Cultural Services For Strategic Quality Management Operations of Naval State University, Naval, Biliran, Philippines

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Abstract: *This study intended to find out the quality of cultural services provided by Naval State University with the end in view of developing a strategic quality management of operation. A total of 835 respondents from the faculty composed of 125 full-time tenured faculty came from the following departments of the college unit namely: Education, Engineering, CIICT, Tourism, Maritime Education, Arts and Sciences, Biliran Campus. The 500 students were chosen from the various departments of the College and Biliran Campus. The 135 personnel were drawn from different offices supporting the college unit and Biliran Campus; and the 75 alumni were selected to represent the community or clientele. A self-structured survey questionnaire with a five-point scale responses was constructed by the researcher to gather needed data. Seventy-nine or 63.2 percent of the faculty members are Bachelor's degree holders, 31 or 24.8 percent are master's degree holders and 15 or 12 are doctorate degree holders and no undergraduate ; 87 or 64.44 percent of the support staff are Bachelor's degree holders, 19 or 14.07 percent are master's degree holders, 18 or 13.33 percent are undergraduates , 11 or 8.15 percent are doctorate degree holders and no undergraduate; 59 or 78.76 percent of the alumni are Bachelor's degree holders, 13 or 17.33 percent are master's degree holders, 3 or 4 percent are doctorate degree holders and no undergraduate. Eighty-four or 67.2% of the faculty had 1-9 units, 40 or 32 percent had no units and 1 or 0.8 percent fell on 19-27 units; 85 or 62.96 percent of the support staff had 1-9 units, 48 or 35.56 percent with no units, 1 or 0.74 percent had 10-18 units and 1 or 0.74 percent had 28 and above units; 50 or 66.67 percent with no units and 25 or 33.33 percent had 1-9 units. Seventy-seven or 61.6 percent of the faculty had 1-5 years of experience, 46 or 36.8 percent had no experience and 2 or 1.6 percent with 16 years and above experience; 86 or 63.7 percent of the support staff had 1-5 years of experience, 48 or 35.56 percent with no experience and 3 or 4 percent had 6-10 years of experience. It was identified that the activities undertaken by the Cultural Affairs Development Office were mainly on organizing cultural groups which included NSU Brass Band, NSU-LHS Marching Band, NSU Sadya de Teatro, NSU Cheerleading Varsity, NSU Dance Sports, NSU Olds Cool Dancers, NSU Dance Society and NSU Chorale. The vision and mission of the university and the goals and strategies of CADO were very satisfactorily manifested as rated and perceived by the faculty, support staff, alumni and students. Hence, the office put in place strategic directions. Majority of the faculty, support staff, alumni and students found that the extent of quality operations, management and delivery services of CADO was to a great extent very good, as these relate to the different areas such as customer satisfaction, strategy implementation, strategy evaluation and control, school's adherence for continuous improvement and adherence to ethical work culture. The faculty believed that the problems they had met in delivering quality cultural services were not that really serious and were considered as problems only sometimes.*
Key Terms: *Cultural Services; Strategic Quality; Management Operations; Naval State University.*

I.   Introduction

The Cultural Services Office which caters particularly on the cultural-related activities is one of the University's concerns which provide support to the university in sustaining quality and satisfactory academic services to students, clientele and stakeholders. Hence, this office envisions in promoting total quality management operation and better services to maintain its role as a strong pillar of support to the entire university.

Albrecht (1987) cited that one of the pillars of the house of total quality and total customer satisfaction is based on the cornerstone of strategy planning and the foundation of strategy management. Total customer satisfaction incorporates both inventing and exceeding customer expectations overtime. The evolution of a quality philosophy begins with listening to the voice of the customer. Quality management practices threads this voice throughout the product and service development process. The pillar of customer satisfaction is the outcome of the subordination of sound design developed in the cornerstone of strategy planning with effective implementation delivered in the foundation of strategy management. In the same vein, the International Standards of Operation (ISO) states that quality management system requires documentation that includes quality manual, procedures, as well as work instructions. All documentations must be controlled according to a document control procedure. Tasked with such vision to become a globally competitive institution, the cultural services of the university has to be assessed with the end in view of developing strategic quality management of

operations in order to realize the dream of promoting total quality management of operations and better services to maintain its role as a strong pillar of support to the entire university.

For years in operations, the Naval State University has provided cultural affairs services to students, clientele and stakeholders along with other functions. The researcher, being a part of cultural affairs development office (CADO) finds it highly important to assess and find out whether the cultural affairs development has provided better services that both satisfies the internal and external measures of quality contributory to total strategic quality management of operations of the whole university. Seemingly, the expectations of the cultural affairs development office of the university has not been attained as shown in the 2008 report of the AACUP (Accreditation Association of State Colleges and Universities of the Philippines). The report underscores that the CADO, as part of the pillars in providing services to the students and clientele stakeholders was performing the lowest as compared with the other performance of the instruction and production programs implemented by the university. This report signals the need for strategic quality management of operations of the cultural affairs development to contextualize the performance gap that existed between what is to be done and has been done. The fact that targets and expectations are perceived and presumed to be doable and performance, the gap between expectations and performance of the Cultural Affairs Development Office (CADO) could be accounted to the strategic management activities that need to be improved or enhanced.

Being the only state university operating under the Commission on Higher Education (CHED), NSU has seven colleges and a total of 32 curricular offerings: 6 degree programs in advanced education; 22 baccalaureate degrees; 4 short-term courses and a secondary curriculum servicing to more than 9, 000 students and professionals (as of school year 2015-2016) – most of them coming from underserved localities in the Biliran Province and the islands of Leyte and Samar.

NSU has evolved and grown to meet all the educational needs and demands of its clientele and stakeholders, despite all the odds and challenges that confronted its way on its pursuit to be the prime leader of providing quality and affordable education. Hence, its mission stipulates its aim to become a globally competitive institution of higher learning contributory to sustainable development and progress. To attain this, various offices concerned in the entire operation of the university are mutually and directly linked and play an integral part. The fact that targets and expectations are perceived and presumed to be doable and performance, the gap between expectations and performance of the Cultural Affairs Development Office (CADO) could be accounted to the strategic management activities that need to be improved or enhanced.

Wheeler and Hunger (2004) postulated that strategic management is a dynamic process over which managers have to do appropriate efforts to ensure profitable operations. Hence, the need to determine the long-run performance of an organization. It includes (1) environmental scanning both external and internal, (2) strategy formulation (strategic and long range planning), (3) strategy implementation; and (4) strategy evaluation and control. It connotes therefore that the study of strategic quality management emphasizes the monitoring and evaluation of external opportunities in the light of the University's strengths and weaknesses of the Cultural Affairs Development Office (CADO).

In view of the preceding observations, the researcher found it necessary and essential to conduct a study on the cultural services for Naval State University in order to come up with a well-defined strategic quality management of operations, hence, this study.

Statement of the Problem
This study primarily aimed to determine the quality of cultural services provided by Naval State University with the end in view of developing a strategic quality management of operation. Specifically, this study sought to answer the following questions:
1.   What is the profile of the faculty and support staff of the Cultural Affairs Development Office (CADO) in terms of educational qualifications; units earned in cultural affairs development; In-service Trainings attended in cultural affairs development; and work experience in cultural affair services?
2.   What are the cultural activities undertaken by the Cultural Affairs Development Office?
3.   To what extent are the following strategic directions manifested by the university's cultural affairs development office (CADO)?
4.   To what extent are the quality operations, management and delivery   services manifested by the cultural affairs development office (CADO) as perceived by the faculty, support staff, students and community along the following areas: Customer satisfaction, Strategy formulation, Strategy implementation, Strategy evaluation and control, Schools adherence to continuous improvement processes planning, student empowerment, strategic cultural adaptation, Adherence to ethical work culture with the parameter of respect for people.
5.   What are the problems met by faculty in delivering quality cultural services towards the students and community?

6. What strategic quality management of operations for cultural services for Naval State University may be developed based on the findings of the study.

II. Theoretical Framework of the Study

Quality is the single most important issue in education, business and government today. Everybody recognizes that there are problems with today's education system. Students are leaving or graduating from high school and college unprepared to meet the demands of the society. These students are products of educational system that does not focus on quality, and increase social welfare cost. They impact the criminal justice system, they are not prepared to meet the demands of the next generation and most importantly, they are citizens who feel alienated from society. Hence, the need to deliver quality management of operations on academic and cultural programs.

Wheelen and Hunger (2004) postulated that strategic management as a set of managerial decisions and actions that determine the long – run performance of a corporation or institution. It includes environmental scanning both external and internal, strategy formulation, strategy implementation; and strategy evaluation and control. The study of strategic management, therefore emphasizes the monitoring and evaluation of external opportunities and threats in the light of the institution strengths and weaknesses.

Wheelen and Hunger (2004) theory behind strategic management is subordinated by Wright, Kroll and Parnell (1996) who defined strategic management in a broad term that encompasses managing not only the stages determining the missions and goals of the organizations within the context of external and internal environment. It consists of managerial decisions and actions that help to ensure that the organization formulates and maintains a beneficial fit with its environment. Wright, Kroll and Parnell emphasized that maintaining compatible fit between institution and its environment is necessary for competitive viability.

Thus, Wright, Kroll and Parnell (1996) viewed that strategic management involved a series of steps in which top management should accomplish the following tasks: (1) Analyze the opportunities and threats or constraints that exist in the internal environment (2) Analyze the organization strength and weaknesses in its internal environment; (3) Establish the organization's mission and development goals: (4) Formulate strategies at the organizations level, division or unit level and functional level that will match the organizations strengths and weaknesses with the environment opportunities and threats; (5) Implement the strategies, and (6) Engage in strategic control activities to ensure that the organizations goals are attained. Since strategic quality management in a broader sense encompasses managing not only the stages or vantage point but also determining the vision, mission and goals of the organization or institution within the context of external and internal environment, it is therefore important that maintaining compatible fit between the institution and its environment be competitively viable.

Thus, the aforecited theories provided the researcher insights and knowledge to generate implications for the development of the Cultural Services for Naval State University, Strategic Quality Management of Operations. The preparation of the strategic quality management of operation starts the environmental scanning both external and internal environment, strategy formulation which includes strategic and long-range planning, strategy implementation, strategy evaluation and strategy control.

The present study is therefore premised on the idea that the developed cultural services for Naval State University strategic quality management of operations would improve the delivery service of CADO and ultimately contribute towards achievement of quality education the University aspires for which has been elusive for years of CADO implementation.
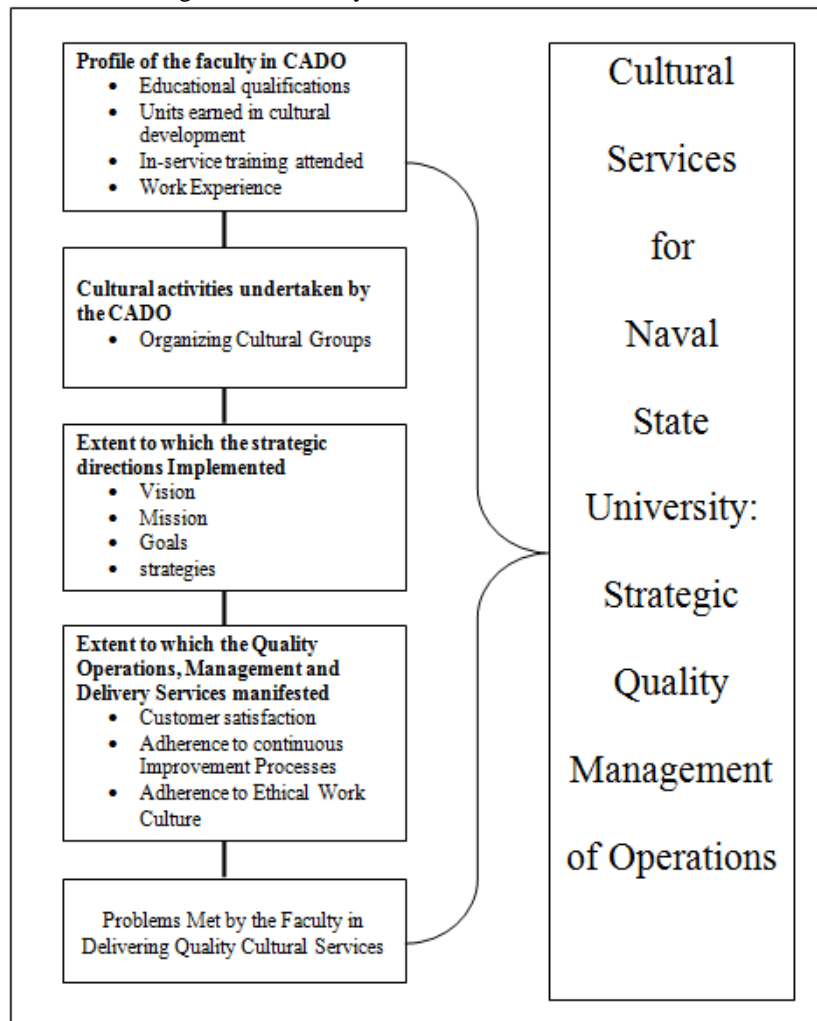
III. Conceptual Framework of the Study

The conceptual framework of the study is anchored on the philosophy that through the strategic quality management of operations for the cultural affairs development office (CADO), the university, clienteles, students and community where the university operates would find satisfactions on the quality of cultural service provided them.

Thus, the study is focused on (1) identifying the profile of the faculty in the cultural affairs development office (CADO),in terms of the following: educational qualifications, units earned in cultural affairs development and in-service trainings in cultural affairs development, and work experience in cultural affairs services ; (2) determining the cultural activities undertaken by the CADO relative to organizing cultural groups; (3) determining the extent to which the following strategic directions implemented by the university's cultural affairs development office (CADO), namely: Vision, Mission, Goals and strategies; (4) determining the extent to which the quality operations, management and delivery services manifested by the cultural affairs development office as perceived by faculty, support staff, students and community along the following areas: (a) customer satisfaction which included strategy formulation, strategy implementation, strategy evaluation and control, (b) schools adherence to continuous improvement processes which included planning, student empowerment and strategic cultural adaptation, (c) adherence to ethical work culture with the parameter of

respect for legitimate authority; and (d) analyzing the problems met by the faculty in delivering quality cultural services towards the student and community which served as the bases for the development of the Cultural Services for Naval State University Strategic Quality Management of Operations.

Figure I shows the Schematic Diagram of the study.

Figure I. A Schematic Diagram Showing the Conceptual framework of the Study

Scope and Delimitation of the Study

This study is aimed to determine the quality of cultural services provided by Naval State University with the end in view of developing a strategic quality management of operations. Central of the study was to (1) identify the profile of the faculty in cultural affairs development office (CADO) in terms of educational qualifications, units earned in cultural affairs development, in-service training attended and work experience in cultural affairs services, (2) determined the cultural activities undertaken by the CADO relative to organizing cultural groups, (3) determined the extent to which the strategic directions implemented by the university's cultural affairs development office in terms of vision, mission, goals and objectives; (4) determined quality operation, management and service delivery manifested in the Cultural Affairs Development Office (CADO) of Naval State University, Naval, Biliran based on these dimensions, namely: strategy dimensions for customer satisfaction in the area of strategy formulation, strategy implementation, evaluation and control; adherence to continuous improvement based on the following process dimensions: process planning, student empowerment, and strategic cultural adaptation; and manifestation of an ethical work culture based on respect for people, principled integrity and respect for legitimate authority; and (5) determined the problems met by the faculty in delivering quality cultural services towards the students and community which served as the bases for the development for the strategic quality management of operations for the cultural services of Naval State University. The respondents of the study are the students, faculty members, non-teaching personnel and clients of CADO-NSU during the school year   2012-2013.

IV. Methodology

This study utilized the descriptive-survey method. A researcher – made survey questionnaires was adopted as the main instrument for data collection to identify the profile of the faculty and support staff of the cultural affairs development office (CADO) in terms of educational qualifications, units earned, in-service trainings and work experience; determined the extent to which the strategic directions are implemented; determined the extent to which the quality operations; management and delivery services are manifested, namely; costumer satisfactions, schools adherence to continuous improvement processes and adherence to ethical work culture with the following parameters; respect for people, principal integrity and respect for legitimate authority; and the problems met by faculty in delivery quality cultural services towards the students and community. The respondents of the study included the high school and college faculty, non-teaching personnel, selected students and the alumni from the various departments (representing the community) of the Naval State University and Biliran External Campus during the School Year 2012-2013. The faculty composed of 125 full-time tenured faculty shall come from the following departments of the college unit namely: Education, Engineering, CIICT, Tourism, Maritime Education, Arts and Sciences, Biliran Campus. The 500 students were chosen from the various departments of the College and Biliran Campus. The 135 personnel were drawn from different offices supporting the college unit and Biliran Campus; and the 75 alumni were selected to represent the community or clientele. The accomplished instruments were collected and the responses were tallied, interpreted and analyzed. This research was conducted at the premises of Naval State University, Naval, Biliran where the Cultural Affairs Services Development Office (CADO) is situated during the School Year. Table 1 shows the distribution of the respondents.

Table1. Distribution Of Respondents Of The Study

Institution	High School and College Faculty	Non-Teaching Personnel/Support staff	Selected students 10% of population	Alumni from various department representing the community	Total
Naval State University	100	100	450	50	700
Biliran External Campus	25	35	50	25	135
Total	**125**	**135**	**500**	**75**	**835**

Figure 2 is the map of Biliran Province showing the location of Naval State University Main and Biliran Campus.

As to the organizational set-up, the CADO is headed by the Chairman, appointed by the President of Naval State University. Inspired by the mission to educate people especially the young, it strived to bring about in the future a loving community, transformed society, and a better Philippines.

V. Results and Discussion

This chapter provides the results and discussion of the findings and data from the survey conducted. The presentation is categorized, organized and presented according to the order of the objectives of the study: profile of the respondents, cultural activities undertaken by the Cultural Affairs Development Office, extent of strategic directions manifested by the university's CADO, extent of quality operations, management and delivery services as manifested by CADO and problems met by the faculty in delivering quality cultural services. These are presented in the succeeding tables.

Profile Of Faculty And Support Staff

The profile of the faculty and support staff included the educational the educational qualifications, units earned in cultural affairs development, in-service trainings in cultural affairs development and work experience. Table 2 presents the profile of the faculty and support staff in terms of educational qualifications.

Table 2. Educational Qualifications

Highest Degree Obtained	Faculty		Support Staff		Alumni	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Undergraduate	0	0	18	13.33	0	0
Bachelor's Degree	79	63.2	87	64.44	59	78.67
Masteral Degree Holder	31	24.8	19	14.07	13	17.33
Doctoral Degree Holder	15	12.0	11	8.15	3	4.0
Total	**125**	**100**	**135**	**100**	**75**	**100**

It could be gleaned from table 2 that out of 125 faculty members, there were 79 bachelor's degree, 31 masters degree holders, and 15 doctoral degree holders; out of 135 support staff, there were 18 undergraduate, 87 bachelor's degree holders, 19 masters degree holders, and 15 doctoral degree holders; and out of 79 alumni, there were 59 bachelor's degree, 13 masters degree holders and 3 doctoral degree holders. This means that 63.2 percent were from faculty with the bachelor's degree, 24.8 percent were in master's degree holders and 12.0 percent were in doctoral degree holders. From the support staff, 13.33 percent undergraduate, 64.44 percent bachelor's degree, 14.07 percent master's degree, and 8.15 percent were doctoral degree. From the alumni, 78.67 percent were from bachelor's degree, 17.33 percent master's degree holders and 4.0 percent doctoral degree holders. It could be implied that there are more bachelor's degree respondents from the faculty, support staff, and alumni.

Units Earned in Cultural Affairs Development
Table 3. Units Earned In Cultural Affairs Development

Units Earned in Cultural Affairs Development	Faculty		Support Staff		Alumni	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
None	40	32.0	48	35.56	50	66.67
1-9 units	84	67.2	85	62.96	25	33.33
10-18 units	1	.8	1	0.74	0	0
19-27 units	0	0	0	0	0	0
28 and above	0	0	1	0.74	0	0
Total	**125**	**100**	**135**	**100**	**75**	**100**

Table 3 reveals that out of 125 members of the faculty, only 1 got 10-18 units, 84 had 1-9 units, and 40 had no units. For the support staff, out of 135, 1 had 28 units and above and 1 had 10-18 units, 85 had 1-9 units, and 48 had no units. Out of 75 respondents from the alumni, 25 had 1-9 units, and 50 had no units. This means that in the faculty, 0.8 percent on 10-18 units, 67.2 percent on 1-9 units, and 32.0 percent had no units. On the other hand, the support staff had 0.74 percent on 28 and above units, 0.74 percent on 10-18 units, 62.96 percent on 1-9 units, and 35.56 percent had no units, while on alumni, 33.33 percent had 1-9 units and 66.67 percent had no units earned in cultural affairs development. The data gathered implied that most faculty, support staff, and alumni had no units earned in cultural affairs development.

In-Service Trainings Attended

Table 4. In-Service Trainings Attended

Name/Title of Trainings	Level	Faculty		Support Staff	
		Frequency	Percentage	Frequency	Percentage
1. Folk Dance Workshop	Local	4	0.03	3	0.02
	Regional	2	0.02	0	0.00
	National	3	0.02	1	0.01
2. Cheer Dance Workshop	Local	6	0.05	0	0.00
	Regional	6	0.05	3	0.02
	National	0	0.00	0	0.00
3. Dance and Choreography	Local	5	0.04	3	0.02
	Regional	0	0.00	0	0.00
	National	0	0.00	0	0.00
4. Seminar on Dance Sports	Local	0	0.00	0	0.00
	Regional	2	0.02	1	0.01
	National	0	0.00	0	0.00
With Trainings/Seminar		**28**	**0.22**	**11**	**0.08**
Without Trainings/Seminar		**97**	**0.78**	**124**	**0.92**
TOTAL		**125**	**100**	**135**	**100**

It could be seen from the table that out of 125 faculty members, only 28 had attended in-service trainings and 97 had not attended in-service trainings. Meanwhile, out of 135 support staffs, only 11 attended the in-service trainings and 124 were not able to attend the in-service trainings. This means that from faculty, only .22 percent attended in-service trainings, 0.78 percent had no in-service trainings while from support staffs, .08 attended in-service trainings and .92 percent had no in-service trainings. The data implied that more trainings should be done and be provided. Moreover, more participants should be sent for various in-service trainings to keep abreast with the trends.

Work Experience in Cultural Affairs Development

Table 5. Work Experience In Cultural Affairs Development

No. of Years	Faculty		Support Staff		Alumni	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
None	46	36.8	48	35.56	36	48.0
1-5 years	77	61.6	86	63.7	36	48.0
6-10 years	0	0	0	0	3	4.0
11-15 years	0	0	0	0	0	0
16 years and above	2	1.6	1	0.74	0	0
Total	**125**	**100**	**135**	**100**	**75**	**100**

From the table, it could be seen that out of 125 faculty, there were 2 had 16 and above years of experience, 77 had 1-5 years of experience and 40 had no experiences in cultural affairs development. From the support staff, out of 135, there was 1 who had 16 years and above experience, 86 had 1-5 years of experience, and 48 had no experience. From the alumni, out of 75, there were 3 who had 6-10 years of experience, 36 who had 1-5 years of experience, and 36 had no experience.

This means that 1.6 percent had 16 years and above experience, 61.6 percent had 1-5 years of experience, and 36.8 percent had no experience for the faculty. On the other hand, support staff had 0.74 percent on 16 years and above experience, 63.7 percent on 1-5 years of experience, and 35.56 per cent had no experience while for the alumni, 4.0 percent had 6-10 years of experience, 48.0 percent had 1-5 years of experience, and 48.0 percent had no experience in cultural affairs development. This implies that most faculty, support staff and alumni had only 1-5 years of experiences in the cultural affairs development.

Cultural Activities Undertaken by the Cultural Affairs Development Office

Table 6. Cultural Activities Undertaken By The Cultural Affairs Development Office (Cado)

Cultural Activities/Items	Faculty Mean	Support Staff Mean	Alumni Mean	Students Mean	Average Mean	Interpretation
1. Naval State University (NSU) Brass Band	3.20	3.15	3.45	3.31	3.28	Satisfactorily Undertaken
2. NSU-LHS Marching Band	2.93	3.52	3.17	3.22	3.21	Satisfactorily Undertaken
3. NSU Sadya de Teatro	2.82	3.06	3.08	3.33	3.07	Satisfactorily Undertaken
4. NSU Cheerleading Varsity	3.04	2.98	2.72	2.76	2.87	Satisfactorily Undertaken
5. NSU Dance Sports	2.76	2.77	2.98	2.53	2.76	Satisfactorily Undertaken

6. NSU Olds Cool Dancers	3.69	3.57	3.37	3.05	3.42	Very Satisfactorily Undertaken
7. NSU Dance Society	3.92	4.11	3.82	3.58	3.86	Very Satisfactorily Undertaken
8. NSU Chorale	2.86	3.23	3.13	3.25	3.12	Satisfactorily Undertaken
Average Mean	3.15	3.30	3.21	3.13	3.20	Satisfactorily Undertaken

Looking at the table, it could be seen that the item on Naval State University (NSU) Brass Band obtained an average combined mean of 3.28 interpreted as "satisfactorily undertaken", NSU-LHS Marching Band got an average combined mean of 3.21 interpreted as "satisfactorily undertaken". On NSU Sadya Teatro, the obtained average combined mean was 3.07 interpreted as "satisfactorily undertaken". NSU Cheerleading Varsity item had obtained an average combined mean of 2.87 interpreted as "satisfactorily undertaken". NSU Dance Sports obtained an average combined mean of 2.76 interpreted as "satisfactorily undertaken". The item NSU Olds Cool Dancers obtained an average combined mean of 3.42 interpreted as "very satisfactorily undertaken". The item NSU Dance Society obtained an average combined mean of 3.86 also interpreted as "very satisfactorily undertaken" and the item NSU Chorale obtained an average combined mean of 3.20 interpreted as "satisfactorily undertaken". As a whole, the cultural activities undertaken by the Cultural Affairs Development Office (CADO) was "satisfactorily undertaken" as indicated by the combined average mean of 3.20. This means that all cultural activities had to be developed in order to meet the CADO's goals and objectives to be at par with other universities in the region and in national arena. From these findings and data, it could be implied that the CADO needs to strengthen its functions and responsibilities in developing the cultural activities of the University.

Extent to Which the Strategic Directions Were Manifested
Table 7 presents the extent to which the strategic directions were manifested by the Cultural Affairs Development Office (CADO).

Table 7. Extent To Which The Strategic Directions Were Manifested

Items	Faculty Mean	Support Staff Mean	Alumni Mean	Students Mean	Average Mean	Interpretation
A. Vision: By year 2020, Naval State University is a globally competitive State University imbued with positive values and contributory to sustainable development and progress.	3.02	3.01	3.42	2.97	3.11	Satisfactorily Manifested
B. Mission: To generate world-class graduates adequately equipped with quality Education, professional training and relevant skills in maritime education, engineering, arts and Sciences and other health related programs, tourism, education, ICT, business and entrepreneurship, agriculture, fishery and forestry through instruction, research, extension and production services.	3.14	3.15	3.16	3.03	3.12	Satisfactorily Manifested
C. Goals 1. Strengthening of Cultural Affair Development Service	3.05	2.76	3.27	3.07	3.04	Satisfactorily Manifested
2. Resource Development	2.98	2.92	3.45	3.13	3.12	Satisfactorily Manifested
3. Institutionalized of Reward system	3.18	2.70	3.21	2.87	2.99	Satisfactorily Manifested
4. Partnership/Linkaging Strategies	2.85	2.92	3.41	3.09	3.07	Satisfactorily Manifested
Sub-Average Mean	3.01	2.82	3.33	3.04	3.05	Satisfactorily Manifested
D. Strategies 1. Review/update Cultural Affairs policies/guidelines	2.89	2.83	3.11	3.28	3.03	Satisfactorily Manifested
2. Initiate activities that will promote and enhance culture in the university and in the community.	2.98	2.97	3.27	3.13	3.09	Satisfactorily Manifested
3. Perform not only in the university but also in region and national events.	3.13	3.15	3.17	3.27	3.18	Satisfactorily Manifested
4. Perform not only in the university but also in region and national area	3.17	3.10	3.17	3.12	3.14	Satisfactorily Manifested
5. Encourage every student to participate in	3.45	3.07	3.11	3.19	3.20	Satisfactorily

	Faculty Mean	Support Staff Mean	Alumni Mean	Students Mean	Average Mean	Interpretation
every cultural activities						Manifested
Sub-Average Mean	3.12	3.02	3.17	3.20	3.13	Satisfactorily Manifested
Overall Average Mean	**3.07**	**3.00**	**3.27**	**3.06**	**3.10**	**Satisfactorily Manifested**

Looking at the table, it could be seen that the item Vision obtained an average combined mean of 3.11 interpreted as "satisfactorily manifested" while the Mission obtained an average combined mean of 3.12 also interpreted as "satisfactorily manifested". Further, item Goals obtained an average combined mean of 3.05 interpreted as "satisfactorily manifested", seemingly on the item Strategies that obtained an average combined mean of 3.03 interpreted as "satisfactorily manifested". As a whole, the extent to which the strategic directions were manifested was "satisfactorily manifested" as indicated by the combined average mean of 3.10. The results just manifest that the strategic directions have to be more developed to meet the needs of the University and to cater the demands of community, doing so, would lead not only to let the community be aware of the Cultural Affairs Office but also to promote and enhance the culture that everyone is enjoying.

Extent of the Quality of Operations, Management and Delivery of Services as Manifested by CADO
Table 8 presents the extent of the quality operations, management and delivery services as manifested by CADO.

Table 8. Extent Of The Quality Operations, Management And Delivery Services As Manifested By The Cado

Items	Faculty Mean	Support Staff Mean	Alumni Mean	Students Mean	Average Mean	Inter-pretation
Customer Satisfaction **A. Strategy Information**						
1. The Cultural Affairs Development Office has explicitly articulated its university's mission of desired future.	2.74	2.76	2.88	2.73	2.78	To a moderate extent
2. The Cultural Affairs Development Office has made a clear mission statement with prioritized and shared values.	2.73	2.47	2.73	2.85	2.70	To a moderate extent
3. The Cultural Affairs Development Office explicitly endorses quality strategic objectives.	2.67	2.55	2.89	2.81	2.73	To a moderate extent
4. The Office aligns its strategies to coherently provide the highest quality of education to the community.	3.03	2.35	2.68	2.87	2.73	To a moderate extent
5. The Office regularly solicits students, faculty and employees' inputs on the feasibility of the commitment to formulated strategies.	2.79	2.69	2.72	2.81	2.75	To a moderate extent
6. The Office accords strategic priority to satisfying customers/clients whether internal or external.	2.78	2.67	2.72	2.77	2.74	To a moderate extent
7. The Office head demonstrates by word and deed that customer satisfaction is a strategic priority.	2.73	2.56	2.45	2.81	2.64	To a moderate extent
8. The Office benchmarks its services to provide thebest value for its internal and external clients	2.96	2.76	2.86	3.01	2.90	To a moderate extent
Sub-Average Mean	**2.80**	**2.60**	**2.74**	**2.83**	**2.74**	To a moderate extent
B. Strategy Implementation 1. The Office understands and streamlines its processes to effectively implement strategies.	2.82	2.42	2.80	2.73	2.69	To a moderate extent
2. The Office utilizes cross functional teams to solve cross organizational problems.	2.54	2.40	2.65	2.74	2.58	To a moderate extent
3. The Office trains its people to make use of quality management practices.	2.68	2.84	2.87	2.72	2.78	To a moderate extent
4. The Office ensures its students, faculty and employees to actively contribute its quality management goals.	2.66	2.47	2.73	2.78	2.66	To a moderate extent
5. The Office provides opportunities for open communication lines for students, faculty and employees at various levels to meet periodically.	2.56	2.71	2.76	2.78	2.70	To a moderate extent
6. The Office head regularly gives information to	2.49	2.51	2.56	2.73	2.57	To a

	its members that help shape realistic expectations.					moderate extent
7.	Complaints from students, faculty and non-teaching staff are periodically analyzed in order to identify quality problems	2.50	2.81	2.63	2.74	2.67	To a moderate extent
	Sub-Average Mean	**2.61**	**2.81**	**2.71**	**2.75**	**2.67**	To a moderate extent
C. **1.**	**Strategy Evaluation and Control** The Office assesses the effectiveness of its management practices regularly.	2.87	2.93	2.61	2.96	2.84	To a moderate extent
2.	The output achieved by the Office (graduates, quality of teaching and training) is regarded as high quality.	2.76	2.57	2.49	2.32	2.54	To a moderate extent
3.	The outcome (effect of the output to society and community) of the Office is regard as beneficial.	2.67	2.66	2.63	2.46	2.61	To a moderate extent

4.	The Office conducts and administers employees attitudinal exams, and student surveys and disseminate their results.	2.54	2.53	2.93	2.89	2.72	To a moderate extent
5.	The Office benchmarks its effectiveness with that of other academic institutions in the locality and other region.	2.33	2.50	2.32	2.75	2.48	To a small extent
6.	The Office integrates students', faculty and employees, comments on the organizational plan.	2.55	2.64	2.32	2.47	2.50	To a small extent
7.	The Office head consults with its students, faculty and staff about the introduction and development of quality management practices.	2.43	2.87	2.80	2.74	2.71	To a moderate extent
	Sub-Average Mean	**2.59**	**2.67**	**2.59**	**2.66**	**2.63**	To a moderate extent
	Total Average Mean	**2.67**	**2.62**	**2.68**	**2.74**	**2.68**	To a moderate extent
Schools adherence for continuous improvement						
A. **1.**	Process Planning The Office head provides stable and well-defined expectations to all members of the organization.	2.78	2.34	2.52	2.77	2.60	Occasionally
2.	The Office provides a support system to get the job done.	2.77	2.62	2.64	2.88	2.73	Occasionally
3.	The Office ensures that all key processes work inharmony to maximize organizational effectiveness and efficiency.	2.60	2.95	2.77	2.65	2.74	Occasionally
4.	The Office head creates and discriminates information in a timely manner.	2.91	2.73	2.49	2.76	2.72	Occasionally
5.	The Office institutes a system of adapting the best practices in the industry.	2.79	2.89	2.61	2.98	2.82	Occasionally
6.	The Office eliminates bureaucracy by removing necessary tasks, approvals and paper works	2.93	2.80	2.65	2.75	2.78	Occasionally
7.	The Office preserves the thrust of excellence in sustaining the learning organization	2.93	2.39	2.63	2.96	2.73	Occasionally
	Sub-Average Mean	**2.82**	**2.67**	**2.62**	**2.82**	**2.73**	Occasionally
B. **1.**	**Student Empowerment** Office personnel/staff involvement is encouraged to function as a powerful productivity force in the office.	2.66	2.69	2.73	2.96	2.76	Occasionally
2.	Bureaucratic layers are minimal in CADO with little red tape required to get things done.	2.84	2.65	2.55	2.78	2.71	Occasionally
3.	The Office personnel/staff feel that they become better persons at work.	2.97	2.53	2.61	2.78	2.72	Occasionally
4.	The Office head responds to feedback and queries promptly.	2.82	2.78	2.47	2.98	2.76	Occasionally
5.	The Office personnel/staff at all levels have a thorough understanding of their responsibility.	2.78	2.57	2.52	2.91	2.70	Occasionally
6.	The Office personnel/staff have the energy, skills and know-how are rewarded positively.	2.88	2.31	2.67	2.91	2.69	Occasionally
7.	Warmth and support are the characteristics of the organization	2.90	2.60	2.62	2.63	2.69	Occasionally
	Sub-Average Mean	**2.84**	**2.59**	**2.60**	**2.85**	**2.72**	**Occasionally**
C.	Strategic and Cultural Adaptation						
1.	A meaningful value system is promoted throughout the office which inherently defines appropriate behaviour.	2.72	2.23	2.68	2.73	2.59	Occasionally
2.	Personnel/staff are provided with a fairly stable	2.95	2.67	2.68	2.89	2.80	Occasionally

	organization structure that makes sense and works for them.						
3.	There is a principled, clear, and compelling description of what the organization stands for.	2.66	2.57	2.89	2.84	2.74	Occasionally
4.	The Office considers quality completeness of its education as its top priority.	2.71	2.20	2.61	2.95	2.62	Occasionally
5.	The Office considers flexibility, change, and constant improvement as essential to their success.	2.70	2.54	2.69	2.87	2.70	Occasionally
6.	The Office encourages awareness and understanding of cultural diversity by developing international programs and campus interactions between students/people of different culture.	2.93	2.80	2.65	2.75	2.78	Occasionally
Sub-Average Mean		**2.78**	**2.50**	**2.70**	**2.84**	**2.70**	Occasionally
Total Average Mean		**2.81**	**2.59**	**2.64**	**2.84**	**2.72**	**Occasionally**
Adherence to ethical work culture **A.** Respect for Legitimate Authority							
1.	The Office is very particular with tradition standard operating procedure.	2.69	2.59	2.61	2.81	2.68	Occasionally
2.	Directions from the above authority is needed before any decision can be made.	2.66	2.57	2.72	2.80	2.69	Occasionally
3.	The personnel/staff of the Office do not think of themselves, but always refer to the above organization for guidance.	2.67	2.44	2.85	3.01	2.74	Occasionally
4.	The office adopts conventional strategies to which it expects its personnel/staff to adhere to.	3.03	2.55	2.87	2.85	2.83	Occasionally
5.	The office structure is very rigid and hierarchical.	2.79	2.33	2.49	2.75	2.59	Occasionally
6.	All decisions made pertaining to the Office activities all emanate from the top.	2.78	2.57	2.81	2.77	2.73	Occasionally
7.	Personnel/Staff of the Office respects decision of the office head.	2.89	2.54	2.69	2.83	2.74	Occasionally
Average Mean		**2.79**	**2.51**	**2.72**	**2.83**	**2.71**	Occasionally

As seen on table 8, item on Strategy Information under Customer Satisfaction, the average combined mean was 2.74 with an interpretation as "to a moderate extent". Meanwhile, on item Strategy Implementation still under Customer Satisfaction got an average combined mean of 2.67 interpreted as "to a moderate extent". Further, on item Strategy Evaluation and Control, the average combined mean was 2.63 interpreted as "to a moderate extent". For item Process Planning under School Adherence for Continuous Improvement got an average combined mean of 2.73 interpreted as "occasionally", item Student Empowerment, the average combined mean was 2.72 interpreted as "occasionally". Item Strategic and Cultural Adaptation had an average combined mean of 2.70 interpreted as "occasionally". Lastly, for item Adherence to Ethical Work Culture had an average combined mean of 2.71 interpreted as "occasionally".

This mean that item on Customer Satisfaction had a total average mean of 2.68 interpreted as "to moderate extent", on item School Adherence for Continuous Improvement had a total average mean of 2.72 interpreted as "occasionally" and on item Adherence to Ethical Work Culture had an average mean of 2.71 interpreted as "occasionally". It had been found out that the result is quite low, it implies that the quality of services rendered by the CADO is not fully achieved, with this, there is really a need to have a Strategic Quality Management of Operation to ensure that the services of the CADO could satisfy the needs of its clienteles; thus, offering best and quality services to them.

Problems Met by the Faculty in Delivering Quality Cultural Services
Table 9. Problems Met By The Faculty In Delivering Quality Cultural Services

Faculty	WM	Interpretation
1. Inadequate administration's support to cultural affairs development	3.89	Oftentimes a problem
2. Lack of funds for Cultural Affairs/Services	4.55	Always a problem
3. Non-involvement of other officials	3.46	Sometimes a problem
4. Inability of the School Administrator to supervise Cultural Affairs Development	3.89	Sometimes a problem
5. Inadequate manpower	3.90	Oftentimes a problem
Average Mean	**3.94**	**Oftentimes a problem**

Table 9 shows the problems met by the faculty in delivering quality cultural services. It can be noted that the item Inadequate administration's support to cultural affairs development had a weighted mean of 3.89 interpreted as "Oftentimes a Problem" , item on Lack of funds for Cultural Affairs Services got 4.55 weighted mean interpreted as "Always a Problem", while item Non-involvement of other officials had a weighted mean of 3.46 interpreted as "Sometimes a Problem", item Inability of the School Administrator to supervise Cultural Affairs Development had 3.89 weighted mean interpreted as "Sometimes a Problem", and item Inadequate

manpower got a weighted mean of 3.90 interpreted as "Oftentimes a Problem". The combined average mean got an interpretation of "oftentimes a problem". The data imply that in delivering quality cultural services the faculty found it much needed support from the administration in terms of funding in delivering quality cultural services to the University and to the community. With funds available, the Office could easily initiate programs and activities that could augment the different services offered by the CADO.

VI. Conclusions

The respondents had better educational qualifications, did not have more units earned in cultural affairs development, lacked of in-service trainings and were mostly new in the service as to work experience in cultural affairs development may be emphasized. The strategic directions manifested by the University's CADO were not clear which lead to the mismanagement of operations. The CADO not clearly exhibits quality management, operations and delivery services as observed by the faculty, support staff, alumni and students in the various dimensions of customer satisfaction, continuous improvement and ethical work culture. Lack of funds in the Services is a serious problem met by the faculty in the delivery of quality cultural services. Some areas of the operation and management system of CADO needed to be developed and enhanced in order to promote and enrich performance, service and nobility of the different partner-agencies, clienteles and stakeholders to ensure organizational development.

VII.   Recommendations

Based on the conclusions generated, the following recommendations are hereby proposed: First, Cultural Affairs development activities should be introduced in order to provide the faculty, support staff and alumni opportunities to raise the units they earned and also to conduct more trainings and seminars on this subject to increase their awareness, ideas and appreciation of cultural affairs and other related activities. Second, the Cultural Affairs Development Office must look into other types of cultural activities and programs and maintain communication lines that are open to their various stakeholders and clienteles to effectively and efficiently address the diverse changing needs and demands of the latter. Third, the school administration must extend support to CADO particularly on capability-building so as to further develop and even sustain the smooth operation of the Office. Fourth, the Cultural Affairs Development Office may put up a Strategic Information Bulletin providing comprehensive data and information regarding the plans, programs and updates of the Office. Fifth, the proposed Quality Manual of Operations must be prepared through the data obtained in this research for office uses but still are subject to some modifications if needed. Lastly, parallel or similar studies maybe conducted among educational institutions that include test of correlation between the utilization of the Quality Manual of Operations and its impact on quality management system.

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