

Challenges and Benefits of Schools in Participating Cultural and Religious Activities in Promoting Socio-Cultural of Sariaya, Quezon

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Abstract— This study aims to determine the challenges and benefits of school participation in cultural and religious activities in promoting socio-cultural development in Sariaya, Quezon. Specifically, it examines the level of challenges encountered by schools in terms of resource availability, resource competition, resource allocation, and external pressures; the benefits gained in terms of bonding social capital, bridging social capital, trust and reciprocity, and collective action; and the level of socio-cultural development measured through cultural transmission, social interaction, identity formation, and community cohesion. The study also determines whether significant differences exist between Social Science and Non-Social Science teachers and examined the relationships among the variables. The study utilized a quantitative-correlational research design. Respondents consisted of Social Science and Non-Social Science teachers from selected schools in Sariaya, Quezon during the school year 2025-2026, selected through purposive sampling. Data were collected using a validated researcher-made questionnaire. Statistical treatments included descriptive statistics such as *t*-test, weighted mean, standard deviation and inferential statistics such as Pearson-*r* correlation analysis tested at the 0.05 level of significance to determine relationships among variables. The findings revealed that schools experienced moderate to high levels of challenges, particularly in terms of resource availability, competition for resources, and external pressures. Despite these challenges, schools reported high significant benefits from participation, including strengthened social bonds, enhanced trust and reciprocity, improved collaboration, and increased collective action within the community. The level of socio-cultural in Sariaya, Quezon was generally high, particularly in cultural transmission, identity formation, social interaction, and community cohesion. Furthermore, the study revealed that both group of teachers share similar experiences in terms of the challenges encountered, benefits gained, and socio-cultural orientation. It also found significant relationships between the benefits of participation and socio-cultural development, indicating that the advantages gained from cultural and religious activities contribute greatly to strengthening the community's socio-cultural growth. The study concludes that participation in cultural and religious activities significantly promotes socio-cultural development in Sariaya, Quezon. The significant differences among teachers were accepted, while participation and socio-cultural development has a significant relationship as the hypothesis were rejected. Despite existing challenges, the benefits such as strengthened social capital, trust, and cooperation enhance cultural preservation, identity formation, and community cohesion. It is recommended that school heads and teachers should strengthen unified support systems, encourage active participation across disciplines, promote socio-cultural values, and develop effective strategies for resource

management and community partnerships to enhance participation in cultural and religious activities.

Keywords— cultural activities, religious participation, socio-cultural development, school-community partnership, cultural transmission.

I. INTRODUCTION

Socio-cultural development has long been recognized as a vital dimension of human growth, shaping how individuals understand themselves, relate to others, and participate in community life. Across societies, education serves not only as a means of academic instruction but also as a primary channel through which cultural values, social norms, and collective traditions are transmitted from one generation to the next. Schools, therefore, play a central role in nurturing social cohesion, cultural continuity, and civic responsibility by engaging learners in various community-based practices (Mispani & Widayati, 2021; Sakti et al., 2023).

Globally, many educational institutions incorporate cultural and religious activities as part of holistic development efforts. These activities provide meaningful opportunities for students to build interpersonal relationships, appreciate cultural diversity, develop empathy, and strengthen their sense of identity (Heng, 2023). Despite their benefits, the integration of cultural and religious activities within school programs is often confronted with practical and organizational challenges. Limited funding, insufficient facilities, competing academic priorities, and pressures from external stakeholders may hinder schools' ability to effectively participate in or sustain these activities (Murungi et al., 2024). Furthermore, rapid modernization, changing values among the youth, and shifting community expectations influence the level and quality of student engagement (Creese, 2019; Dunbar, 2020). These concerns highlight the need to examine how schools navigate the tension between cultural preservation and contemporary educational demands.

In the Philippines, cultural and religious celebrations are deeply embedded in community life, making school involvement both meaningful and influential (Roque, 2025). In the municipality of Sariaya, Quezon, schools actively engage in major traditions such as the Agawan Festival held every June in honor of Saint Francis of Assisi, the Paskuhan sa Sariaya during the Christmas season, and the Flores de Mayo and Santacruzán festivities. These events showcase performances, street dances, devotional practices, and

community collaborations that enrich students' socio-cultural experience. School participation in these activities extends beyond extracurricular involvement; it contributes to cultural transmission, strengthens social bonds, and promotes collective identity within the locality (Hipolito, 2024).

However, despite the active role of schools in these community traditions, limited research has investigated the balance between the challenges they encounter and the benefits they gain from such participation. Addressing this gap is essential for understanding how schools influence and promote socio-cultural development within their communities (Udtujan, 2025). Thus, this study, "Challenges and Benefits of Schools in Participating Cultural and Religious Activities in Promoting Socio-Cultural Development of Sariaya, Quezon," sought to examine the difficulties faced by schools, the advantages they obtain, and the extent to which these activities contribute to the socio-cultural growth of the municipality. By analyzing these dimensions, the study aimed to provide insights that may guide educational planning, community engagement, and cultural preservation efforts in the local context.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the challenges and benefits of school participation in cultural and religious activities in promoting socio-cultural development in Sariaya, Quezon.

Specifically, it sought to answer the following questions:

1. What is the level of challenges of the schools encountered in participating in cultural and religious activities in terms of:
 - 1.1 Resource Availability;
 - 1.2 Resource Competition;
 - 1.3 Resource Allocation; and
 - 1.4 External Pressures?
2. What is the level of the benefits gained by schools in participating in cultural and religious activities in terms of:
 - 2.1 Bonding Social Capital;
 - 2.2 Bridging Social Capital;
 - 2.3 Trust & Reciprocity; and
 - 2.4 Collective Action?
3. What is the level of socio-cultural in Sariaya, Quezon relative to:
 - 3.1 Cultural Transmission;
 - 3.2 Social Interaction;
 - 3.3 Identity Formation; and
 - 3.4 Community Cohesion?
4. Is there a significant difference in the challenges encountered in participating in cultural and religious activities of Social Science and Non-Social Science teachers?
5. Is there a significant difference in the benefits gained in participating in cultural and religious activities of Social Science and Non-Social Science teachers?
6. Is there a significant difference in the socio-cultural of Social Science and Non-Social Science teachers?
7. Do the challenges faced by schools in participating in cultural and religious activities have significant

relationships in the promotion of socio-cultural in Sariaya, Quezon?

8. Do the benefits gained by schools from participating in cultural and religious activities have significant relationships in the promotion of socio-cultural in Sariaya, Quezon?

II. METHODOLOGY

The study utilized a quantitative-correlational research design. Respondents consisted of Social Science and Non-Social Science teachers from selected schools in Sariaya, Quezon during the school year 2025-2026, selected through purposive sampling. Data were collected using a validated researcher-made questionnaire. Statistical treatments included descriptive statistics such as t-test, weighted mean, standard deviation and inferential statistics such as Pearson-r correlation analysis tested at the 0.05 level of significance to determine relationships among variables.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data collected to examine the significant differences in the challenges encountered and the benefits gained in participating in cultural and religious activities between Social Science and Non-Social Science teachers. It also examines whether there is a significant relationship between the challenges faced by schools in participating in cultural and religious activities and the promotion of socio-cultural development in Sariaya, Quezon.

Furthermore, the chapter investigates the significant relationship between the benefits gained from participation in these activities and the promotion of socio-cultural development in the same locality.

Level of Challenges Encountered in Participating in Cultural and Religious Activities

In this study, level of challenges encountered in participating in cultural and religious activities is the difficulties, limitations, or obstacles that schools experience when organizing, supporting, or taking part in cultural and religious activities.

The following tables show the level of challenges encountered in participating cultural and religious activities that include variables such as resource availability, resource competition, resource allocation, and external pressures. The level of these challenges encountered was determined by mean and standard deviation.

Table 1 presents the level of challenges encountered by schools in participating in cultural and religious activities in terms of resource availability as perceived by Social Science and Non-Social Science teachers.

The results show that both groups of teachers consistently perceived that their schools have sufficient financial resources, adequate facilities, availability of educational materials, and enough trained personnel to manage cultural and religious activities. Both groups also agreed that resources do not significantly restrict the number or quality of programs offered. This indicates that teachers from both specializations

share similar perceptions regarding the adequacy of school resources in supporting cultural and religious initiatives.

Table 1. Level of Challenges of the Schools Encountered in Participating in Cultural and Religious Activities in terms of Resource Availability

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
Our school ...						
...has sufficient financial resources to support cultural and religious activities.	4.16	0.74	A	4.14	0.82	A
...has access to adequate facilities to conduct cultural and religious programs.	4.08	0.72	A	4.10	0.81	A
...has availability of educational materials and tools for cultural and religious activities that meet our needs.	4.02	0.82	A	4.12	0.81	A
...has enough staff and teachers trained to manage cultural and religious activities.	4.04	0.86	A	4.06	0.84	A
...has resources, not restricting the number or quality of cultural and religious programs that we can offer.	3.92	0.88	A	3.98	0.78	A
Weighted Mean	4.04			4.08		
SD	0.80			0.81		
Verbal Interpretation	High			High		

The weighted mean results reveal that Social Science teachers obtained a mean of 4.04 with a standard deviation of 0.80, while Non-Social Science teachers obtained a slightly higher mean of 4.08 with a standard deviation of 0.81, both verbally interpreted as high. This implies that schools generally demonstrate strong resource availability, indicating that institutions are capable of supporting cultural and religious activities through sufficient funding, facilities, materials, and personnel.

The findings emphasize that schools maintain a favorable level of resource availability that supports participation in cultural and religious activities. The results indicate that adequate institutional support contributes to the successful implementation of programs that promote cultural awareness, strengthen values formation, and enhance socio-cultural engagement within the school community.

Table 2 presents the level of challenges encountered by schools in participating in cultural and religious activities in terms of resource competition as perceived by Social Science and Non-Social Science teachers.

The results show that both groups of teachers consistently perceived resource competition as a notable concern in organizing cultural and religious activities.

Respondents from both groups generally acknowledge that schools compete for funding and resources, share facilities that may limit program implementation, and experience scheduling conflicts with community or government initiatives. While most responses fall within a neutral range, Non-Social Science teachers slightly express stronger agreement regarding the need for collaboration and proactive planning to harmonize activity schedules.

The weighted mean for Social Science teachers is 3.47 with a standard deviation of 0.98, while Non-Social Science teachers obtained a weighted mean of 3.53 with a standard

deviation of 0.94, both verbally interpreted as Moderately High. These results imply that resource competition moderately affects schools' ability to effectively conduct cultural and religious activities.

Table 2. Level of Challenges of the Schools Encountered in Participating in Cultural and Religious Activities in terms of Resource Competition

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
Our school ...						
...competes with other schools for funding or resources for cultural and religious activities.	3.46	1.03	N	3.55	0.99	N
...creates competition for resources with the activities from the community or government programs	3.56	0.91	N	3.56	0.94	N
...shares facilities with other schools which limits our school's ability to conduct cultural and religious events.	3.46	0.97	N	3.53	0.94	N
...encourages collaboration and proactive planning with other schools to harmonize cultural activity schedules	3.56	0.93	N	3.67	0.83	A
...planning for cultural and religious programs has been affected by the competition for community support	3.32	1.08	N	3.36	0.99	N
Weighted Mean	3.47			3.53		
SD	0.98			0.94		
Verbal Interpretation	Moderately High			Moderately High		

The findings suggest that competition for funding, facilities, and community support moderately influences schools' participation in cultural and religious programs. Although collaboration and planning efforts are evident, resource constraints remain a factor that may affect program quality and scheduling. The results emphasize the importance of strategic coordination, equitable resource allocation, and inter-school collaboration to ensure that cultural and religious activities are implemented effectively without being hindered by institutional competition.

In this study, the level of challenges encountered by schools in participating in cultural and religious activities in terms of resource allocation focuses on how schools manage time, budgeting, human resources, prioritization, and distribution of resources to support cultural and religious programs.

The Table 3 presents the assessment of resource allocation practices on the level of challenges as perceived by Social Science and Non-Social Science teachers. The variable measured using mean and standard deviation.

It shows the level of challenges encountered by schools in participating in cultural and religious activities in terms of resource allocation as perceived by Social Science and Non-Social Science teachers.

The results show that both groups of teachers generally agree that schools demonstrate effective resource allocation practices. Respondents perceive that schools promote time management, strategic budgeting, and thoughtful prioritization of cultural and religious activities alongside other programs.

Both groups also recognize efforts to maximize human resources and demonstrate resourcefulness in distributing

available support. While perceptions between the two groups are largely similar, Non-Social Science teachers slightly express stronger agreement in certain indicators, particularly in maximizing human resources.

Table 3. Level of Challenges of the Schools Encountered in Participating in Cultural and Religious Activities in terms of Resource Allocation

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
Our school ...						
...provides an opportunity to further enhance time management skills in supporting cultural and religious activities	3.90	0.74	A	3.87	0.82	A
...promotes strategic and resourceful budgeting practices to support cultural and religious activities in the school	3.88	0.77	A	3.94	0.80	A
...maximizes the effective use of available human resources in managing school activities	3.90	0.81	A	3.86	0.88	S
...promotes thoughtful prioritization of cultural and religious activities alongside other school programs.	3.82	0.77	A	3.87	0.81	A
...demonstrates resourcefulness in managing and distributing resources across cultural and religious events.	3.90	0.76	A	3.83	0.79	A
Weighted Mean	3.88			3.87		
SD	0.77			0.82		
Verbal Interpretation	High			High		

The weighted mean for Social Science teachers is 3.88 with a standard deviation of 0.77, while Non-Social Science teachers obtained a weighted mean of 3.87 with a standard deviation of 0.82, both verbally interpreted as High. These results imply that resource allocation practices are strongly manifested in schools despite existing constraints. The relatively low standard deviations suggest consistency in responses, indicating that teachers from both academic areas commonly perceive effective planning and budgeting strategies in managing cultural and religious activities.

The findings suggest that schools exhibit a high level of strategic resource allocation in supporting cultural and religious programs. Effective time management, budgeting, and prioritization practices help mitigate potential challenges related to limited resources. The results emphasize the importance of sustained strategic planning and collaborative management to ensure that cultural and religious activities continue to be supported efficiently and equitably within the school system.

In this study, the level of challenges encountered by schools in participating in cultural and religious activities in terms of external pressures focuses on how expectations from the local community, parents, school authorities, community events, and external evaluations influence the planning and implementation of these programs.

Table 4 presents the extent of external pressures on the level of challenges encountered by schools as perceived by Social Science and Non-Social Science teachers. The variable measured using mean and standard deviation.

It presents the level of challenges encountered by schools in participating in cultural and religious activities in terms of

external pressures as perceived by Social Science and Non-Social Science teachers.

Table 4. Level of Challenges of the Schools Encountered in Participating in Cultural and Religious Activities in terms of External Pressure

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
Our school ...						
...manner of conducting cultural and religious activities can be affected by the expectations of the local community	3.52	0.95	N	3.55	1.06	N
...experiences pressure from school authorities that affects the type or quality of activities organized.	3.52	0.97	N	3.53	0.96	N
...decisions regarding cultural and religious programs are impacted by the parents' expectations	3.54	0.93	N	3.48	0.97	N
...cultural and religious activities are required to adjust due to community events	3.50	0.89	N	3.52	0.98	N
...has external evaluations or audits create stress in planning and implementing these programs.	3.48	1.03	N	3.47	0.99	N
Weighted Mean	3.51			3.51		
SD	0.95			0.99		
Verbal Interpretation	Moderately High			Moderately High		

The results show that both groups of teachers perceived external pressures as moderately present in the conduct of cultural and religious activities. Respondents from both groups acknowledge that expectations from the local community, parents, and school authorities may influence the type and quality of activities organized. They also recognize that adjustments are sometimes necessary due to community events and external evaluations. The perceptions of both groups are highly similar across all indicators, suggesting a shared understanding that external stakeholders play a role in shaping school programs. However, responses generally remain within a neutral range, indicating that while pressures exist, they are not perceived as overwhelmingly disruptive.

The weighted mean for both Social Science and Non-Social Science teachers is 3.51, with standard deviations of 0.95 and 0.99, respectively, both verbally interpreted as Moderately High. These results imply that external pressures moderately affect schools' participation in cultural and religious activities. The relatively consistent mean scores and similar standard deviations indicate agreement among respondents that such pressures are present but manageable within the school context.

The findings suggest that schools experience a moderate level of external influence when organizing cultural and religious programs. Community expectations, parental input, and administrative requirements contribute to shaping decisions and implementation strategies. The results emphasize the importance of maintaining balanced communication and collaborative planning with stakeholders to ensure that cultural and religious activities remain aligned with educational objectives while responding effectively to external demands.

Level of the Benefits Gained in Participating Cultural and Religious Activities

In this study, level of benefits gained in participating cultural and religious activities is the positive outcomes or advantages individuals experience. The following tables show the level of the benefits gained in participating cultural and religious activities that include variables such as bonding social capital, bridging social capital, trust & reciprocity, collective action.

The level of these benefits was determined by mean and standard deviation. Table 5 presents the level of benefits gained by schools in participating in cultural and religious activities in terms of bonding social capital as perceived by Social Science and Non-Social Science teachers.

Table 5. Level of the Benefits Gained by Schools in Participating in Cultural and Religious Activities in terms of Bonding Social Capital

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
The school's participation in cultural and religious activities strengthens relationships among students.	4.34	0.66	SA	4.30	0.72	SA
The staff members collaborate effectively through involvement in these activities.	4.16	0.62	A	4.30	0.64	SA
The students feel a stronger sense of belonging to the school community.	4.26	0.63	SA	4.34	0.61	SA
The school community demonstrates increased trust among members due to participation.	4.32	0.65	SA	4.35	0.63	SA
The shared experiences in cultural and religious programs enhance school unity.	4.26	0.63	SA	4.27	0.66	SA
Weighted Mean	4.27			4.31		
SD	0.64			0.65		
Verbal Interpretation	Very High			Very High		

The results show that both groups of teachers strongly agree that participation in cultural and religious activities fosters positive relationships within the school. Respondents from both groups affirm that these activities strengthen student relationships, enhance collaboration among staff, promote a stronger sense of belonging, and increase trust within the school community. Notably, Non-Social Science teachers slightly express stronger agreement in terms of staff collaboration and increased trust.

The weighted mean for Social Science teachers is 4.27 with a standard deviation of 0.64, while Non-Social Science teachers obtained a weighted mean of 4.31 with a standard deviation of 0.65, both verbally interpreted as Very High. These results imply that schools experience very strong benefits in terms of bonding social capital when participating in cultural and religious activities. The relatively low standard deviations indicate consistent responses among participants, reinforcing the shared perception of substantial relational and communal gains.

The findings demonstrate that participation in cultural and religious activities significantly enhances bonding social capital within schools. These programs strengthen interpersonal relationships, foster collaboration, and build trust and unity among students and staff. The results highlight the

importance of sustaining cultural and religious initiatives, as they play a crucial role in nurturing a cohesive, supportive, and socially connected school community.

In this study, the level of benefits gained by schools in participating in cultural and religious activities in terms of bridging social capital focuses on how participation in these activities strengthens external connections, partnerships, and networks beyond the immediate school community.

Table 6 presents the extent of bridging social capital on the perceived benefits as assessed by Social Science and Non-Social Science teachers. The variable measured using mean and standard deviation.

Table 6. Level of the Benefits Gained by Schools in Participating in Cultural and Religious Activities in terms of Bridging Social Capital

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
The cultural and religious activities foster connections with other schools.	4.20	0.73	A	4.29	0.66	SA
The school builds relationships with local community organizations through participation.	4.16	0.77	A	4.21	0.62	SA
The students engage with peers from different schools via cultural programs.	4.16	0.77	A	4.30	0.59	SA
The partnerships formed through these activities enhance school-community cooperation.	4.22	0.71	SA	4.16	0.72	A
Participation provides activities opportunities for our school to network and share knowledge externally.	4.16	0.71	A	4.20	0.68	A
Weighted Mean	4.18			4.23		
SD	0.73			0.66		
Verbal Interpretation	High			Very High		

Table 6 presents the level of benefits gained by schools in participating in cultural and religious activities in terms of bridging social capital as perceived by Social Science and Non-Social Science teachers.

The results show that both groups of teachers generally agree that participation in cultural and religious activities fosters meaningful external connections. Respondents recognize that these activities help build relationships with other schools and local community organizations, encourage students to interact with peers from different institutions, and enhance school-community cooperation. Non-Social Science teachers tend to express slightly stronger agreement across several indicators, particularly in fostering inter-school connections and student engagement with external peers.

The weighted mean for Social Science teachers is 4.18 with a standard deviation of 0.73, verbally interpreted as High, while Non-Social Science teachers obtained a weighted mean of 4.23 with a standard deviation of 0.66, interpreted as Very High. These results imply that schools experience strong to very strong benefits in terms of bridging social capital through participation in cultural and religious activities. The relatively low standard deviations indicate consistent perceptions among respondents, reinforcing the view that these programs

effectively extend the school’s external linkages and collaborative capacity.

The findings demonstrate that cultural and religious activities significantly contribute to strengthening connections beyond the school environment. By fostering partnerships, networking opportunities, and collaboration with other institutions and community organizations, these activities enhance cooperation and shared learning. The results underscore the importance of sustaining and expanding such programs, as they promote broader social integration and strengthen the school’s role within the wider community.

In this study, the level of benefits gained by schools in participating in cultural and religious activities in terms of trust and reciprocity focuses on how participation in these activities enhances trust, mutual support, responsibility, and cooperative relationships within and beyond the school community.

Table 7. Level of the Benefits Gained by Schools in Participating in Cultural and Religious Activities in terms of Trust & Reciprocity

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
The school's participation in activities increases trust between students and teachers.	4.16	0.71	A	4.28	0.67	SA
The school experiences mutual support with other institutions during events.	4.26	0.66	SA	4.28	0.65	SA
The community members are willing to collaborate with our school due to these programs.	4.18	0.72	A	4.31	0.63	SA
The students demonstrate responsibility and commitment through cultural and religious activities.	4.08	0.72	A	4.27	0.74	SA
The school participation encourages reciprocal help and cooperation within the school community.	4.10	0.79	A	4.23	0.71	SA
Weighted Mean	4.16			4.27		
SD	0.72			0.68		
Verbal Interpretation	High			Very High		

Table 7 presents the extent of trust and reciprocal relationships on the the perceived benefits as assessed by Social Science and Non-Social Science teachers. The variable measured using mean and standard deviation.

Table 7 presents the level of benefits gained by schools in participating in cultural and religious activities in terms of trust and reciprocity as perceived by Social Science and Non-Social Science teachers.

The results show that both groups of teachers generally agree that participation in cultural and religious activities fosters trust and mutual cooperation. Respondents perceive that these programs increase trust between students and teachers, encourage responsibility among students, and promote reciprocal help within the school community. They also acknowledge that participation enhances collaboration with other institutions and strengthens community willingness to work with the school. Notably, Non-Social Science teachers consistently express slightly stronger agreement across most

indicators, suggesting a more pronounced perception of trust-building outcomes.

The weighted mean for Social Science teachers is 4.16 with a standard deviation of 0.72, verbally interpreted as High, while Non-Social Science teachers obtained a weighted mean of 4.27 with a standard deviation of 0.68, interpreted as Very High. These results imply that participation in cultural and religious activities significantly strengthens trust and reciprocity within the school and its external networks. The relatively low standard deviations indicate consistent responses among respondents, reinforcing the perception that these benefits are widely experienced.

The findings demonstrate that cultural and religious activities play a vital role in cultivating trust, shared responsibility, and cooperative relationships within the school and the broader community. These programs foster mutual support among stakeholders and encourage a culture of collaboration and accountability. The results underscore the importance of sustaining such initiatives, as they contribute to building a supportive, trusting, and reciprocal educational environment.

Table 8. Level of the Benefits Gained by Schools in Participating in Cultural and Religious Activities in terms of Collective Action

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
The school effectively organizes teams to carry out cultural and religious activities.	4.22	0.76	SA	4.25	0.72	SA
The students actively contribute to the planning and execution of programs.	4.06	0.65	A	4.19	0.68	A
The staff and students work together to achieve common goals in these activities.	4.06	0.62	A	4.13	0.69	A
The school participation encourages problem-solving and joint decision-making.	4.04	0.67	A	4.13	0.66	A
The collective efforts in activities improve overall school performance in cultural programs.	4.18	0.60	A	4.19	0.66	A
Weighted Mean	4.11			4.18		
SD	0.66			0.68		
Verbal Interpretation	High			High		

In this study, the level of benefits gained by schools in participating in cultural and religious activities in terms of collective action focuses on how participation in these activities enhances teamwork, collaboration, shared decision-making, and coordinated efforts within the school community. The following table presents the extent of collective action on the perceived benefits as assessed by Social Science and Non-Social Science teachers. The variable measured using mean and standard deviation.

Table 8 presents the level of benefits gained by schools in participating in cultural and religious activities in terms of collective action as perceived by Social Science and Non-Social Science teachers.

The results show that both groups of teachers generally agree that participation in cultural and religious activities

promotes collective action within the school. Respondents perceive that schools effectively organize teams, encourage active student involvement in planning and execution, and foster cooperation between staff and students in achieving common goals. Both groups also recognize that such activities enhance problem-solving and joint decision-making processes. While the perceptions of both groups are closely aligned, Non-Social Science teachers show slightly stronger agreement in several indicators, suggesting a marginally higher recognition of collaborative outcomes.

The weighted mean for Social Science teachers is 4.11 with a standard deviation of 0.66, while Non-Social Science teachers obtained a weighted mean of 4.18 with a standard deviation of 0.68, both verbally interpreted as High.

These results imply that participation in cultural and religious activities significantly strengthens collective action within schools. The relatively low standard deviations indicate consistency in responses, reinforcing the perception that collaborative practices are widely experienced across academic groups.

The findings demonstrate that cultural and religious activities foster strong collective efforts among students and staff. Through teamwork, shared responsibility, and joint decision-making, these programs enhance organizational effectiveness and school performance in cultural initiatives. The results emphasize the importance of sustaining participatory and collaborative practices, as they contribute to building a unified, goal-oriented, and cooperative school environment.

Level of Socio-Cultural

In this study, level of socio cultural is the combination of its festivals, religious traditions, and community practices that influence how people live and interact.

The following tables show the level of socio cultural in Sariaya, Quezon that include variables such as cultural transmission, social interaction, identity formation, and community cohesion. The level of this socio cultural was determined by mean and standard deviation.

Table 9 presents the level of socio-cultural relative to cultural transmission as perceived by Social Science and Non-Social Science teachers.

The results show that both groups of teachers strongly agree that schools actively promote cultural transmission. Respondents perceive that schools systematically teach local traditions through planned activities, clearly explain the historical and cultural significance of heritage, and integrate cultural knowledge into lessons and co-curricular programs.

Both groups affirm that participation in cultural and religious activities supports the preservation and continuity of traditional practices. Notably, Non-Social Science teachers consistently express slightly stronger agreement across all indicators, suggesting a heightened recognition of the school’s role in cultural preservation.

The weighted mean for Social Science teachers is 4.26 with a standard deviation of 0.65, while Non-Social Science teachers obtained a weighted mean of 4.40 with a standard deviation of 0.59, both verbally interpreted as Very High.

These results imply that schools in Sariaya, Quezon exhibit a very strong commitment to cultural transmission. The relatively low standard deviations indicate consistent perceptions among respondents, reinforcing the view that cultural knowledge and heritage preservation are systematically promoted within the school environment.

Table 9. Level of Socio-Cultural in Sariaya, Quezon relative to Cultural Transmission

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
The school systematically teaches students about local traditions and customs through planned activities	4.28	0.64	SA	4.41	0.57	SA
Cultural and religious activities explicitly explain the history and meaning of our community’s heritage	4.22	0.65	SA	4.37	0.56	SA
School programs help students understand why cultural traditions are important to preserve.	4.30	0.61	SA	4.40	0.59	SA
Participation in school activities contributes to the continuity of traditional practices in the community.	4.26	0.63	SA	4.38	0.62	SA
Cultural knowledge is clearly integrated into lessons, projects, and co-curricular activities.	4.24	0.72	SA	4.42	0.62	SA
Weighted Mean	4.26			4.40		
SD	0.65			0.59		
Verbal Interpretation	Very High			Very High		

The findings demonstrate that schools play a vital role in sustaining and transmitting local cultural heritage. Through structured activities, curricular integration, and meaningful participation, cultural traditions are reinforced and passed on to students. The results emphasize the significance of maintaining strong cultural education programs, as they contribute to preserving community identity and ensuring the continuity of socio-cultural values across generations.

In this study, the level of socio-cultural conditions in Sariaya, Quezon relative to social interaction focuses on how cultural and religious activities foster interaction, communication, and cooperation among students, teachers, and the local community.

The following table presents the extent of social interaction on the level of socio-cultural as assessed by Social Science and Non-Social Science teachers. The variable measured using mean and standard deviation

Table 10 presents the level of socio-cultural relative to social interaction as perceived by Social Science and Non-Social Science teachers.

The results show that both groups of teachers strongly agree that cultural and religious activities significantly promote social interaction. Respondents perceive that these programs create opportunities for students to interact, exchange ideas, and collaborate with peers and teachers. They also recognize that participation facilitates communication with the local community and enhances students’ social engagement. While both groups demonstrate very high agreement, Social Science teachers slightly express stronger

agreement in terms of cooperation between students and teachers, whereas Non-Social Science teachers show slightly higher perception regarding increased student social engagement.

Table 10. Level of Socio-Cultural in Sariaya, Quezon relative to Social Interaction

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
Cultural and religious activities create opportunities for students to interact with one another.	4.26	0.66	SA	4.33	0.68	SA
These activities allow students to exchange ideas and perspectives with their peers.	4.28	0.57	SA	4.32	0.63	SA
Cultural programs encourage active cooperation between students and teachers.	4.44	0.54	SA	4.32	0.60	SA
School participation in activities facilitates communication with members of the local community.	4.38	0.60	SA	4.35	0.58	SA
Students become more socially engaged as a result of participating in cultural programs.	4.26	0.69	SA	4.41	0.60	SA
Weighted Mean	4.32			4.35		
SD	0.62			0.62		
Verbal Interpretation	Very High			Very High		

The weighted mean for Social Science teachers is 4.32 with a standard deviation of 0.62, while Non-Social Science teachers obtained a weighted mean of 4.35 with a standard deviation of 0.62, both verbally interpreted as Very High. These results imply that schools in Sariaya, Quezon experience a very strong level of socio-cultural interaction through participation in cultural and religious activities. The relatively low standard deviations indicate consistency in responses, reinforcing the perception that social interaction is widely enhanced by these programs.

The findings demonstrate that cultural and religious activities serve as powerful platforms for strengthening social relationships within and beyond the school community. By encouraging collaboration, communication, and community involvement, these programs enhance students' social development and engagement. The results underscore the importance of sustaining cultural initiatives, as they significantly contribute to fostering active social participation and cohesive community relationships.

In this study, the level of socio-cultural conditions in Sariaya, Quezon relative to identity formation focuses on how cultural and religious activities contribute to students' development of cultural pride, sense of belonging, self-understanding, and expression of personal values.

The following table presents the extent of identity formation on the level of socio-cultural as assessed by Social Science and Non-Social Science teachers. The variable measured using mean and standard deviation.

Table 11 presents the level of socio-cultural relative to identity formation as perceived by Social Science and Non-Social Science teachers.

The results show that both groups of teachers strongly agree that school participation in cultural and religious

activities significantly supports students' identity formation. Respondents generally believe that these activities cultivate pride in cultural and religious backgrounds, strengthen students' sense of belonging to the school community, and enhance their understanding of their identity in relation to culture and society. Both groups consistently rated the indicators at a very high level, with slight variations in emphasis. Non-Social Science teachers expressed slightly stronger agreement regarding cultural pride and cultural understanding, while Social Science teachers placed notable emphasis on opportunities for students to express personal values and reflect on their self-concept.

Table 11. Level of Socio-Cultural in Sariaya, Quezon relative to Identity Formation

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
School activities help students develop pride in their cultural and religious background.	4.34	0.72	SA	4.47	0.66	SA
Participation in these activities strengthens students' sense of belonging to the school community.	4.34	0.63	SA	4.34	0.64	SA
Cultural programs help students understand who they are in relation to their culture and society.	4.36	0.63	SA	4.42	0.62	SA
The activities provide opportunities for students to express their personal values and beliefs.	4.42	0.64	SA	4.32	0.60	SA
Cultural and religious engagement helps students reflect on their identity and self-concept.	4.40	0.57	SA	4.36	0.58	SA
Weighted Mean	4.37			4.38		
SD	0.64			0.62		
Verbal Interpretation	Very High			Very High		

The weighted mean for Social Science teachers is 4.37 with a standard deviation of 0.64, while Non-Social Science teachers obtained a weighted mean of 4.38 with a standard deviation of 0.62, both verbally interpreted as Very High. These results indicate that the socio-cultural dimension of identity formation is strongly manifested in schools' participation in cultural and religious activities. The relatively low standard deviations further suggest consistency in the responses, implying that teachers generally concur on the significant contribution of these activities to students' identity development.

The findings demonstrate that cultural and religious activities play a crucial role in fostering identity formation among students in Sariaya, Quezon. By promoting pride, belongingness, reflection, and value expression, these programs contribute meaningfully to the holistic development of learners.

The results highlight the importance of sustaining such initiatives, as they significantly influence students' socio-cultural awareness and self-concept, reinforcing the essential role of schools in nurturing culturally grounded and socially responsible individuals

Table 12. Level of Socio-Cultural in Sariaya, Quezon relative to Community Cohesion

Statements	Social Science			Non-Social Science		
	M	SD	R	M	SD	R
School participation in cultural activities strengthens relationships between the school and the community.	4.38	0.67	SA	4.36	0.64	SA
Students learn to work collaboratively with community members during activities.	4.28	0.61	SA	4.35	0.58	SA
Cultural and religious programs promote unity and solidarity within the school and community.	4.24	0.69	SA	4.40	0.60	SA
The school's involvement in community activities contributes to mutual respect and harmony.	4.28	0.67	SA	4.33	0.60	SA
These activities encourage cooperation among different groups within the community.	4.26	0.69	SA	4.32	0.66	SA
Weighted Mean	4.29			4.35		
SD	0.66			0.62		
Verbal Interpretation	Very High			Very High		

In this study, the level of socio-cultural conditions in Sariaya, Quezon relative to community cohesion focuses on how school participation in cultural and religious activities contributes to strengthening relationships, collaboration, unity, respect, and cooperation between the school and the broader community.

The following table presents the extent of community cohesion on the level of socio-cultural as assessed by Social Science and Non-Social Science teachers. The variable measured using mean and standard deviation.

Table 12 presents the level of socio-cultural relative to community cohesion as perceived by Social Science and Non-Social Science teachers. The results show that both groups of teachers strongly agree that participation in cultural and religious activities significantly enhances community cohesion.

Respondents generally believe that these activities strengthen relationships between the school and the community, promote unity and solidarity, and encourage collaborative work among students and community members. Both groups consistently rated the statements at a very high level, with Non-Social Science teachers showing slightly stronger agreement in areas related to unity and student collaboration with community members. Social Science teachers likewise recognized the positive impact of these programs in fostering mutual respect and harmonious relationships.

The weighted mean for Social Science teachers is 4.29 with a standard deviation of 0.66, while Non-Social Science teachers obtained a weighted mean of 4.35 with a standard deviation of 0.62, both verbally interpreted as Very High. These findings indicate that the level of socio-cultural community cohesion resulting from school participation in cultural and religious activities is strongly manifested. The relatively low standard deviations further suggest consistent perceptions among teachers, reinforcing the conclusion that

these activities play a vital role in strengthening school-community relationships.

The findings demonstrate that cultural and religious activities significantly contribute to fostering community cohesion in Sariaya, Quezon. By promoting collaboration, unity, mutual respect, and cooperation among different groups, these programs enhance both school and community relationships. The results emphasize the importance of sustaining and expanding such initiatives, as they serve as essential mechanisms for strengthening social bonds and cultivating a harmonious and cooperative community environment.

Table 13. Significant Difference in the Challenges Encountered in Participating Cultural and Religious Activities of Social Science and Non-Social Science Teachers

Source	df	SS	MS	F	p	M	SD
Group (A)	1.00	0.02	0.02	0.04	0.84	3.73	0.64
Residual	148.00	62.01	0.42			3.75	0.65
Total	149	62.03					

Note: M = Mean; SD = Standard Deviation, $p < .05$

In this study, the table presents the significant difference in the challenges encountered by Social Science and Non-Social Science teachers in participating in cultural and religious activities. The analysis compares the perceptions of the two groups using analysis of variance (ANOVA) to determine whether a statistically significant difference exists between them. The table includes the degrees of freedom, sum of squares, mean square, F-value, p-value, as well as the mean and standard deviation for both groups.

Table 13 presents the significant difference in the challenges encountered by Social Science and Non-Social Science teachers in participating in cultural and religious activities.

The results show that the computed F-value is 0.04 with a p-value of 0.84, which is higher than the level of significance set at 0.05. The mean scores further support this finding, as Social Science teachers obtained a mean of 3.73, SD = 0.64, while Non-Social Science teachers obtained a slightly higher mean of 3.75, SD = 0.65. The very small difference between the means emphasizes that both groups experience almost the same level of challenges when participating in cultural and religious activities.

In summary the findings indicate that both Social Science and Non-Social Science teachers experience similar levels of challenges in participating in cultural and religious activities. The absence of a significant difference indicate that these challenges are not influenced by teachers' academic specialization but are likely associated with shared professional responsibilities and contextual factors within the school environment. This implies that support mechanisms and interventions addressing participation challenges should be designed inclusively for all teachers, regardless of their subject area, to promote balanced engagement in cultural and religious activities.

In this study, the benefits gained from participating in cultural and religious activities by Social Science and Non-Social Science teachers refer to the positive outcomes and

advantages experienced by teachers, such as enhanced social cohesion, personal growth, moral development, professional enrichment, and strengthened community engagement, as a result of their involvement in these activities.

The following table presents the significant difference in the benefits gained from participating in cultural and religious activities as perceived by Social Science and Non-Social Science teachers. An analysis of variance (ANOVA) was conducted to determine whether there is a statistically significant difference between the two groups' perceptions. The table includes the degrees of freedom, sum of squares, mean square, F-value, p-value, as well as the mean and standard deviation for both groups.

Table 14. Significant Difference in the Benefits Gained in Participating Cultural and Religious Activities of Social Science and Non-Social Science Teachers

Source	df	SS	MS	F	p	M	SD
Group (A)	1.00	0.16	0.16	0.90	0.34	4.18	0.46
Residual	148.00	26.81	0.18			4.25	0.41
Total	149	26.97					

Note: M = Mean; SD = Standard Deviation, $p < .05$

Table 14 presents the significant difference in the benefits gained from participating in cultural and religious activities between Social Science and Non-Social Science teachers.

The results show that the computed F-value is 0.90 with a p-value of 0.34, which is higher than the 0.05 level of significance. The mean scores reveal that Social Science teachers obtained a mean of 4.18, SD = 0.46, while Non-Social Science teachers obtained a slightly higher mean of 4.25, SD = 0.41. Although Non-Social Science teachers reported marginally higher benefits, the difference between the two groups is minimal, indicating that both groups generally experience similarly high levels of benefits from participating in cultural and religious activities.

The findings connote that participation in cultural and religious activities provides comparable benefits to teachers regardless of their field of specialization. This implies that such activities contribute positively to teachers' personal, social, and professional development across disciplines.

The result highlights the importance of promoting inclusive opportunities for cultural and religious engagement

among teachers to foster holistic growth and strengthen shared values within the educational community.

In this study, the socio-cultural aspects of Social Science and Non-Social Science teachers refer to the social and cultural characteristics, behaviors, values, and practices of teachers that influence their interactions, professional conduct, and participation in community, cultural, and educational activities.

Table 15 presents the significant difference in the socio-cultural perceptions of Social Science and Non-Social Science teachers. An analysis of variance (ANOVA) was conducted to determine whether a statistically significant difference exists between the two groups in terms of their socio-cultural assessments. The table shows the degrees of freedom, sum of squares, mean square, F-value, p-value, as well as the mean and standard deviation of both groups.

It presents the significant difference in the socio-cultural aspects of Social Science and Non-Social Science teachers.

Table 15. Significant Difference in the Socio-Cultural of Social Science and Non-Social Science Teachers

Source	df	SS	MS	F	p	M	SD
Group (A)	1.00	0.11	0.11	0.67	0.41	4.31	0.43
Residual	148.00	24.71	0.17			4.37	0.39
Total	149	24.82					

Note: M = Mean; SD = Standard Deviation, $p < .05$

The results reveal that the computed F-value is 0.67 with a p-value of 0.41, which is higher than the 0.05 level of significance. The mean scores indicate that Social Science teachers obtained a mean of 4.31, SD = 0.43, while Non-Social Science teachers obtained a slightly higher mean of 4.37, SD = 0.39. The minimal difference between the mean scores indicates that both groups demonstrate similarly high levels of socio-cultural orientation and engagement.

The findings emphasize that socio-cultural values and engagement are consistently manifested among teachers regardless of their area of specialization. This implies that teachers share common socio-cultural perspectives and practices shaped by their professional environment and community interactions.

Table 16. Significant Relationships Between the Challenges Faced by Schools in Participating in Cultural and Religious Activities in the Promotion of Socio-Cultural

Challenges		Socio-cultural Development			
		Cultural Transmission	Social Interaction	Identity Formation	Community Cohesion
Resource Availability	Pearson Correlation	.331**	.254**	.264**	.280**
	Sig. (2-tailed)	<0.001	0.002	0.001	0.001
	N	150	150	150	150
Resource Competition	Pearson Correlation	.467**	.306**	.337**	.269**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	0.001
	N	150	150	150	150
Resource Allocation	Pearson Correlation	.440**	.264**	.311**	.232**
	Sig. (2-tailed)	<0.001	0.001	<0.001	0.004
	N	150	150	150	150
External Pressures	Pearson Correlation	.450**	.275**	.414**	.283**
	Sig. (2-tailed)	<0.001	0.001	<0.001	<0.001
	N	150	150	150	150

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

The result highlights the importance of sustaining programs and initiatives that strengthen socio-cultural awareness and participation among all teachers to promote unity, inclusivity, and cultural appreciation within the educational setting.

In this study, the challenges faced by schools in participating in cultural and religious activities in the promotion of socio-cultural development refer to the obstacles and difficulties that hinder schools from effectively engaging in such activities. These may include resource availability, resource competition, resource allocation, and external pressures are associated with socio-cultural outcomes such as cultural transmission, social interaction, identity formation, and community cohesion.

The following table presents the significant relationships between the challenges faced by schools in participating in cultural and religious activities and the promotion of socio-cultural development. Pearson correlation analysis was used to determine the strength and significance of these relationships. Table 16 presents the significant relationships between the challenges faced by schools in participating in cultural and religious activities and the promotion of socio-cultural development.

The results reveal that all indicators of challenges show significant positive relationships with socio-cultural development variables, as reflected by p-values less than 0.01. The findings reveal that resource availability, resource competition, resource allocation, and external pressures all demonstrate weak to moderate positive correlations with socio-cultural development indicators, including cultural

transmission, social interaction, identity formation, and community cohesion. This suggests that challenges related to resources and external demands are meaningfully associated with the promotion of socio-cultural development in schools. The results imply that effective management of resources and external influences can support the preservation of cultural values, strengthen social relationships, enhance identity formation, and foster community unity through participation in cultural and religious activities.

Overall, the results indicate that the challenges encountered by schools in participating in cultural and religious activities are significantly linked to the promotion of socio-cultural development. Despite being perceived as constraints, factors such as resource concerns and external demands appear to influence how schools sustain cultural transmission, strengthen social interaction, support identity formation, and promote community cohesion. This emphasize that when schools effectively manage these challenges, they can transform them into opportunities that enhance socio-cultural engagement and development, thereby reinforcing the role of educational institutions in preserving cultural values and strengthening community relationships.

In this study, the benefits gained by schools from participating in cultural and religious activities in the promotion of socio-cultural development refer to the positive outcomes' schools experience include bonding social capital, bridging social capital, trust and reciprocity, and collective action, while socio-cultural development is measured through cultural transmission, social interaction, identity formation, and community cohesion.

Table 17. *Significant Relationships Between Benefits Gained by Schools from Participating in Cultural and Religious Activities in the Promotion of Socio-Cultural*

Benefits		Socio-cultural Development			
		Cultural Transmission	Social Interaction	Identity Formation	Community Cohesion
Bonding Social Capital	Pearson Correlation	.355**	.292**	.325**	.287**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	150	150	150	150
Bridging Social Capital	Pearson Correlation	.432**	.386**	.324**	.392**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	150	150	150	150
Trust & Reciprocity	Pearson Correlation	.326**	.337**	.357**	.250**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	0.002
	N	150	150	150	150
Collective Action	Pearson Correlation	.456**	.310**	.306**	.277**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	0.001
	N	150	150	150	150

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Table 17 presents the significant relationships between the benefits gained by schools from participating in cultural and religious activities and the promotion of socio-cultural development. Pearson correlation analysis was utilized to determine the strength and significance of the relationships among these variables.

Table 17 presents the significant relationships between the benefits gained by schools from participating in cultural and religious activities and the promotion of socio-cultural development.

The results reveal that bonding social capital, bridging social capital, trust and reciprocity, and collective action all show significant positive relationships with socio-cultural development indicators $p < 0.001$. This indicates that the benefits gained from participation in cultural and religious activities are associated with enhanced preservation and transmission of cultural values, improved social interaction among members of the school community, strengthened identity formation, and reinforced community cohesion.

Overall, the findings emphasize that the benefits derived from participation in cultural and religious activities play an important role in promoting socio-cultural development in schools. The results highlight that strengthening social connections, fostering trust, and encouraging collaborative efforts can enhance schools' capacity to preserve cultural traditions, promote shared values, and build stronger and more cohesive educational communities.

IV. CONCLUSION AND RECOMMENDATIONS

The study concludes that there is no significant difference in the challenges encountered by Social Science and Non-Social Science teachers, indicating that the challenges experienced in participating in cultural and religious activities are influenced more by shared institutional conditions than by academic specialization. The verbal interpretation for specific challenges like resource availability and allocation was high, while resource competition and external pressures were remarked as moderately high. Because the statistical analysis yielded no significant difference, the hypothesis was accepted.

Similarly, there was no significant difference in the benefits gained from participating in cultural and religious activities between the two teacher groups. The verbal interpretation for benefits such as bonding social capital, bridging social capital, and trust and reciprocity ranged from high to very high. These findings indicate that participation provides comparable professional and personal advantages to all educators, regardless of their major. Consequently, it resulted in accepting the hypothesis.

In addition, the results confirm that there is no significant difference in the level of socio-cultural as perceived by Social Science and Non-Social Science teachers, which reflects those socio-cultural values and practices are consistently experienced across groups and demonstrate a unified school culture. The study also reveals that the challenges faced by schools have significant relationships with socio-cultural development. The finding led to the conclusion that the hypothesis was accepted

The study also reveals that the challenges faced by schools have significant relationships with socio-cultural. Because the statistical analysis showed a meaningful correlation between the variables, the hypothesis was rejected. The challenges including resource availability and allocation were marked as high, while resource competition and external pressures were marked as moderately high. These results suggest that as schools actively manage and navigate these specific challenges, it concurrently strengthens their contribution to the socio-cultural growth of the community. Although these challenges are often viewed as constraints, factors such as limited resources and external pressures influence how schools sustain cultural transmission, strengthen social interaction, support identity formation, and enhance community cohesion. When managed effectively, these challenges can contribute to and even reinforce socio-cultural growth.

Furthermore, the findings show that the benefits gained from participation in cultural and religious activities have significant positive relationships with socio-cultural as strengthened social capital, trust, reciprocity, and collective

action enhance the schools' ability to preserve traditions, promote shared values, and foster cohesive communities. Because the statistical analysis confirmed a meaningful correlation between these variables, the hypothesis was rejected. In terms of the benefits gained, the verbal interpretation for bonding social capital, bridging social capital, and trust and reciprocity was very high, while collective action was marked as high. Meanwhile, the indicators for socio-cultural development including cultural transmission, social interaction, identity formation, and community cohesion all marked as very high.

Overall, the study affirms that school participation in cultural and religious activities plays a vital role in promoting socio-cultural development in Sariaya, Quezon. While challenges exist, the benefits derived from engagement significantly outweigh constraints, reinforcing the school's essential function in sustaining cultural heritage, unity, and community resilience.

This section presents the recommendations based on the significant findings of the study.

Local Government may provide unified support systems to address the shared challenges faced by both Social Science and Non-Social Science teachers in participating in cultural and religious activities.

Community Leaders may encourage the teachers from different majors to actively participate in cultural and religious activities to strengthen collaboration and maximize shared benefits.

School heads may continue promoting programs that reinforce shared socio-cultural values and maintain a unified school culture.

Teachers may develop effective strategies to manage institutional challenges, such as improving resource allocation and strengthening community partnerships.

Future Researchers may sustain and expand cultural activities to further promote social capital, trust, cooperation, and community cohesion to reveal the difference between Social Studies Teachers and Non-Social Science Teachers.

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