Leadership Capability and Performance of the Socio Cultural Affairs Officers of the State Universities and Colleges (SUCS) in Region2, Philippines and Its Implication to Education

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Abstract

In attaining the organizational goals effectively and efficiently, the Leadership capability of the heads of office must be strengthened, monitored and evaluated. Hence, the researcher was interested to measure the leadership capability and performance of the socio cultural affairs Officers in Region 02, Philippines. The study utilized the descriptive-correlational method of research. The respondents involves in this study are the Socio Cultural Affairs officials and coaches of four State Universities and Colleges in Region 02. Results show that the level of implementation of academic policies and admission requirements are directly linked to leadership behaviors of the socio-cultural directors. Furthermore, it was identified that the most reported problems in the office of the socio cultural affairs officers are lack of time for practices and inadequate budget. In view of these facts, the head or the director of socio cultural affairs must also possess technical, human and conceptual skills so that they can easily perform duties and responsibilities through advance educational and advance educational attendance to national conference and seminars along management, administration and specific task on socio-cultural affairs/activities.

Keywords; *Leadership capability, academic policies, admission requirements, leadership behavior, management capabilities, descriptive-correlational, Philippines.*

I. INTRODUCTION

All learning institutions have to make a global competitiveness a strategic goal. Particularly, among State Universities and Colleges (SUCs), it is a fact and practice that leadership in general seeks to bring people from where they are and from where they have been. It also enables individuals to go beyond the confines of mediocrity and trend into the realm of excellence. Hence, in process, it induces people to define their desires and pursue them with passion. Doing this will make the individual person give more access to leadership work thereby transform potential of individuals into reality in the University level.

To be effective leaders of the Socio-Cultural Affairs Office of SUCs, one must develop the ability to lead. Indeed, performance is a key to leadership. In the SUCs today, there are plenty of school administrators whose leadership careers are affected both internal and external factors. Such factors determine greatly their leadership performance. In fact, the socio-cultural affairs officers are concerned with the creation of school environment that is performance-oriented. They integrate task, structure, technology, resources, and people into a productive configuration. They likewise plan, organize, direct and control. And towards the end they achieve goals through the efforts of other individuals. The socio-cultural affairs officers have to influence the

behavior of other individuals in order to get things done.

The socio-cultural affairs officers of SUCs play a sensitive and critical role in the discharge of their duties and functions in the University. This is noticed in the manner they exercise their leadership capabilities and performance in the office they are assigned. However, as socio-cultural affairs officers, they possess traits and qualities, behavioral patterns, characteristics, and even human weaknesses. It is expected that they have limitations. Today, socio-cultural affairs officers are called working supervisors because they also perform supervision of teachers involved in socio-cultural activities in the University. Hence, the process of work performed by them demand managerial limits. For this reason, they are considered leaders of a group of teachers / subordinates who accomplish the task given by them in school. It is observed that they generally assigned teachers to implement activities related to socio-cultural aspects of University.

To understand better his leadership capability and performance, one has to look into his managerial functions, skills and competencies. He must learn to plan, organize, activate, and control. From here, he will view his career as something with heavy managerial responsibility. As his managerial responsibility increases, he has to deal with the teachers who intelligent, emotional or self-contained, honest and dedicated. In this way, there seemed to be no simple formula for dealing with all the teachers; hence, each had to be treated as an individual. Therefore, the socio-cultural affairs officers in the performance of their school tasks must possess tolerance and understanding of human differences. He has to learn to spot problems and know when to study and actions are necessary. The identification of problems is essential to effective leadership capability and performance of socio-cultural affairs office of SUCs.

A further analysis of the leadership capability and performance of socio-cultural affairs officers include other responsibilities, namely: those that have to do with teachers and staff and those which have to do with superiors. Doing this is a serious job. Indeed, teachers want supervisors who help them and who support them when they are beset with problems pertaining to their school functions. In most organizations, a manager's effectiveness is measured in terms of the kind of workers he can acquire and develop. The school supervisor must realize that no one ever gets a perfect score in his ability to manage. In this way, it is said that there is no such thing as a perfect combination of managerial abilities.

On the bases of the aforementioned observations, the researcher embarked on the study.

II. OBJECTIVES

The study aimed to determine the perception of the respondents with respect to the management capabilities and decision making skills; analyze and evaluate the perception of four groups of respondents on management capabilities and decision making skills; identify the problems encountered by the respondents in the implementation of academic policies, guidelines, rules and regulations of the socio cultural programs in as far as students services are concerned; evaluate the relationships between level and efficiency of implementation of academic policies, guidelines, rules and regulations of the Socio Cultural Affairs Officer in relation to their perceived management capabilities and decision making skills in terms of the adoption of management functions, leadership styles and leadership quality; and identify the reported problems encountered by the Socio cultural Affairs Officers of SUC's in Region 02.

III. RESEARCH METHOD USED

The study utilized the descriptive-correlational methods of research. The respondents involved in this study were the Socio Cultural Affairs Officials, Coaches and Coordinators of four State Universities and Colleges in Region 02, Philippines namely:

Quirino State University (QSU), Isabela State University (ISU), Cagayan State University (CSU), and Nueva Vizcaya State University (NVSU). Total enumeration of the respondents was employed in the research study which results to 107 respondents broken down as follows: 4 socio-cultural directors, 11 socio-cultural chiefs, 32 socio-cultural coordinators, and 71 socio-cultural coaches.

IV. RESULTS AND DISCUSSION

Table 1 shows that on the items "Academic Load" and Research monitoring and evaluation in Student Affairs, Socio- Cultural Affairs Directors perceived the level of implementation as "Very High" except on the last item as it only received means from 3.82 to 4.48 described as "High", which is observed as the exact opposite of these perception given by SCA-Coordinators to which majority of the perceptions were described as" High" with means from 3.07 to 3.48 except on the following items that received better perception described as "High" namely Admission of Registration, Academic Load,

Passed the Audition, Academic Grades and Attendance.

The results further disclosed the mean exhibited by the Socio-Cultural Affairs Officers such as SC-Directors, SC- Chiefs, SC Coordinators and SC-Coaches who perceived the implementation of Academic Policies and Admission requirements as "Very High", "High", "Very High",

and "Average", respectively, with a grand mean values of 4.63,

4.42, 4.27 and 3.57, respectively.

The results of the perception of the four (4) group of respondents as far as academic policies and admission requirements were practically the same. They differ only in

Terms on figures particularly among Socio Cultural

Affairs Coaches.

Table 1. Perceived Level of Implementation of Academic Policies and Admission and Requirements of the Socio Cultural Affairs Office

Academic Policies and Admission Requirements	Director		Chief		Coordinator		Coach	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD
Academic Policy	4.92	VH	4.48	VH	4.48	VH	3.48	A
Admission Policy	4.52	VH	4.56	VH	4.37	H	3.18	A
Admission and Registration	4.76	VH	4.62	VH	4.18	H	4.03	H
Academic Load	4.08	H	4.58	VH	372	H	4.27	H
Cultural Programs	4.78	VH	4.87	VH	3.94	H	3.07	A
Student Activities	4.82	VH	4.59	VH	4.08	H	3.32	A
Research Monitoring& Evaluation On Student Affairs	3.90	H	4.94	VH	4.27	H	3.43	A
Admission Requirements								
Passed the Audition	4.84	VH	4.48	H	4.65	V H	3.75	H
Academic Grades	4.78	VH	4.08	H	4.73	VH	3.75	H

Attendance	4.56	VH	3.97	H	3.85	VH	3.42 H
Commitment	4.93	VH	3.82 ,	H	4.73	V H	3.47 H
Grand Mean	4.63	V H	4.45	H	4.27	V H	3.57 A

Note: QD means Qualitative Description

VH means Very High, H means High, A means Average,
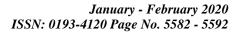
SCA-Socio Cultural Affair

Table 2 showed that the Socio-Cultural Affairs Directors had a divided perception on all items to which supervision indicators such as "Buffer staff from their tendency to feel they must respond comprehensively to demands for policy implementation". "Develop safe and trustful relationships with staff". "Provide individualized support for staff "and "Help coordinators, coaches deal with change" received higher means of 4.56, 4.61, 4.70 and 4.72, respectively. However, the Socio-Cultural Affairs Chiefs, Coordinators and Coaches "Agree" on said indicators assessed by the Socio-Cultural Affairs Directors of SUCs in the region.

It was likewise assessed that all the respondents perceived as "Agree" the item on supervision with grand means of 4.61, 4.18, and 3.97 respectively. The results imply that the Socio-Cultural Affairs Officers of SUCs in the Region are capable of leading their offices with effective supervision.

Table 2. Perception of Respondents of their Leadership Capability and Performance in the Area of Supervision as Officers of Socio-Cultural Affairs Office of SUCs in Region 02

SUPERVISION	Director		Chief		Coordinator		Coach	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD
1. Buffer staff from their tendency to feel they must respond comprehensively to demands policy implementation	4.56	SA	4.18	A	4.01	A	3.88	A
2. Develop safe and And trustful Relationships with staff	4.61	SA	4.25	A	4.08	A	3.90	A
3. Provide individualized support for staff	4.70	SA	4.02	A	4.03	A	3.82	A
4. Challenge staff to think critically and creatively about their practices	4.32	A	3.98	A	3.78	A	3.75	A
5. Sensitively to coaches and students concerns	3.99	A	4.17	A	3.95	A	3.95	A
6. Help coaches and their students deal with increased parental involvement	4.66	A	4.32	A	4.15	A	4.01	A
7. Help coordinators, coaches deal wit change	4.72	A	4.37	A	4.04	A	4.04	A
8. Provide feedback about how to improve instruction related to socio-cultural	4.34	A	4.28	A	4.16	A	3.96	A
Grand Mean	4.49	A	4.20	A	4.03	A	3.91	A

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Note: QD means Qualitative Description, SA-Strongly Agree,

A-Agree

Table 3 shows the perception of respondents of their leadership capability and performance along the area of participative leadership style.

The table stated that the Socio-Cultural Affairs Directors perceived most of the items with lower than 4.58 described as "Strongly Agree" except the last item "Helps subordinates for their professional growth and incentives" which received a lower mean of 4.38 described as "Agree" and that common perceptions on all items were given by the Socio-Cultural Affairs Chiefs, Coordinators and Coaches varying means from 3.58 to 4.72 described as "Strongly Agree", "Agree", and "Moderately Agree", respectively.

The results imply higher Socio-Cultural Affairs Officers had better perception on the Participative Style of Leadership of the Socio-Cultural Affairs Officers

Table 3. Perception of Respondents of their Leadership Capability and Performance in the Area of Consultative Leadership Style as Officers of Socio-Cultural Affairs Office of SUCs in Region 02

Participative Style of Leadership	Director		Chief		Coordinator		Coach	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD
Proper consultation to subordinates is done more importantly to implementation of policies of Socio-Cultural.	4.57	SA	4.65	SA	4.37	A	3.86	MA
There is crisscrossing of Communication line	4.82	SA	4.72	SA	4.21	A	3.74	MA
There is total participation in decision making and Problem solving of Socio-cultural Faculty	4.97	SA	4.68	SA	4.35	A	3.58	MA
There is always transparency in all levels of operation And implementation of policies of Socio- Cultural Affairs	4.58	SA	4.70	SA	4.27	A	3.62	MA
Serve as a role model for work ethics and accountability	4.67	SA	4.71	SA	4.27	A	3.62	MA
Helps subordinates their professional growth and incentives	4.38	SA	4.69	SA	4.41	A	3.71	MA
Grand Mean	4.67	SA	4.69	SA	4.32	A	3.69	MA

Note: QD means Qualitative Description, SA- Strongly Agree, A-Agree, MA-Moderately Agree

Table 4 states the perception of respondents on their leadership capability and performance in the area of consultative style of leadership.

The said table also disclosed that Socio-Cultural Affairs Directors provided a common description on all items with varying means not lower than 4.58 described as ''Strongly Agree", the Socio-Cultural Affairs Chiefs and Coordinators had a common perception on Consultative Style Leadership with means not lower than 3.75 described as "Agree", while the Socio-Cultural Affairs Coaches, though provided a common descriptive interpretations, came with a lower means from 3.08 to 3.21 described as "Moderately Agree'.

It was further revealed that the Socio-Cultural Affairs Directors had the highest mean of 4.67 described as "Strongly Agree" while the Socio-Cultural Affairs Coaches had the lowest grand mean of 3.17 described as "Moderately Agree". The Socio-Cultural Affairs Chiefs and Coordinators garnered average means of 4.47 and 3.93 respectively which were both described as "Agree".

From the results, it can be noted that the Socio-Cultural Affairs Directors had better perception on the Consultative Style Leadership on the Socio-Cultural Affairs heads in the Region when compared with the perceptions of lower Socio-Cultural Affairs heads particularly among the coaches.

Table 4. Perception of Respondents of their Leadership Capability and performance in the area of Consultative Leadership style as Officer of Socio-Cultural Affairs Office of SUCs in Region 02

Consultative Style	Director		Chief		Coordinator		Coach	
	Mean	QD	Mean	QD	Mean	QD	Mean	QD
1.Consult heads, middle level managers in the implementation of policies in the Socio-Cultural Office	4.58	SA	4.47	A	4.14	A	3.18	MA
2.Open minded to feedbacks, accepts and reacts positively to criticisms and suggestions	4.62	SA	4.45	A	3.92	A	3.08	MA
3.Assist employees to attain their performance targets in socio-cultural	4.75	SA	4.47	A	3.98	A	3.17	MA
4.Leads in all aspects of implementation	4.70	SA	4.46	A	3.87	A	3.21	MA
5.Conduct meeting and dialogues among faculties and Students	4.72	SA	4.48	A	3.75	A	3.19	MA
Grand Mean	4.67	SA	4.47	A	3.93	A	3.17	MA

Note: QD means Qualitative Description, SA- Strongly Agree, A-Agree, MA-Moderately Agree.

Table 5 shows the perception of respondents in the area of exploitative-authoritative style of leadership.

The table revealed that the Socio-Cultural Affairs Directors who "Moderately Agree" on the existence of Exploitative-Authoritative leadership styles with means not higher than 3.46, the same interpretations were given by the Socio-Cultural Affairs Coaches with means not higher than 3.47, while the Socio-Cultural Affairs Chiefs, though provided a common description on all items, perceived the leadership capability indicators with means from 4.21 to 4.47 described as "Agree", a divided descriptive interpretations were given by the Socio-Cultural Affairs Coordinators as "Moderately Agree", the last two items "Centralized Problem Solving" and "no

Direct Consultation" were perceived with means of 4.37 and 4.21 respectively described as "Agree".

The table further disclosed that the Socio-Cultural Affairs Directors, Coaches and Coordinators had a similar description of Exploitative-Authoritative leadership style rated as "Moderately Agree" while Socio-Cultural Affairs Chiefs described the indicators as "Agree" with a grand mean of 3.15, 4.38, 3.33 and 3.26 respectively.

From the results, it can be noted that Socio-Cultural Affairs Officers in the region were fairly exploitative and authoritative on their functions as officers though it can be argued that the Socio-Cultural Affairs Chiefs and Coordinators provided "Average" descriptive interpretation.

Table 5. Perception of Respondents of their Leadership Capability and performance in the area of Exploitive- Authoritative Leadership Style as Officer of Socio-Cultural Affairs Office of SUCs in Region 02

Exploitive- Authoritative Leadership Style	Director Mean	QD	Chief Mean	QD	Coordinator Mean	QD	Coach Mean	QD
1. Exploitive- Authoritative Leadership Behaviour	3.46	MA	4.47	A	3.08	MA	3.42	MA
2. No transparency of information in all level of implementation	2.58	MA	4.45	A	3.39	MA	3.47	MA
3. Centralize decision making	3.18	MA	4.42	A	3.40	MA	3.45	MA
4.Centralize problem solving	3.22	MA	4.37	A	3.42	A	2.92	MA
5. .No direct consultation	3.31	MA	4.21	A	3.38	A	3.02	MA
Grand Mean	3.15	MA	4.38	A	3.33	A	3.36	MA

Note: QD means Qualitative Description, SA- Strongly Agree, A-Agree, MA-Moderately Agree.

Table 6 shows the assessment of the four (4) group of respondents of their management functions in the Office of Socio-Cultural Affairs

Majority of the Socio-Cultural Affairs Directors along the indicators on management functions were described as "Agree" with means from 3.64 to 4.17 except on three items that that received lower means from 3.32 to 3.48. Nevertheless, a higher mean received by the item " Evaluate and Monitor subordinate duties and responsibilities" with mean of 4.52 described as "Strongly Agree", Common perception on all items were given by the Socio-Cultural Affairs Chiefs and Coaches with the descriptive interpretation of "Agree"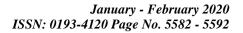 and "Moderately Agree" respectively. However, for the Socio-Cultural Affairs Coordinators, most of the items were perceived as "Agree" by them with means not higher than 4.52 and other three items received higher means from 4.55 to 4.68 described as "Strongly Agree.

A further analysis revealed that the Socio-Cultural Affairs Directors, Chiefs and Coordinators provided a common grand description of "Agree" with means of 3.87, 3.93, and 4.34 respectively. The Socio-Cultural Affairs Coaches had a grand mean of 3.25 described as "Moderately Agree".

From the results, it can be noted that majority of the Socio-Cultural Affairs Directors considered the management functions of the SUCs with an average level perception.

Table 6. Weighted Mean Distribution on the Assessment of Respondents of their Management Functions in the Office of Socio-Cultural Affairs of SUCs in Region 02.

Management Functions	Director Mean	QD	Chief Mean	QD	Coordinator Mean	QD	Coach Mean	QD
1.Planning								
a. Prepare and utilize budget for socio-cultural adopt planning areas and time period	3.92	A	4.18	A	4.28	A	3.18	MA
b. All socio-cultural Officials must implement policies on plan	3.9	A	4.15	A	4.14	A	3.07	MA

c. Identify alternative action and formulate supporting and action plan	3.88	A	3.98	A	4.17	A	3.21	MA
2. Organizing								
a. Identify and classify required activities based on organizational structure of the university	3.85	A	4.37	A	4.28	A	3.32	MA
b. Grouping of activities/ roles necessary to attain objectives/ goals	3.38	A	3.42	A	4.43	A	3.32	MA
c. Implement provisions for coordination , horizontally and vertically in the organizational structure	3.91	A	3.67	A	4.47	A	2.98	MA
d. Establishes linkages with other organization	3.78	A	3.74	A	4.42	A	2.97	MA
e. Adopt a good level organization and span of management	3.85	A	3.82	A	4.52	A	3.45	MA
3. Directing/ Organizational Development								
a.Exercise general supervision to faculty	3.64	A	3.65	A	4.75	SA	3.48	MA
b. Integrate the use of plan approach to improve organizational effectiveness and efficient heads coordinators and coaches	4.08	A	3.68	A	4.55	SA	3.35	MA
c. Observe and direct implementation of policies	4.17	A	3.55	A	4.68	SA	3.35	MA
d. Always conduct organizational diagnostics and consider feedback	4.15	A	4.18	A	4.25	SA	3.37	MA
4. Controlling								
a. Delegates power and authority	3.48	A	3.82	A	4.18	A	3.42	MA
b. Formulate supporting objectives, policies and programs based on organizational structures	3.42	MA	3.75	A	4.42	A	3.47	MA
c. Adapt implement and implement principles departmentalization	3.32	MA	4.02	A	4.12	A	2.62	MA
d. Decentralize power authority	3.97	MA	4.15	A	3.98	A	3.48	MA
e. Evaluate and monitor subordinates duties and responsibilities	4.52	MA	4.32	A	4.21	A	3.27	MA
Grand Mean	3.87	MA	3.93	A	4.34	A	3.25	A

Note: QD means Qualitative Description, SA- Strongly Agree, A-Agree, MA-Moderately Agree.

Table 7 indicates the significant difference of the perception of the four (40 group of respondents of their leadership styles as officers of the Socio-Cultural Affairs Office. It was disclosed that the perceptions on the items of "Authoritative ", "Exploitative", "Participative", " Consultative" and "Leadership Quality" that represented the leadership styles of the Socio-Cultural Affairs Officers of the State Universities and Colleges in the region revealed that there is no significant difference on the insights of the four group of respondents as evidenced by the f-ratios 0.09, 0.04, 0.06, 0.08 and 0.03 respectively and with counterpart probabilities of 0.12, 0.11, 0.14, 0.11, and 0.11 correspondingly. When analyzed further, the four group of respondents perceived the leadership styles of the Socio-Cultural Affairs Officers in the region with average means ranging from 4.14 to 4.38 generally described as "Agree".

From the result, it can be noted that the Socio-Cultural Affairs Officers of the SUCs in Region 02 shared the same insights in leadership styles and qualities to which a leader must possess in his every endeavor.

Table 7. Officers of the Socio-Cultural Affairs Office of SUCs in Region 02

Leadership Style and And Leadership Quality	Director Mean	QD	Chief Mean	QD	Coordinator Mean	QD	Coach Mean	QD	F-Ratio	Prob
1.Authoritative	4.42	A	4.37	A	3.98	A	4.02	A	0.09	0.12
2.Exploitative	4.02	A	4.22	A	3.92	A	3.96	A	0.04	0.11
3. Participative	4.18	A	4.56	SA	4.01	A	3.78	A	0.03	0.14
4. Consultative	4.15	A	4.82	A	4.18	A	4.14	A	0.06	0.11
5. Leadership Quality	3.88	A	4.07	A	4.40	A	4.25	A	0.08	0.11
Grand Mean	4.13	A	4.41	A	4.04	A	4.03	A	A	A

*significant

Table 8 features the significant relationship of the perception of the four (4) group of respondents of their management functions and leadership styles. It was disclosed that the computed r value on the significant relationship of the management function indicators and the item "Participative" as a Leadership Style was 0.26 which indicates that there exist a significant relationship between the two which the R-Values ranged from 0.18 to 0.32, the computed multiple r value on the significant relationship of the management functions indicators and the item "Consultative" as a Leadership Style was 0.15 which indicates that there exist a significant relationship between the two to which the R-values ranged from 0.02 to 0.30 , the computed multiple r value on the significant relationship of the management functions indicators

and the item "Benevolent-Authoritative" as a Leadership Style was 0.32 which indicates that there exist a significant relationship between the two which the r values ranged from 0.24 to 0.36, the computed multiple r value on the significant relationship of the management function indicators and the item "Exploitative Authoritative" as a leadership was 0.55 which indicates that there exist a significant relationship between the two which the r values ranged from 0.47 to 0.60. When further analyzed, it disclosed that the leadership styles of Participative, Consultative, Benevolent-Authoritative, and Exploitative Authoritative had significant relationship with the identified management functions such as planning, organizing, directing/organization development and controlling.

Table 8. Significant Relationship of the Perception of Respondents of their Management Functions and Leadership Styles as Officers of Socio-Cultural Affairs Office of SUCs in Region 02

Management Function and Leadership Style	Participative		Consulta- tive		Benevolent Authoritative		Exploitative Authoritative	
	r-value	Prob	r-value	Prob	r-value	Prob	r-value	Prob
a.Planning	0.18	0.00	0.14	0.02	0.31*	0.000	0.47	0.00
b.Organizing	0.27	0.00	0.02	0.14	0.28*	0.00	0.50	0.00
c.Directing/ Organizational Development	0.32	0.00	0.08	0.02	0.36*	0.00	0.60*	0.00
d.Controlling	0.27	0.00	0.30	0.00	0.24*	0.00	0.51	0.00
Multiple R	0.26	0.00	0.15	0,01	0.34*	0.00	0.55	0.00

*significant   ns-nonsignificant

Table 9 presents the reported problems encountered by the Socio-Cultural Affairs Directors in the State

Universities and Colleges in the Region. The results imply that most of the reported problems pertain to

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inadequacy to time, money and efforts among the school administrators and socio-cultural heads.

Table 9. Reported Problems Encountered by the Socio-Cultural Affairs Directors of State Universities and Colleges in Region 02

Items	Numberof Respondents	Percent
Lack of human Relations among Faculty	88	82.24
Inadequate Information Drive	52	48.59
Poor Attitudes of staff, Lack of motivation	67	62.67
Presence of Negative Influential factor	75	70.61
Lack of understanding of University Mission and Goals	80	74.09
Inadequate Budget	94	87,85
Lack of support from top Management	41	38.31
Laxity of Supervision	40	37.38
Lack of Equipment and Facilities	87	81.30
Non-cooperation of Faculty	64	59.81
Lack of time for practices	98	91.58

V. RECOMMENDATIONS

Based on the findings of the study, the following recommendations were raised by the researcher: there is need for SUCs to address properly the status of its Socio-Cultural Affairs Office in terms of adequate equipment and facilities, supplies and more manpower to make the said office highly operational and functional particularly in the delivery of school activities and instruction; encourage more young and qualified personnel to be recruited by SUCs to perform the varied tasks of the Socio-Cultural Affairs Office in Region 02; strong tie-ups and linkages between and among the different offices of SUCs in the region with the Socio-Cultural Affairs Office for a closer relationship and to maintain a smooth flow of the SUCs delivery program; and more parallel studies/ researches conducted in the field.

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