the respondents strongly agree that they can distinguish between the dance styles of different ethnic groups. ($M = 4.44$, $SD = 0.76$). Moreover, the respondents strongly agree that they are exposed more on the history and literature of folk dance ($M = 4.42$, $SD = 0.75$). Lastly, the respondents strongly agree that they can associate costumes with the dance ($M = 4.41$, $SD = 0.73$).

The level of prestige of the cultural dancers in terms of exposure of the dancers attained an overall mean score of 4.44 and a standard deviation of 0.72 and was verbally interpreted as very highly prestige.

This implies that dancers have a deeper understanding and appreciation of the cultural and historical significance of folk dances. This exposure may enhance their performance, technique, and ability to interpret dances authentically. It also suggests that dancers may be more knowledgeable about traditions, stories, and influences behind folk dances compared to those who are not exposed to such history and literature

Table 4 Level of Prestige of the Cultural Dancers in terms of Training

<i>Statement</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a cultural dancer...</i>			
<i>I practice rigorously to master the steps of folk dancing.</i>	4.58	0.76	Strongly Agree
<i>I give ample time to training and rehearsal</i>	4.45	0.74	Strongly Agree
<i>I train with other coaches to update my knowledge about recent trends in folk dances</i>	4.47	0.75	Strongly Agree
<i>I took up special training from professionals to enhance my dancing skills</i>	4.44	0.71	Strongly Agree
<i>I train on my free time to execute perfectly the difficult steps</i>	4.46	0.72	Strongly Agree
Overall Mean = 4.48 Standard Deviation = 0.74			
Verbal Interpretation = Very Highly Prestige			

Table 4 reveals the level of prestige of the cultural dancers in terms of training. The respondents strongly agree that they practice rigorously to master the steps of folk dancing ($M = 4.58$, $SD = 0.76$). Likewise, the respondents strongly agree that they train with other coaches to update my knowledge about recent trends in folk dance ($M = 4.47$, $SD = 0.75$). Furthermore, the respondents strongly agree that they train on their free time to execute perfectly the difficult steps ($M = 4.46$, $SD = 0.72$). Moreover, the respondents strongly agree that they give ample time to training and rehearsal ($M = 4.45$, $SD = 0.74$). Lastly, the respondents strongly agree that they took up special training from professionals to enhance their dancing skills ($M = 4.44$, $SD = 0.71$).

The level of prestige of the cultural dancers in terms of training attained an overall mean score of 4.48 and a standard deviation of 0.74 and was verbally interpreted as very highly prestige.

This implies that dancers recognized the need for expert guidance to improve their skills and performance. It suggests that professional training provides them with advanced techniques, discipline, and a deeper understanding of dance. Additionally, it implies a commitment to growth and development in their dance journey.

Table 5 Level of Challenges of the Cultural Dancers in terms of Time Management

<i>Statement</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>As a cultural dancer...</i>			
<i>I manage multiple commitments such as school work and being a dancer</i>	4.44	0.73	Strongly Agree
<i>I manage my time by carefully managing my schedule in school and rehearsal</i>	4.56	0.76	Strongly Agree
<i>I balance the need for intensive practice, school requirements and family time.</i>	4.48	0.74	Strongly Agree
<i>I manage my energy level to avoid fatigue and burnout</i>	4.47	0.73	Strongly Agree
<i>I maintain a healthy personal and professional relationship with my co-dancer</i>	4.45	0.71	Strongly Agree
Overall Mean = 4.48 Standard Deviation = 0.74			
Verbal Interpretation = Very Highly Challenge			

Table 5 reveals the level of challenges of the cultural dancers in terms of time management. The respondents strongly agree that they manage their time by carefully managing their schedule in school and rehearsal ($M = 4.56$, $SD = 0.76$). Likewise, the respondents strongly agree that they balance the need for intensive practice, school requirements and family time ($M = 4.48$, $SD = 0.74$). Furthermore, the respondents strongly agree that they manage their energy level to avoid fatigue and burnout ($M = 4.47$, $SD = 0.73$). Moreover, the respondents strongly agree that they maintain a healthy personal and professional relationship with their co-dancer ($M = 4.45$, $SD = 0.71$). Lastly, the respondents strongly agree that they manage multiple commitments such as school work and being a dancer ($M = 4.44$, $SD = 0.74$).

The level of challenges of the cultural dancers in terms of time management attained an overall mean score of 4.48 and a standard deviation of 0.74 and was verbally interpreted as very highly challenge.

This implies that dancers need strong time management skills to balance their academic responsibilities and dance commitments. It suggests that they prioritize their activities, stay organized, and make conscious efforts to fulfil both school and dance obligations without compromising either.

Table 6 Level of Challenges of the Cultural Dancers in terms of Academic Achievement

Statement	MEAN	SD	REMARKS
As a cultural dancer...			
I manage my academics seriously to meet my goals	4.59	0.73	Strongly Agree
I give priority to my studies over my commitment to dance	4.46	0.76	Strongly Agree
I received different academic distinctions and co-curricular awards	4.45	0.74	Strongly Agree
I am a consistent achiever in my classes	4.48	0.76	Strongly Agree
I get high grades in almost all of my subjects	4.44	0.76	Strongly Agree

Overall Mean = 4.48 Standard Deviation = 0.75

Verbal Interpretation = Very Highly Challenge

Table 6 reveals the level of challenges of the cultural dancers in terms of academic achievement. The respondents strongly agree that they manage my academics seriously to meet my goals ($M = 4.59$, $SD = 0.73$). Likewise, the respondents strongly agree that they are a consistent achiever in their classes ($M = 4.48$, $SD = 0.76$). Furthermore, the respondents strongly agree that they give priority in their studies over their commitment to dance ($M = 4.46$, $SD = 0.76$). Moreover, the respondents strongly agree that they received different academic distinctions and co-curricular awards ($M = 4.45$, $SD = 0.74$). Lastly, the respondents strongly agree that they get high grades in almost all of their subjects ($M = 4.44$, $SD = 0.76$).

The level of challenges of the cultural dancers in terms of academic achievement attained an overall mean score of 4.48 and a standard deviation of 0.75 and was verbally interpreted as very highly challenge.

The implication of this result is that while dance is important, academic responsibilities take precedence. It suggests that dancers are committed to their education and ensure that their studies are not negatively affected by their dance commitments. This also implies a sense of discipline and responsibility in balancing both pursuits.

Table 7 Level of Challenges of the Cultural Dancers in terms of Support of Family and Friends

Statement	MEAN	SD	REMARKS
As a cultural dancer...			
I received words of encouragement from my family and friends	4.50	0.73	Strongly Agree
I received moral and financial support from my family and friends in the necessary	4.45	0.76	Strongly Agree
I receive an audience from my family and friends whenever I perform	4.55	0.74	Strongly Agree
I received acknowledgment from my family and friends and appreciated my talent	4.47	0.76	Strongly Agree
I get great appreciation from my family and friends to makes me feel proud of my desire to dance	4.55	0.74	Strongly Agree

Overall Mean = 4.50 Standard Deviation = 0.71

Verbal Interpretation = Very High Challenge

Table 7 reveals the level of challenges of the cultural dancers in terms of support of family and friends. The respondents strongly agree that they receive an audience from my family and friends whenever I perform, and they get great appreciation from their family and friends to makes them feel proud of their desire to dance ($M = 4.55$, $SD = 0.74$). Likewise, the respondents strongly agree that they received words of encouragement from their family and friends ($M = 4.50$, $SD = 0.73$). Furthermore, the respondents strongly agree that they received acknowledgment from their family and friends and appreciated their talent ($M = 4.47$, $SD = 0.76$). Lastly, the respondents strongly agree that they received moral and financial support from their family and friends in the necessary ($M = 4.45$, $SD = 0.76$).

The level of challenges of the cultural dancers in terms of support of family and friends attained an overall mean score of 4.50 and a standard deviation of 0.71 and was verbally interpreted as very highly challenge.

The implication of this statement is that family and friends play a supportive role in a dancer's journey, offering encouragement and recognition. This support boosts the dancer's confidence and motivation, reinforcing their passion for dance. It also suggests that the dancer's commitment to their craft brings a sense of pride and joy to their loved ones.

Table 8 Level of Challenges of the Cultural Dancers in terms of Expectation of the School

<i>Statement</i> <i>As a cultural dancer...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I give fulfillment to the expectations of the school by bringing the bacon every time I perform</i>	4.53	0.73	Strongly Agree
<i>I give pride and honor to my school every time I won in the competition</i>	4.47	0.76	Strongly Agree
<i>I received a grant from my school as a sign of support for my talent</i>	4.43	0.72	Strongly Agree
<i>I received a scholarship from my school because of my talent for dancing</i>	4.54	0.75	Strongly Agree
<i>I get special allowances and other benefits every time I perform in a dance competition</i>	4.46	0.73	Strongly Agree
Overall Mean = 4.49 Standard Deviation = 0.71			
Verbal Interpretation = Very High Challenge			

Table 8 reveals the level of challenges of the cultural dancers in terms of expectation of the school. The respondents strongly agree that they *received a scholarship from their school because of their talent in dancing* (M = 4.54, SD= 0.75). Likewise, the respondents strongly agree that they *give fulfillment to the expectations of the school by bringing the bacon every time they perform* (M = 4.53, SD= 0.73). Furthermore, the respondents strongly agree that they *give pride and honor to their school every time they won in the competition* (M = 4.47, SD= 0.76). Moreover, the respondents strongly agree that they *get special allowances and other benefits every time they perform in a dance competition* (M = 4.46, SD= 0.73). Lastly, the respondents strongly agree that they *received a grant from their school as a sign of support for their talent* (M = 4.43, SD= 0.72).

The level of challenges of the cultural dancers in terms of expectation of the school attained an overall mean score of 4.49 and a standard deviation of 0.71 and was verbally interpreted as very highly challenge.

The implication of this statement is that a dancer's achievements in competitions reflect positively on their school, enhancing its reputation and prestige. It suggests that the dancer's success brings a sense of pride to the institution, possibly inspiring other students and gaining recognition for the school's dance program.

Table 9 Level of Challenges of the Cultural Dancers in terms of Technical Assistance of the School

<i>Statement</i> <i>As a cultural dancer...</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>I received material support from the school like props, costumes etc.</i>	4.50	0.71	Strongly Agree
<i>I get special training from other professionals hired by the school</i>	4.54	0.76	Strongly Agree
<i>I received special privileges in my study because I am a dancer</i>	4.45	0.74	Strongly Agree
<i>I received a special hardship allowance every time I won a competition</i>	4.43	0.76	Strongly Agree
<i>I get special support from school community every time I represent my school in a competition</i>	4.41	0.77	Strongly Agree
Overall Mean = 4.47 Standard Deviation = 0.74			
Verbal Interpretation = Very High Challenge			

Table 9 reveals the level of challenges of the cultural dancers in terms of technical assistance of the school. The respondents strongly agree that they *get special training from other professionals hired by the school* (M = 4.54, SD= 0.76). Likewise, the respondents strongly agree that they *received material support from the school like props, costumes etc.* (M = 4.50, SD= 0.71). Furthermore, the respondents strongly agree that they *received special privileges in my study because I am a dancer* (M = 4.45, SD= 0.74). Moreover, the respondents strongly agree that they *received a special hardship allowance every time I won a competition* (M = 4.43, SD= 0.76). Lastly, the respondents strongly agree that they *get special support from school community every time I represent my school in a competition* (M = 4.41, SD= 0.77).

The level of challenges of the cultural dancers in terms of technical assistance of the school attained an overall mean score of 4.47 and a standard deviation of 0.74 and was verbally interpreted as very highly challenge.

The implication of this result is that the school community values and encourages dancers by providing them with resources needed for their performances. This support suggests that the school recognizes dance as an important activity and is willing to invest in its dancers' success. It also implies that such assistance can help dancers perform better and ease financial or logistical burdens.

Table 10 Significant Relationship between the DemoProfile and the Challenges of Cultural Dancers

Demographic Profile	Challenges of Cultural Dancers	r	Interpretation	p	Analysis
Age	Time Management	0.259241*	Moderate	0.000	S S S S N S
	Academic Achievement Support	0.466258*	Moderate	0.000	
	of Family and Friends;	0.52219*	Moderate	0.000	
	Expectations of the School	0.02259	Negligible	0.000	
	Technical Assistance of the School	0.030322	Negligible	0.064	
Sex	Time Management	0.254415*	Moderate	0.000	S S S N S S
	Academic Achievement Support	0.414782*	Moderate	0.000	
	of Family and Friends;	0.48135*	Moderate	0.000	
	Expectations of the School	0.0034	Negligible	0.052	
	Technical Assistance of the School	0.022209	Negligible	0.000	
Gender	Time Management	0.222093*	Moderate	0.000	S S S N S N S
	Academic Achievement Support	0.448632*	Moderate	0.000	
	of Family and Friends;	0.441234*	Moderate	0.000	
	Expectations of the School	0.02259	Negligible	0.051	
	Technical Assistance of the School	0.030322	Negligible	0.063	
Course	Time Management	0.222093*	Moderate	0.000	S S S N S N S
	Academic Achievement Support	0.448632*	Moderate	0.000	
	of Family and Friends;	0.441234*	Moderate	0.000	
	Expectations of the School	0.00034	Negligible	0.0730.076	
	Technical Assistance of the School	0.00044	Negligible		
Year Level	Time Management	0.222093*	Moderate	0.000	S S S N S N S
	Academic Achievement Support	0.448632*	Moderate	0.000	
	of Family and Friends;	0.441234*	Moderate	0.000	
	Expectations of the School	0.088666*	Negligible	0.057	
	Technical Assistance of the School	0.081543*	Negligible	0.052	

*Significant at 0.05

ns-not significant

The table 10, shows the significant relationship between the Demographic Profile and the Challenges of Cultural Dancers of Laguna State Polytechnic University which predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. The table 10 shows that there is a significant relationship between the demographic profile and the challenges of cultural dancers.

Table 11 Significant Relationship between the Prestige and the Challenges of Cultural Dancers

Prestige	Challenges of Cultural Dancers	r	Interpretation	p	Analysis
Objectives in Joining	Time Management	0.52066*	Moderate Moderate	0.000	S S S S S
	Academic Achievement Support of	0.466258*	Moderate	0.000	
	Family and Friends;	0.52219*	Negligible	0.000	
	Expectations of the School	0.02259	Negligible	0.000	
	Technical Assistance of the School	0.030322		0.000	
Skills in Dancing	Time Management	0.254415*	Moderate Moderate	0.000	S S S S S
	Academic Achievement Support of	0.414782*	Moderate	0.000	
	Family and Friends;	0.48135*	Negligible	0.000	
	Expectations of the School	0.0034	Negligible	0.000	
	Technical Assistance of the School	0.022209		0.000	

Exposure of the Dancers	Time Management	0.608375*	Moderate	Moderate	0.000	S S S
	Academic Achievement Support of	0.448632*	Moderate		0.000	S S
	Family and Friends;	0.441234*	Negligible		0.000	
	Expectations of the School	0.02259	Negligible		0.000	
	Technical Assistance of the School	0.030322			0.000	
Training	Time Management	0.653973*	Moderate	Moderate	0.000	S S S
	Academic Achievement Support of	0.448632*	Moderate		0.000	S S
	Family and Friends;	0.441234*	Negligible		0.000	
	Expectations of the School	0.00034	Negligible		0.0000	
	Technical Assistance of the School	0.00044			.000	

*significant at 0.05

ns-not significant

The table 11, shows the significant relationship between the Privileges and the Challenges of Cultural Dancers of Laguna State Polytechnic University which predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. The table 11 show that there is significant relationship between the Privileges and the Challenges of Cultural Dancers.

IV. CONCLUSION

There is a significant relationship between the demographic profile and challenges of cultural dancers of Laguna State Polytechnic University. Further, there is a significant relationship between the prestige and challenges of cultural dancers of Laguna State Polytechnic University. This implies that the null hypotheses are both rejected.

V. RECOMMENDATIONS

The following recommendations are made in light of the study's results and conclusions.

Since it is significant: (1) The cultural dancers may be engaged in these kinds of activities that can help them fully developed their potentials. (2) It is suggested that teachers, coaches and school may support cultural dancers to achieve their goals. (3) Future researcher may use this study as their reference guide.

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