

The Association Between the Teachers' Cultural Assimilation and Resilience on the Intergenerational Transfer

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Abstract—This study examines the levels of cultural assimilation, cultural resilience and intergenerational transfer. It explores the difference between the groups of respondents across variables. It also determines the significant relationships between cultural assimilation and intergenerational transfer, as well as between cultural resilience and intergenerational transfer. Using a quantitative research design, data were collected from 172 Grade 10 students enrolled in selected public high schools across the three districts of Division of Quezon. The researcher utilized the simple random sampling technique in this study. A researcher-made questionnaire was utilized to collect the needed data. The study employed weighted mean, standard deviation, ANOVA and Pearson Product Moment Correlation for data analysis and interpretation. Findings revealed that the level of cultural assimilation, cultural resilience and intergenerational transfer among the students was high across all dimensions. It also found out that there are no significant differences on the responses made by the groups of the respondents across variables. The findings also suggest that cultural assimilation and cultural resilience significantly relate intergenerational transfer among students. Based on these findings, the hypotheses for differences were accepted. The study concluded that both cultural assimilation and cultural resilience play a significant role in promoting intergenerational transfer among students. Taken together, these factors reinforce cultural continuity, strengthen identity, and highlight the important role of teachers as active custodians of cultural heritage within both school and community settings. Based on the findings, the study recommends that future research explore additional variables related to cultural assimilation, cultural resilience and intergenerational transfer. Teachers are encouraged to strengthen cultural assimilation, resilience, and intergenerational transfer through enhanced cultural programs and activities, integrate localized instruction, and active participation in community-based cultural activities. These initiatives are essential in preserving cultural heritage, reinforcing students' cultural identity and sustaining the transmission of culture across generations.

Keywords— Cultural Assimilation, Cultural Resilience, Intergenerational Transfer.

I. INTRODUCTION

Education is not only a process of academic instruction but also a form of cultural transmission that bridges values, beliefs, and traditions across generations. Schools, as key social institutions, shape individuals not only in terms of intellectual growth but also through socio-cultural formation.

The schooling experience influences the learner's identity, often transforming it in ways that reflect the cultural and social contexts in which education takes place. According to

Pauls (2023), cultural assimilation is the process through which individuals or group of people from diverse ethnicity are adapted into the dominant culture of a society. This process plays a key role in how social and cultural integration is understood.

Within the school environment, assimilation occurs not merely through the transfer of knowledge but also through practices, interactions, and norms that influence the identity and resilience of both teachers and learners. Consequently, education becomes a space where cultural values are negotiated, identities are reshaped, and intergenerational transfer is sustained.

Moreover, promoting resilience in students has become a critical aspect of teaching worldwide, as many educational systems now integrate it into their curricula. Resilience, in its active form, reflects not only high self-esteem. It also involves a genuine confidence in one's own skills and a solid belief in one's ability to overcome challenges. Building student resilience involves nurturing their confidence through meaningful achievements and equipping them with strategies for managing challenges and stressful situations (Kassymova et. al., 2023).

This emphasis on resilience directly complements the process of cultural assimilation in education, since navigating diverse cultural expectations often requires adaptability, perseverance, and emotional strength.

This study sought to determine the association between teachers' cultural assimilation and resilience on the intergenerational transfer. By investigating this relationship, the research aims to highlight how teachers' adaptability to cultural diversity and their capacity for resilience contribute to shaping the values, attitudes, and skills passed down to younger generations.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the relationship of cultural assimilation and cultural relationship towards the intergenerational transfer.

Specifically, it sought to answer the following question:

1. What is the level of Teachers' Cultural Assimilation in terms of:
 - 1.1 Beliefs;
 - 1.2 Values;

- 1.3 Norms; and
- 1.4 Practices?
- 2. What is the level of Teachers' Cultural Resilience in terms of:
 - 2.1 Cultural identity;
 - 2.2 Adaptive Capacity;
 - 2.3 Cultural Education;
 - 2.4 Cultural Knowledge; and
 - 2.5 Community Engagement?
- 3. What is the level of Intergenerational Transfer in terms of:
 - 3.1. Material Resources;
 - 3.2. Mentoring and Apprenticeship;
 - 3.3. Skills and Knowledge; and
 - 3.4 Cultural Practices?
- 4. Is there a significant difference in the Teachers' Cultural Assimilation between the groups of respondents?
- 5. Is there a significant difference in the Teachers' Cultural Resilience between the groups of respondents?
- 6. Is there a significant difference in the intergenerational transfer between the groups of respondents?
- 7. Is there a significant relationship between the Teachers' Cultural Assimilation and Intergenerational transfer?
- 8. Is there a significant relationship between Teachers' the Cultural Resilience and Intergenerational transfer?

II. METHODOLOGY

Using a quantitative research design, data were collected from 172 Grade 10 students enrolled in selected public high schools across the three districts of Division of Quezon. The researcher utilized the simple random sampling technique in this study. A researcher-made questionnaire was utilized to collect the needed data. The study employed weighted mean,

standard deviation, ANOVA and Pearson Product Moment Correlation for data analysis and interpretation.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data gathered to determine the significant differences in cultural assimilation, cultural resilience, and intergenerational transfer among the different groups of respondents. It also examines the significant relationships between cultural assimilation and intergenerational transfer, as well as between cultural resilience and intergenerational transfer, in order to understand how these cultural dimensions are associated across respondent groups.

Level of Cultural Assimilation

In this study Cultural assimilation is important in intergenerational transfer, it influences what cultural values, traditions, and practices are retained or lost as they are transfer from one generation to the next.

The following table show the level of cultural assimilation that include variables such as beliefs, values, norms and practices. This level of cultural assimilation was determined by mean and standard deviation.

Table 1 shows the level of cultural assimilation in terms of beliefs for the three group of respondents.

The results indicate that all groups hold positive beliefs toward cultural assimilation, emphasizing respect for cultural traditions, recognition of diverse values, and support for the inclusion of cultural beliefs in classroom activities. School A respondents demonstrate openness to cultural diversity and acknowledge its contribution to personal and academic growth, although they place less emphasis on the influence of cultural beliefs on students' learning and behavior.

Table 1. Level of Teacher's Cultural Assimilation in terms of Beliefs

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I hold certain beliefs that...									
...cultural traditions and practices of other people to be respected.	4.19	0.77	A	4.52	0.57	SA	4.45	0.66	SA
...values and beliefs of people from different cultures in my school are to be recognized.	4.23	0.84	SA	4.35	0.68	SA	4.31	0.71	SA
...cultural beliefs should be included and respected in classroom activities and lessons.	4.36	0.74	SA	4.58	0.67	SA	4.32	0.66	SA
...appreciating cultural diversity helps me grow as a person and as a learner.	4.19	0.74	A	4.23	0.67	SA	4.31	0.68	SA
...recognizing cultural beliefs can affect how students learn and behave.	3.79	0.81	A	4.13	0.72	A	4.18	0.70	A
Weighted Mean	4.15			4.36			4.31		
SD	0.80			0.68			0.68		
Verbal Interpretation	High			Very High			Very High		

In contrast, School B and School C respondents express more consistent and deeply internalized beliefs, particularly in recognizing the role of cultural diversity in shaping learning processes, behavior, and overall educational experiences. Overall, the findings suggest shared support for cultural inclusivity across groups, with stronger articulation of its educational impact among School B and School C respondents.

The weighted mean for each group shows differences in the level of cultural assimilation in terms of beliefs. The School A respondents obtained a weighted mean of 4.15, indicating a high level of cultural assimilation, which reflects positive beliefs toward respecting cultural traditions and recognizing diverse values, though with comparatively less

emphasis on the influence of cultural beliefs on learning and behavior. In contrast, the School B group registered a weighted mean of 4.36, interpreted as very high, demonstrating strong and consistent endorsement of culturally inclusive beliefs, particularly in integrating cultural beliefs into educational practices. Similarly, the School C respondents posted a weighted mean of 4.31, also interpreted as very high, suggesting a deeply internalized appreciation of cultural diversity and its role in shaping learning experiences and student behavior.

The findings implies that cultural respect and inclusivity are widely upheld across groups, with stronger emphasis on the educational impact of cultural beliefs among School B and

School C respondents, highlighting a shared but varying depth of cultural assimilation within the school context.

Table 2 shows the level of cultural assimilation in terms of values for the three groups of respondents. The results indicate that all groups demonstrate positive values toward cultural assimilation, particularly in recognizing, respecting, and including diverse cultural values in school activities and daily interactions.

The respondents generally agree that cultural diversity contributes to personal growth and learning development, as well as influences students' learning behaviors in school. The School A respondents show openness toward embracing cultural values from different groups, although their responses suggest a more moderate internalization of how cultural values affect learning and behavior. Meanwhile, the School B and School C respondents exhibit stronger and more consistent agreement, especially in acknowledging the importance of respecting cultural values in educational settings and

understanding cultural diversity as a key factor in holistic development.

The weighted mean for each group shows differences in the level of cultural assimilation in terms of values. The School A respondents obtained a weighted mean of 3.94, interpreted as High, indicating a positive acceptance of cultural values from different communities, particularly in school-related contexts, though with slightly less emphasis on the deeper impact of cultural values on learning and behavior. In contrast, the School B respondents recorded a weighted mean of 4.23, interpreted as Very High, reflecting a strong and consistent endorsement of culturally inclusive values and a clear recognition of cultural diversity as essential to personal growth and effective learning. Similarly, the School C respondents posted a weighted mean of 4.10, interpreted as High, suggesting a solid appreciation of cultural diversity and its role in shaping students' learning experiences and interactions, though slightly less pronounced compared to School B.

Table 2. Level of Teacher's Cultural Assimilation in terms of Values

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I embrace the values of...									
...people from different cultural groups in my daily interactions.	3.55	0.83	A	3.92	0.72	A	3.95	0.69	A
...people from different communities may have cultural values that are different from mine.	3.83	0.87	A	4.35	0.63	SA	4.06	0.75	A
...including and respecting different cultural values in school activities and lessons.	4.26	0.74	SA	4.38	0.58	SA	4.32	0.75	SA
...cultural diversity as something that helps me grow as a person and as a learner.	4.11	0.73	A	4.32	0.62	SA	4.06	0.86	A
...understanding that students' cultural values can affect how they learn and behave in school.	3.91	0.86	A	4.20	0.68	A	4.11	0.81	A
Weighted Mean	3.94			4.23			4.10		
SD	0.84			0.67			0.78		
Verbal Interpretation	High			Very High			High		

Table 3. Level of Teacher's Cultural Assimilation in terms of Norms

Statements	School B			School C		
	M	SD	R	M	SD	R
I adhere to...						
...social norms of different cultural groups at school and in the community.	3.83	0.84	A	3.94	0.75	A
...cultural norms help keep harmony and order among people.	3.85	0.83	A	3.98	0.72	A
...follow and adapt classroom activities to respect different cultural norms.	3.91	0.80	A	4.27	0.76	SA
...promote awareness of cultural norms to encourage respect among classmates.	4.34	0.73	SA	4.40	0.67	SA
...encourage following positive cultural norms in our learning environment.	4.28	0.74	SA	4.33	0.68	SA
Weighted Mean	4.04			4.13		
SD	0.82			0.72		
Verbal Interpretation	High			High		

The findings imply that respect for and acceptance of diverse cultural values are widely upheld among all respondent groups. However, a stronger and more deeply internalized valuation of cultural diversity is evident among School B respondents, followed by School C, while School A respondents demonstrate a positive yet comparatively moderate level of cultural assimilation in terms of values. This highlights a shared commitment to cultural inclusivity across schools, with varying degrees of emphasis on its educational and developmental implications.

Table 3 shows the level of cultural assimilation in terms of norms for the three groups of respondents. The results reveal that all groups demonstrate a positive adherence to cultural norms within both school and community settings. The respondents generally agree that cultural norms play an important role in maintaining harmony, order, and mutual respect among individuals from different cultural backgrounds.

Across the three groups, there is strong agreement on promoting awareness of cultural norms and encouraging the observance of positive cultural practices to foster a respectful and inclusive learning environment. While School A respondents exhibit consistent acceptance of cultural norms, their responses suggest a more moderate level of adaptation in classroom practices. In contrast, School B and School C respondents show stronger agreement, particularly in adapting classroom activities and actively promoting cultural norms to encourage respect and inclusivity among classmates.

The weighted mean for each group reflects differences in the level of cultural assimilation in terms of norms. The School A respondents obtained a weighted mean of 4.04, interpreted as High, indicating a positive recognition of the importance of adhering to and promoting cultural norms, though with relatively less emphasis on adapting classroom practices to diverse cultural expectations. The School B group recorded a weighted mean of 4.18, also interpreted as High,

demonstrating a strong commitment to following and integrating cultural norms in both instructional and social contexts. Similarly, the School C respondents posted a weighted mean of 4.13, interpreted as High, suggesting a consistent and favorable adherence to cultural norms, particularly in promoting respect and positive behavior within the learning environment.

The findings imply that cultural norms are widely respected and upheld across all respondent groups, highlighting a shared understanding of their role in

maintaining harmony and order within school communities. Although all groups demonstrate a high level of cultural assimilation in terms of norms, the slightly higher mean scores of School B and School C respondents indicate a stronger emphasis on adapting classroom activities and encouraging culturally respectful practices, reinforcing the importance of norms in fostering inclusive and harmonious educational environments.

Table 4 shows the level of cultural assimilation in terms of practices for the three groups of respondents.

Table 4. Level of Teacher’s Cultural Assimilation in terms of Practices

Statements I uphold to...	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
...respect the cultural practices of different groups in my school and community.	4.28	0.71	SA	4.53	0.60	SA	4.46	0.73	SA
...understand that cultural practices help shape people’s identity and how they interact with others.	4.06	0.67	A	4.20	0.73	A	4.20	0.71	A
...include different cultural practices in classroom activities and school programs.	4.11	0.87	A	4.08	0.77	A	3.98	0.76	A
...recognize the importance of keeping cultural practices alive across generations.	3.91	0.80	A	4.22	0.83	SA	4.20	0.81	A
...encourage participating in cultural practices that promote unity and understanding among people.	4.19	0.71	A	4.17	0.72	A	4.18	0.90	A
Weighted Mean	4.13			4.24			4.21		
SD	0.75			0.74			0.80		
Verbal Interpretation	High			Very High			Very High		

The results indicate that all groups demonstrate positive cultural practices, particularly in respecting and encouraging participation in cultural activities within the school and community. The respondents generally agree that cultural practices play a significant role in shaping identity, promoting unity, and fostering understanding among people from diverse backgrounds.

The School A respondents show strong respect for cultural practices, especially in daily interactions, though their responses suggest a slightly moderate emphasis on sustaining these practices across generations. In contrast, the School B and School C respondents exhibit stronger and more consistent engagement in cultural practices, particularly in recognizing the importance of preserving cultural traditions and actively encouraging inclusive participation in culturally meaningful activities.

The weighted mean for each group reflects variations in the level of cultural assimilation in terms of practices. The School A respondents obtained a weighted mean of 4.13, interpreted as High, indicating a positive and consistent practice of respecting and participating in cultural activities, although with comparatively less emphasis on long-term cultural preservation. Meanwhile, the School B respondents registered a weighted mean of 4.24, interpreted as Very High, demonstrating a strong commitment to upholding, integrating, and sustaining cultural practices within educational and social contexts. Similarly, the School C respondents posted a weighted mean of 4.21, also interpreted as Very High, suggesting a deeply internalized appreciation of cultural practices and their role in promoting unity, identity formation, and intergenerational continuity.

The findings imply that cultural practices are actively respected and promoted across all respondent groups, with a stronger emphasis on preservation and inclusive participation among School B and School C respondents. While School A

respondents demonstrate a high level of cultural assimilation in terms of practices, the higher ratings from School B and School C highlight a deeper engagement in sustaining cultural traditions as part of an inclusive and culturally responsive learning environment.

Level of Cultural Resilience

In this study, the level of cultural resilience refers to the ability of individuals and communities to preserve, adapt, and sustain their cultural identity, knowledge, and practices despite social changes and external influences.

The following table presents the level of cultural resilience in terms of cultural identity, adaptive capacity, cultural education, cultural knowledge, and community engagement. The level of cultural resilience was determined using the mean and standard deviation of the respondents’ responses.

Table 5 shows the level of cultural resilience in terms of cultural identity for the three groups of respondents.

The results indicate that all groups demonstrate a positive sense of cultural identity as a source of strength, motivation, and adaptability in facing challenges. The respondents generally agree that maintaining a strong cultural identity helps them remain resilient amid external influences and changing situations.

The School A respondents express a consistent appreciation of cultural identity, particularly in recognizing its role in overcoming difficulties and adapting to new environments, although their responses suggest a more moderate level of confidence in openly expressing and sustaining cultural identity. In contrast, the School B and School C respondents display stronger agreement, especially in staying connected to their culture for courage and motivation, as well as confidently expressing and preserving their cultural identity within social and school settings.

The weighted mean for each group highlights differences in the level of cultural resilience in terms of cultural identity. The School A respondents obtained a weighted mean of 4.00, interpreted as High, indicating a positive and stable sense of cultural identity that supports resilience, though with comparatively less emphasis on cultural expression and resistance to external influences. The School B respondents recorded a weighted mean of 4.13, also interpreted as High,

reflecting a stronger internalization of cultural identity as a motivating and empowering force, particularly in maintaining cultural connections despite challenges. Meanwhile, the School C respondents posted a weighted mean of 4.28, interpreted as Very High, suggesting a deeply rooted and confident cultural identity that strongly contributes to resilience, self-expression, and adaptability in diverse contexts.

Table 5. Level of Teacher’s Cultural Resilience in terms of Cultural identity

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I express my cultural identity through...									
...seeing my cultural identity as important in helping me overcome challenges.	4.04	0.66	A	4.20	0.71	A	4.29	0.72	SA
...staying connected to my culture gives me courage and motivation.	3.91	0.86	A	4.23	0.67	SA	4.46	0.61	SA
...keeping my cultural identity even when there are outside influences.	3.96	0.66	A	3.98	0.77	A	4.35	0.60	SA
...showing and sharing cultural identity at school and with friends.	3.96	0.83	A	4.22	0.76	SA	4.29	0.65	SA
...adapting to new situations while preserving my cultural identity.	4.11	0.76	A	4.03	0.76	A	4.00	0.83	A
Weighted Mean	4.00			4.13			4.28		
SD	0.76			0.74			0.70		
Verbal Interpretation	High			High			Very High		

Table 6. Level of Teacher’s Cultural Resilience in terms of Adaptive Capacity

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I demonstrate adaptive capacity by...									
...adjusting when facing cultural changes or challenges.	3.98	0.71	A	3.88	0.87	A	4.18	0.83	A
...adapting my strategies to solve problems while still respecting cultural values.	4.02	0.74	A	4.02	0.77	A	4.38	0.65	SA
...understanding the importance of learning new ways without losing my cultural roots.	3.98	0.85	A	4.07	0.90	A	4.37	0.60	SA
...coping well with cultural differences in different settings.	3.87	0.74	A	3.62	0.83	A	4.15	0.71	A
...combining traditional knowledge with modern approaches to handle challenges.	3.96	0.81	A	3.85	0.90	A	4.25	0.64	SA
Weighted Mean	3.97			3.89			4.27		
SD	0.76			0.86			0.89		
Verbal Interpretation	High			High			Very High		

The findings imply that cultural identity serves as a vital foundation of cultural resilience across all respondent groups. While all groups exhibit a high level of cultural resilience, the stronger ratings among School C respondents highlight a more deeply internalized and confidently expressed cultural identity. This underscores the importance of nurturing cultural identity within educational environments to strengthen students’ capacity to cope with challenges, adapt to change, and maintain a strong sense of self.

Table 6 shows the level of cultural resilience in terms of adaptive capacity for the three groups of respondents.

The results indicate that all groups demonstrate a positive ability to adapt to cultural changes and challenges while maintaining respect for their cultural values and identity. The respondents generally agree on the importance of adjusting to new situations, coping with cultural differences, and integrating traditional knowledge with modern approaches when addressing challenges.

The School A and School B respondents exhibit consistent adaptability, particularly in problem-solving and learning new ways without losing cultural roots, although their responses suggest a more moderate level of confidence when coping with cultural differences across varied settings. In contrast, the School C respondents show stronger and more consistent agreement, especially in blending traditional and modern approaches and maintaining cultural values while adapting to change. The weighted mean for each group reflects variations in the level of cultural resilience in terms of adaptive capacity. The School A respondents obtained a weighted mean of 3.97,

interpreted as High, indicating a positive level of adaptability in responding to cultural changes and challenges while upholding cultural values. The School B respondents recorded a weighted mean of 3.89, also interpreted as High, suggesting a stable adaptive capacity, though with slightly less emphasis on coping with cultural differences in diverse contexts. Meanwhile, the School C respondents posted a weighted mean of 4.27, interpreted as Very High, reflecting a strong and deeply internalized adaptive capacity characterized by flexibility, cultural awareness, and the effective integration of traditional knowledge with modern strategies.

The findings imply that adaptive capacity is evident across all respondent groups as a key component of cultural resilience. While School A and School B respondents demonstrate a high level of adaptability, the notably higher ratings of School C respondents indicate a more advanced ability to navigate cultural changes, manage differences, and preserve cultural roots while embracing innovation. This highlights the critical role of adaptive capacity in strengthening cultural resilience within educational and social environments.

Table 7 shows the level of cultural resilience in terms of cultural education for the three groups of respondents.

The results indicate that all groups recognize the importance of cultural education in strengthening resilience, promoting adaptability, and fostering unity within the school and community. The respondents generally agree that integrating cultural knowledge into school activities, valuing cultural heritage, and passing cultural knowledge to the

younger generation can contribute to a stronger sense of the cultural continuity and resilience.

Table 7. Level of Teacher’s Cultural Resilience in terms of Cultural Education

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I pursue cultural education through...	4.11	0.76	A	4.15	0.80	A	4.38	0.72	SA
...believing cultural education helps strengthen resilience.	3.98	0.85	A	4.13	0.70	A	4.37	0.67	SA
...including cultural knowledge in school activities.	4.02	0.74	A	4.07	0.78	A	4.29	0.90	SA
...passing on cultural knowledge to younger generations.	3.85	0.75	A	4.10	0.71	A	4.25	0.81	SA
...including cultural education in activities that promote adaptability and unity.	4.00	0.75	A	4.22	0.76	SA	4.29	0.74	SA
...valuing learning about cultural heritage in school and in everyday life.	4.00	0.75	A	4.22	0.76	SA	4.29	0.74	SA
Weighted Mean	4.00			4.13			4.32		
SD	0.77			0.75			0.77		
Verbal Interpretation	High			High			Very High		

Table 8. Level of Teacher’s Cultural Resilience in terms of Cultural Knowledge

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I acquire cultural knowledge by...	4.23	0.70	SA	4.28	0.76	SA	4.23	0.72	SA
...understanding that cultural knowledge is an important part of building resilience.	4.00	0.83	A	4.22	0.78	SA	4.31	0.71	SA
...sharing cultural knowledge across generations.	3.79	0.81	A	4.03	0.82	A	4.20	0.64	A
...preserving indigenous and traditional knowledge.	3.85	0.78	A	4.03	0.80	A	4.26	0.80	SA
...using cultural knowledge to help solve current problems.	4.02	0.87	A	4.18	0.83	A	4.35	0.65	SA
...valuing cultural knowledge as a source for the growth and development of the community.	4.02	0.87	A	4.18	0.83	A	4.35	0.65	SA
Weighted Mean	3.98			4.15			4.27		
SD	0.81			0.80			0.70		
Verbal Interpretation	High			High			Very High		

The School A respondents display a positive appreciation of cultural education, particularly in valuing cultural heritage and recognizing its role in resilience, although their responses suggest a more moderate level of engagement in actively integrating cultural education into adaptive and unity-building activities. In contrast, the School B and School C respondents demonstrate stronger and more consistent endorsement, especially in incorporating cultural education into school programs and recognizing its role in promoting adaptability and cohesion.

The weighted mean for each group reflects differences in the level of cultural resilience in terms of cultural education. The School A respondents obtained a weighted mean of 4.00, interpreted as High, indicating a positive perception of cultural education as a foundation of resilience, though with comparatively less emphasis on its active integration into adaptability-focused activities. The School B respondents recorded a weighted mean of 4.13, also interpreted as High, suggesting a stronger recognition of the value of cultural education in sustaining resilience and unity within educational settings. Meanwhile, the School C respondents posted a weighted mean of 4.32, interpreted as Very High, reflecting a deeply internalized commitment to cultural education as a vital mechanism for strengthening resilience, preserving the heritage, and fostering adaptability across generations.

The findings imply that cultural education is widely valued as a key component of cultural resilience among all respondent groups. While School A and School B respondents demonstrate a high level of appreciation for cultural education, the notably higher ratings of School C respondents highlight a stronger and more proactive engagement in integrating cultural education into both school and everyday life. This underscores the crucial role of cultural education in reinforcing resilience, promoting unity, and ensuring the continuity of cultural heritage within educational communities.

Table 8 shows the level of cultural resilience in terms of cultural knowledge for the three groups of respondents. The results indicate that all groups demonstrate a positive recognition of cultural knowledge as a vital foundation of resilience, community growth, and problem-solving. The respondents generally agree that understanding, sharing, and valuing cultural knowledge contribute to individual and collective resilience, particularly through intergenerational transmission and the application of traditional knowledge to contemporary challenges.

The School A respondents show a favorable appreciation of cultural knowledge, especially in recognizing its importance in building resilience, although their responses suggest a more moderate emphasis on preserving indigenous knowledge and applying cultural knowledge to current problems. In contrast, the School B and School C respondents exhibit stronger and more consistent agreement, particularly in sharing cultural knowledge across generations and valuing cultural knowledge as a resource for community development.

The weighted mean for each group highlights differences in the level of cultural resilience in terms of cultural knowledge. The School A respondents obtained a weighted mean of 3.98, interpreted as High, indicating a positive but moderate level of engagement in acquiring and applying cultural knowledge for resilience-building. The School B respondents recorded a weighted mean of 4.15, also interpreted as High, reflecting a stronger appreciation of cultural knowledge, particularly in its preservation and intergenerational transmission. Meanwhile, the School C respondents posted a weighted mean of 4.27, interpreted as Very High, suggesting a deeply internalized and proactive engagement with cultural knowledge as a key driver of resilience, problem-solving, and community development.

The findings imply that cultural knowledge is widely recognized as an essential component of cultural resilience across all respondent groups. While School A and School B

respondents demonstrate a high level of appreciation for cultural knowledge, the notably higher ratings among School C respondents indicate a more robust and applied understanding of its role in preserving heritage, addressing

present-day challenges, and supporting sustainable community growth. This underscores the importance of strengthening cultural knowledge integration within educational and community contexts to enhance resilience.

Table 9. Level of Teacher’s Cultural Resilience in terms of Community Engagement

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I participate in the community through...									
...participating in activities that help strengthen resilience in the community.	4.28	0.71	SA	4.33	0.66	SA	4.52	0.62	SA
...supporting working together with community members to keep cultural traditions alive.	4.19	0.71	A	4.33	0.66	SA	4.58	0.53	SA
...encouraging group efforts to solve problems using cultural practices.	3.94	0.70	A	4.12	0.80	A	4.43	0.56	A
...valuing partnerships in the community that help strengthen cultural resilience.	4.02	0.82	A	4.38	0.74	SA	4.32	0.62	SA
...showing commitment to community programs that promote cultural values.	4.06	0.87	A	4.32	0.72	SA	4.49	0.66	SA
Weighted Mean	4.09			4.30			4.47		
SD	0.77			0.72			0.60		
Verbal Interpretation	High			Very High			Very High		

Table 9 shows the level of cultural resilience in terms of community engagement for the three groups of respondents. The results indicate that all groups demonstrate active participation in community initiatives that promote cultural resilience, collaboration, and the preservation of cultural traditions. The respondents generally agree that engaging with community programs, supporting group efforts, and fostering partnerships are essential in strengthening cultural identity and resilience.

The School A respondents show a consistent level of community involvement, particularly in participating in activities that promote cultural resilience, although their responses suggest a moderate emphasis on collaborative problem-solving and sustained community partnerships. In contrast, the School B and School C respondents exhibit stronger and more consistent engagement, particularly in supporting group initiatives, preserving cultural traditions, and demonstrating commitment to programs that strengthen communal resilience.

The weighted mean for each group reflects differences in the level of cultural resilience in terms of community engagement. The School A respondents obtained a weighted mean of 4.09, interpreted as High, indicating a positive level of participation in community activities while showing slightly less emphasis on collaborative problem-solving and partnerships. The School B respondents recorded a weighted mean of 4.30, interpreted as Very High, reflecting strong and consistent engagement in activities that promote cultural continuity, resilience, and community cohesion. Meanwhile, the School C respondents posted a weighted mean of 4.47, also interpreted as Very High, suggesting a deeply internalized

commitment to community engagement, active support of cultural practices, and proactive participation in initiatives that strengthen cultural resilience across the community.

The findings imply that community engagement is widely recognized as a crucial component of cultural resilience among all respondent groups. While School A respondents demonstrate a high level of participation, the higher ratings among School B and School C respondents highlight a more consistent and proactive involvement in community activities that foster cultural preservation, collaboration, and resilience. This underscores the importance of promoting community-based programs as avenues for strengthening cultural identity and collective resilience.

Level of Intergenerational Transfer

In this study, the level of intergenerational transfer refers to the extent to which cultural knowledge, skills, practices, and resources are passed from one generation to the next. It highlights the mechanisms through which traditions, expertise, and material resources are shared and preserved within a community.

The following table presents the level of intergenerational transfer in terms of material resources, mentoring and apprenticeship, skills and knowledge, and cultural practices. This level of intergenerational transfer was determined using the mean and standard deviation of the respondents’ responses.

Table 10 shows the level of intergenerational transfer in terms of material resources for the three groups of respondents.

Table 10. Level of Intergenerational Transfer in terms of Material Resources

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I can...									
...support using material resources properly and taking care of them for the future.	4.19	0.92	A	4.33	0.71	SA	4.32	0.71	SA
...share material resources that helps keep our culture alive.	3.94	0.84	A	4.20	0.75	A	4.23	0.72	SA
...understand that material resources play a role in helping families and communities stay strong across generations.	4.04	0.91	A	4.28	0.76	SA	4.29	0.72	SA
...use material resources in ways that strengthen relationships in my community.	4.00	0.88	A	4.12	0.74	A	4.20	0.71	SA
...recognize that material resources are important for preserving our culture.	4.09	0.80	A	4.32	0.72	SA	4.18	0.70	A
Weighted Mean	4.05			4.25			4.25		
SD	0.87			0.74			0.71		
Verbal Interpretation	High			Very High			Very High		

The results indicate that all groups demonstrate a positive understanding and practice of using and sharing material resources to support cultural preservation and community continuity. The respondents generally agree that proper care, sharing, and utilization of material resources contribute to the strength of families, communities, and cultural heritage across generations.

The School A respondents show consistent awareness of the importance of material resources, particularly in supporting future use, though their responses suggest slightly less emphasis on sharing resources to sustain cultural continuity. In contrast, the School B and School C respondents exhibit stronger and more consistent agreement, particularly in recognizing the role of material resources in preserving culture, strengthening relationships, and supporting intergenerational continuity.

The weighted mean for each group reflects differences in the level of the intergenerational transfer in terms of material resources. The School A respondents obtained a weighted mean of 4.05, interpreted as High, indicating a positive understanding and application of material resources for cultural and community purposes, though with comparatively moderate emphasis on sharing and intergenerational impact. The School B respondents recorded a weighted mean of 4.25,

interpreted as Very High, reflecting a strong recognition of the role of material resources in sustaining cultural practices, strengthening community ties, and promoting continuity across generations. Similarly, the School C respondents posted a weighted mean of 4.25, also interpreted as Very High, suggesting a deeply internalized practice of using and sharing material resources in ways that preserve culture and support long-term family and community resilience.

In summary, the findings imply that material resources are recognized as an essential component of intergenerational transfer across all respondent groups. While School A respondents demonstrate a high level of awareness and practice, the higher ratings of School B and School C respondents highlight stronger and more consistent engagement in preserving cultural heritage and supporting community continuity through the proper use and sharing of resources. This underscores the importance of cultivating responsible stewardship and cultural mindfulness in handling material resources within educational and community contexts.

Table 11 shows the level of intergenerational transfer in terms of mentoring and apprenticeship for the three groups of respondents.

Table 11. Level of Intergenerational Transfer in terms of Mentoring and Apprenticeship

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I learned that...									
...mentoring is a good way to share knowledge and skills with younger generations.	4.21	0.83	SA	4.38	0.72	SA	4.28	0.74	SA
...mentors should share what they know with the youth.	4.13	0.85	A	4.22	0.72	SA	4.20	0.77	A
...mentoring is a way to help in preserving our culture.	4.19	0.85	A	4.22	0.72	SA	4.18	0.85	A
...mentoring and apprenticeship activities in school and community programs is to be supported by us learners.	4.26	0.77	SA	4.30	0.67	SA	4.28	0.76	SA
...respecting the role of mentors and apprentices in keeping our culture alive.	4.26	0.79	SA	4.45	0.65	SA	4.46	0.64	SA
Weighted Mean	4.21			4.31			4.28		
SD	0.81			0.70			0.76		
Verbal Interpretation	Very High			Very High			Very High		

The results indicate that all groups demonstrate a strong appreciation for mentoring and apprenticeship as effective methods of sharing knowledge, skills, and cultural practices with younger generations. The respondents generally agree that mentoring contributes to cultural preservation, skill development, and the continuity of traditions within both school and community programs.

The School A respondents show a very high recognition of mentoring, particularly in supporting apprenticeship activities and respecting the role of mentors, although slightly less emphasis is placed on mentoring as a formal method for cultural preservation. In contrast, the School B and School C respondents exhibit strong and consistent agreement across all statements, particularly in valuing the role of mentors and actively supporting apprenticeship initiatives as mechanisms for sustaining culture and heritage.

The weighted mean for each group reflects differences in the level of intergenerational transfer in terms of mentoring and apprenticeship. The School A respondents obtained a weighted mean of 4.21, interpreted as Very High, indicating a strong and positive perception of mentoring and

apprenticeship as tools for sharing knowledge and cultural practices. The School B respondents recorded a weighted mean of 4.31, also interpreted as Very High, reflecting a deeper internalization of mentoring as essential for cultural preservation, skill transmission, and the engagement of learners in sustaining traditions. Similarly, the School C respondents posted a weighted mean of 4.28, interpreted as Very High, suggesting consistent and active participation in mentoring and apprenticeship initiatives, along with a clear respect for the roles of mentors and apprentices in maintaining cultural continuity.

In summary, the findings imply that mentoring and apprenticeship are highly valued as key strategies for intergenerational transfer among all respondent groups. While all groups demonstrate a very high level of engagement, the slightly higher ratings of School B and School C respondents highlight stronger and more consistent internalization of these practices as mechanisms for cultural preservation, skill development, and continuity across generations. This underscores the importance of structured mentoring and

apprenticeship programs in educational and community contexts to support sustainable cultural transmission.

Table 12 shows the level of intergenerational transfer in terms of skills and knowledge for the three groups of respondents.

The results indicate that all groups demonstrate a strong recognition of the importance of passing skills and knowledge from one generation to the next, particularly in preserving cultural heritage and promoting both traditional and modern competencies. The respondents generally agree that teaching, practicing, and including skills and Knowledge in school and community programs contribute to sustaining culture and preparing younger generations to uphold traditions.

School A respondents exhibit a high level of appreciation, particularly in valuing traditional skills and supporting youth learning, though their responses suggest a slightly more moderate engagement in actively integrating these practices into structured programs. In contrast, the School B and School C respondents show stronger and more consistent agreement, especially in emphasizing the inclusion of skills and knowledge in educational programs and supporting opportunities for young learners to acquire both traditional and modern competencies.

The weighted mean for each group highlights differences in the level of intergenerational transfer in terms of skills and knowledge. The School A respondents obtained a weighted mean of 4.16, interpreted as High, indicating a positive understanding of the value of transferring skills and knowledge, although with slightly less emphasis on structured application in programs. The School B respondents recorded a weighted mean of 4.45, interpreted as Very High, reflecting a deeper commitment to ensuring skills and knowledge are passed effectively, preserved, and applied in both school and community contexts. Similarly, the School C respondents posted a weighted mean of 4.37, also interpreted as Very High, suggesting a consistently proactive engagement in transferring skills and knowledge, with clear recognition of their role in cultural preservation and intergenerational continuity.

In summary, the findings imply that the transfer of skills and knowledge is highly valued across all respondent groups, with stronger and more consistent engagement among School B and School C respondents. This highlights the importance of structured educational and community programs in facilitating the effective sharing of skills and knowledge across generations, ensuring cultural continuity and the development of competent, culturally aware learners.

Table 12. Level of Intergenerational Transfer in terms of Skills and Knowledge

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I know that...									
...it is important to pass skills and knowledge from one generation to the next.	4.21	0.83	SA	4.60	0.56	SA	4.42	0.73	SA
...supporting opportunities for young people to learn both traditional and modern skills.	4.23	0.89	A	4.53	0.68	SA	4.40	0.66	SA
...teaching and practicing indigenous knowledge help to preserve our culture.	4.09	0.75	A	4.38	0.72	SA	4.37	0.78	SA
...valuing both traditional and modern knowledge as important for sharing across generations.	4.23	0.79	SA	4.48	0.62	SA	4.37	0.63	SA
...traditional skills and knowledge should be included in school programs.	4.02	0.87	SA	4.23	0.95	SA	4.31	0.81	SA
Weighted Mean	4.16			4.45			4.37		
SD	0.82			0.72			0.72		
Verbal Interpretation	High			Very High			Very High		

Table 13. Level of Intergenerational Transfer in terms of Cultural Practices

Statements	School A			School B			School C		
	M	SD	R	M	SD	R	M	SD	R
I do...									
believe that it is important to continue cultural practices from one generation to the next.	4.06	0.82	A	4.60	0.53	SA	4.42	0.75	SA
encourage my fellow youth to take part in cultural practices.	4.13	0.65	A	4.22	0.69	SA	4.17	0.72	A
understand that practicing traditions is important for keeping our culture alive.	4.13	0.77	A	4.47	0.60	SA	4.37	0.70	SA
support the inclusion of cultural practices in school and community programs.	4.06	0.82	A	4.25	0.84	SA	4.23	0.72	SA
respect different cultural practices as important for passing culture to future generations.	4.36	0.76	SA	4.48	0.75	SA	4.40	0.77	SA
Weighted Mean	4.15			4.40			4.32		
SD	0.77			0.70			0.73		
Verbal Interpretation	High			Very High			Very High		

Table 13 shows the level of intergenerational transfer in terms of cultural practices for the three groups of respondents. The results indicate that all groups demonstrate a positive commitment to continuing and promoting cultural practices across generations. The respondents generally agree that preserving traditions, encouraging youth participation, and integrating cultural practices into school and community programs are essential for sustaining culture and heritage.

The school A respondents exhibit a high level of engagement particularly in respecting cultural practices and supporting their continuation, though their responses suggest slightly less emphasis on actively encouraging peers to participate in cultural activities. In contrast, the School B and

School C respondents display stronger and more consistent agreement, particularly in recognizing the importance of cultural practices in educational and communal settings and actively promoting participation among younger generations.

The weighted mean for each group reflects differences in the level of intergenerational transfer in terms of cultural practices. The School A respondents obtained a weighted mean of 4.15, interpreted as High, indicating a positive commitment to preserving and respecting cultural practices, though with moderate engagement in peer encouragement. The School B respondents recorded a weighted mean of 4.40, interpreted as Very High, reflecting a strong internalization of the importance of cultural practices and active participation in

promoting traditions across generations. Similarly, the School C respondents posted a weighted mean of 4.32, also interpreted as Very High, suggesting a consistently proactive engagement in sustaining cultural practices, fostering youth involvement, and supporting the integration of traditions into school and community programs.

In summary, the findings imply that the continuation of cultural practices is widely upheld as a key aspect of intergenerational transfer among all the respondent groups. While School A respondents demonstrate a high level of engagement, the higher ratings among School B and School C respondents highlight stronger and more consistent participation in promoting and sustaining cultural practices across generations. This underscores the importance of encouraging youth involvement and embedding cultural practices in educational and community activities to ensure the preservation of cultural heritage.

Culture significantly shapes the ways in which different generations interact and relate and collaborate. It does not only influence intergenerational relationships but also shapes family dynamics, and determines the values, beliefs, and practices passed from one generation to the next. This cultural context helps in addressing challenges, thus influencing both harmony and tension across age groups.

Significant Difference in the Cultural Assimilation between the Groups of Respondents

In this study, the significant difference in cultural assimilation between the groups of respondents refers to whether the level of cultural assimilation varies based on specific group characteristics, such as age, gender, educational background, or other demographic variables.

The following table presents the comparison of cultural assimilation across the different groups. The significance of the differences was determined using appropriate statistical tests, such as the t-test or ANOVA, based on the nature of the data and the number of groups compared.

Table 15. Significant difference in the cultural resilience between the groups of respondents

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2.903	2	1.452	10.013	0.000*	3.049
Within Groups	24.501	169	0.145			
Total	27.404	171				

Cultural Resilience	Code	N	Mean	SD	Groups	t	p	Cohen's d
School A	SN	47.00	4.01	0.42	SN vs. MS	-1.358	0.177	0.25
School B	MS	60.00	4.12	0.46	SN vs. PS	-4.483	0.000*	0.37
School C	PS	65.00	4.14	0.29	MS vs. PS	-3.040	0.003*	0.05

The results show no significant difference between School A and School B respondents, indicating comparable levels of cultural resilience between these two groups. However, significant differences are observed between School A and School C, as well as between School B and School C, emphasizing that School C respondents exhibit significantly higher levels of cultural resilience compared to the other groups. The effect sizes range from small to moderate, indicating that while the differences are statistically significant, their practical magnitude varies.

In summary the findings demonstrate that cultural resilience is not uniformly experienced across the respondent

Table 14 shows significant difference in the cultural assimilation between the three groups of respondents, the analysis of variance (ANOVA) was conducted to determine whether there is a significant difference in the level of cultural assimilation among the groups of respondents.

The results indicate that the computed F-value of 2.709 is lower than the critical F-value of 3.049, and the p-value is 0.069 exceeds the 0.05 level of significance. This finding implies that there is no statistically significant difference in cultural assimilation among the groups. Although minor variations in cultural assimilation are evident, these differences are not sufficient to establish statistical significance, indicating that the groups demonstrate relatively similar patterns of cultural assimilation.

Table 14. Significant difference in the Cultural Assimilation between the Groups of Respondents

Anova						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.011	2	0.506	2.709	0.069	3.049
Within Groups	31.546	169	0.187			
Total	32.557	171				

In summary this emphasized that shared experience and comparable exposure to cultural influences across the respondent groups, resulting in generally uniform levels of cultural assimilation.

Table 15 reveal the significant difference in the cultural resilience between the groups of respondents. The analysis of variance (ANOVA) was conducted to determine whether a significant difference exists in the level of cultural resilience among the groups of respondents.

The results reveal a computed F-value of 10.013, which exceeds the critical F-value of 3.049, with a p-value of 0.000. This indicates a statistically significant difference in cultural resilience across the groups. Post hoc comparisons further clarify these differences.

groups. While some groups demonstrate similar levels of resilience, others particularly School C show stronger capacity to preserve and adapt cultural values. This implies that contextual factors such as educational environment, social exposure, or institutional support may play an important role in shaping cultural resilience among the respondents.

Table 16 show the significant difference in the intergenerational transfer between the groups of respondents. The analysis of variance (ANOVA) was conducted to determine whether there is a significant difference in the level of intergenerational transfer among the groups of respondents.

The results show that the computed F-value of 2.529 is lower than the critical F-value of 3.049, and the p-value of 0.083 is greater than the 0.05 level of significance. This indicates that there is no statistically significant difference in intergenerational transfer among the groups. Although some variations in the level of intergenerational transfer are evident, these differences are not strong enough to be considered statistically significant, emphasizing that the groups exhibit generally comparable patterns in the transmission of cultural knowledge, values, and practices across generations.

Table 16. Significant difference in the intergenerational transfer between the groups of respondents

Anova						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.260	2	0.630	2.529	0.083	3.049
Within Groups	42.077	169	0.249			
Total	43.337	171				

In summary the findings imply that intergenerational transfer is relatively consistent across the respondent groups, reflecting a shared mechanism of cultural transmission regardless of group affiliation. This suggests that common familial, social, or community influences may play a stronger role in shaping intergenerational transfer than institutional or group-based differences.

Table 17 presents the results of the Pearson correlation analysis examining the relationship between cultural assimilation and intergenerational transfer. The findings reveal statistically significant positive relationships between all dimensions of cultural assimilation, beliefs, values, norms, and practices, and the domains of intergenerational transfer, namely material resources, mentoring and apprenticeship, skills and knowledge, and cultural practices.

The correlation coefficients range from moderate to strong, indicating that higher levels of cultural assimilation are associated with stronger inter-generational transfer mechanisms. Notably, the strongest relationships are observed in the dimensions of norms and practices, implying that shared behavioral expectations and everyday cultural engagements play a crucial role in facilitating the transmission of cultural knowledge and practices across generations.

In summary the results indicate that cultural assimilation significantly supports intergenerational transfer by strengthening both tangible and intangible modes of cultural transmission. As individuals become more aligned with prevailing cultural beliefs, values, norms, and practices, they are more likely to engage in effective mentoring, skill-sharing, and preservation of cultural traditions. This underscores the role of cultural assimilation not as a threat to heritage, but as a facilitating process that enhances continuity and sustainability of culture across generations.

Table 17. Significant relationship between the Cultural Assimilation and Intergenerational transfer

Cultural Assimilation		Intergenerational Transfer			
		Material resources	Mentoring & Apprenticeship	Skills & Knowledge	Cultural Practices
Beliefs	Pearson Correlation	.509**	.502**	.542**	.520**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	172	172	172	172
Values	Pearson Correlation	.540**	.552**	.519**	.519**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	172	172	172	172
Norms	Pearson Correlation	.619**	.645**	.629**	.609**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	172	172	172	172
Practices	Pearson Correlation	.635**	.639**	.662**	.639**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	172	172	172	172

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

Table 18. Significant relationship between the Cultural Resilience and Intergenerational transfer

Cultural Resilience		Intergenerational Transfer			
		Material resources	Mentoring & Apprenticeship	Skills & Knowledge	Cultural Practices
Cultural Identity	Pearson Correlation	.432**	.508**	.465**	.517**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	172	172	172	172
Adaptive Capacity	Pearson Correlation	.420**	.449**	.400**	.431**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	172	172	172	172
Cultural Education	Pearson Correlation	.605**	.605**	.632**	.646**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	172	172	172	172
Cultural Knowledge	Pearson Correlation	.588**	.558**	.552**	.560**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	172	172	172	172
Community Engagement	Pearson Correlation	.527**	.401**	.484**	.461**
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001
	N	172	172	172	172

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

Table 18 presents the results of the Pearson correlation analysis examining the relationship between cultural resilience and intergenerational transfer. The findings reveal statistically significant positive relationships between all dimensions of cultural resilience, cultural identity, adaptive capacity, cultural education, cultural knowledge, and community engagement, and the various domains of intergenerational transfer, including material resources, mentoring and apprenticeship, skills and knowledge, and cultural practices. The strength of the correlations ranges from moderate to strong, indicating that higher levels of cultural resilience are consistently associated with more effective intergenerational transfer. Among the resilience dimensions, cultural education and cultural knowledge demonstrate the strongest relationships across all domains of intergenerational transfer, highlighting their central role in sustaining cultural continuity.

In summary, the results underscore cultural resilience as a critical foundation for successful intergenerational transfer. Strong cultural identity, adaptive capacities, and active community involvement particularly when reinforced through cultural education and knowledge-sharing enhance the transmission of cultural values, skills, and practices across generations. This implies that reinforcing cultural resilience mechanisms can significantly strengthen both the preservation and dynamic adaptation of culture over time.

IV. CONCLUSION AND RECOMMENDATIONS

The findings of the study revealed that there is no significant difference in the responses of the groups of respondents regarding teachers' cultural assimilation. This indicates that the respondents have similar perceptions and experiences concerning teachers' adaptation, appreciation, and integration of cultural beliefs, values, norms, and practices within the educational setting. The consistency of the responses among the groups suggests that teachers effectively demonstrate cultural assimilation in a manner that is equally recognized by all respondents. Therefore, the hypothesis stating that there is no significant difference in teachers' cultural assimilation among the groups of respondents is accepted.

The study also found that there is no significant difference in the responses of the groups of respondents regarding teachers' cultural resilience. This implies that the respondents consistently perceived teachers as capable of preserving, sustaining, and promoting cultural identity, adaptive capacity, community engagement, and cultural education despite social and educational changes. The uniformity of the respondents' perceptions highlights the teachers' shared commitment to maintaining and strengthening cultural resilience within the educational environment. Hence, the hypothesis stating that there is no significant difference in teachers' cultural resilience among the groups of respondents is accepted.

Furthermore, the findings revealed that there is no significant difference in the responses of the groups of respondents regarding intergenerational transfer. This suggests that the respondents similarly viewed the process of passing cultural knowledge, beliefs, traditions, and practices from one

generation to another across the different groups involved in the study. The result reflects a common understanding and recognition of the importance of preserving and transmitting cultural heritage within the community and educational context. Consequently, the hypothesis stating that there is no significant difference in intergenerational transfer among the groups of respondents is accepted.

The study concludes that there is a significant positive relationship between cultural assimilation and intergenerational transfer among students. This indicates that students who internalize and practice cultural beliefs, values, norms, and practices are more likely to actively engage in sharing cultural resources, skills, knowledge, and practices with younger generations. In essence, the more students embrace and uphold cultural traditions and diversity, the more they contribute to sustaining and transmitting culture across

generations. Since a significant relationship was found between the variables, the null hypothesis stating that there is no significant relationship between cultural assimilation and intergenerational transfer is therefore rejected.

Similarly, the findings show a significant positive relationship between cultural resilience and intergenerational transfer. Students who demonstrate strong cultural identity, adaptive capacity, cultural education, knowledge, and community engagement are more likely to participate in mentoring, apprenticeship, and the continuation of cultural practices. This suggests that resilient students, who can adapt to challenges while preserving their cultural heritage, play a crucial role in ensuring the continuity of culture. Since there is a significant relationship between cultural resilience and intergenerational transfer, the null hypothesis stating that there is no significant relationship between the two variables is therefore rejected.

Based on the findings and conclusions drawn from this study, the following recommended:

Teachers may strengthen cultural programs and activities such as local heritage celebrations, cultural exhibits, and community-based projects that highlight the traditions and practices of the communities that enhance students' understanding of their culture and will further support the development of cultural assimilation and encourage students to actively participate in intergenerational transfer.

Teachers may integrate local culture into their lessons by using contextualized and localized teaching strategies and instructional materials that are familiar to students.

Teachers may continue to engage in activities school and community cultural activities such as festivals, traditional practices, and local events that build cultural resilience.

Future researchers may conduct a similar study in different schools, communities, or regions to compare levels of cultural assimilation, cultural resilience, and intergenerational transfer across diverse student populations.

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