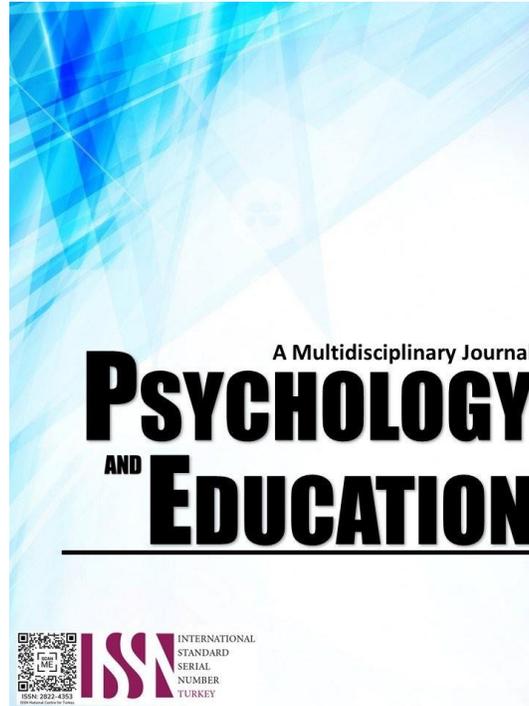


**CULTURE-BASED PRACTICES, SELF-EFFICACY, AND ACADEMIC  
RESILIENCE OF GRADE EIGHT STUDENTS IN  
RURAL PUBLIC HIGH SCHOOLS**



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## Culture-Based Practices, Self-Efficacy, and Academic Resilience of Grade Eight Students in Rural Public High Schools

Janine T. Reymon,\* Cris John Bryan C. Dela Cruz  
For affiliations and correspondence, see the last page.

### Abstract

This study examined the relationship between culture-based practices, self-efficacy, and academic resilience among Grade 8 students in rural public high schools. It aimed to determine how these practices influenced students' confidence, motivation, and ability to overcome academic challenges. Using a descriptive-correlational research design, data were collected through a structured survey and analyzed using means and Spearman Rho correlation tests. Findings indicated that students exhibited high engagement in culture-based practices, contributing to their confidence, goal-setting, and ability to cope with academic pressure. Academic resilience, particularly in perseverance and emotional response, was also high. A significant positive relationship emerged between culture-based practices, self-efficacy, and academic resilience. The study concluded that integrating culture-based practices enhanced students' self-efficacy and resilience, emphasizing the need for schools to adopt culturally responsive teaching methods and support programs that foster students' confidence, perseverance, and cultural identity to improve academic success.

**Keywords:** *culture-based practices, self-efficacy, academic resilience, culturally responsive teaching, rural public high schools*

### Introduction

Culture significantly influences student self-efficacy and academic resilience in a diverse educational environment. Self-efficacy, or belief in oneself, is often influenced by cultural experiences, while academic resilience, or the ability to bounce back from setbacks, is tightly intertwined with cultural identity. When students are acknowledged and respected as people with their own stories, they are more likely to feel part of the classroom, which can boost their motivation and perseverance in the face of difficulties.

In a global context, the relationship between how culture-based practices interact with self-efficacy and academic resilience, and why this interaction becomes progressively critical for student success, is being recognized. Culture-based practices begin to influence students' beliefs about their skills, such as in many Asian countries, which promote self-efficacy through community support. At the same time, distinct cultures, like the United States, often link self-efficacy with personal accomplishments, which might alienate strugglers. (Hofstede, 2021; Schunk, 2023). Within academic resilience, cultural dynamics play a similar role, whereby students are comparatively more anxious and less resilient in competitive Western systems than in collaborative cultures. (Dweck, 2019; Mampane & Bouwer, 2021).

In the Philippine context, culture-based practices significantly influence students' self-efficacy and academic resilience. Filipino culture is inherently collectivist, fostering strong community support that enhances students' motivation and belief in their capabilities (Hofstede, 2021). Studies show that Filipino students often rely on family and peer networks for inspiration, which can strengthen their academic resilience in the face of challenges (Mampane & Bouwer, 2021). The Department of Education (DepEd), through DepEd Order No. 32, s. 2015, emphasizes the integration of cultural context in the curriculum via the Indigenous Peoples Education Curriculum Framework to promote self-efficacy and academic resilience. Similarly, DepEd Order No. 35, s. 2016 underscores the role of Learning Action Cells (LACs) in enhancing teachers' ability to apply culturally responsive strategies that foster academic resilience.

In South Cotabato and General Santos City, both enhancing and hindering factors profoundly affect students' self-efficacy and academic resilience from a cultural-practice perspective. Socioeconomic disparities such as poverty and limited access to quality education remain major barriers to students' success and confidence. Rural schools often face shortages of trained teachers and adequate learning materials, which further disadvantages learners. Conversely, General Santos City presents a more diverse educational landscape. Its culturally relevant programs often resonate with students' identities, enhancing both resilience and self-efficacy (Valle, 2023).

According to recent data from the School Monitoring and Evaluation Plan Adjustment (SMEPA), schools in the district including A.G. Busano Sr. High School and Elias Buscano Sr. High School continue to report low mastery of skills across subject areas. This highlights the urgent need for more localized and contextualized teaching strategies.

Though the relationship between academic resilience and cultural identity has not been fully established, it is certainly an area needing better understanding, specifically regarding how particular cultural practices influence academic outcomes and self-efficacy. More targeted research is required to investigate the mechanisms involved and the influence of cultural context on resilience in varied student populations. Various cultural practices and the schooling obtained by students may shape their self-perceptions; thus, the difference becomes all the more relevant in the case of the Philippines. If this theoretical relationship is investigated, the research could create a more comprehensive framework for understanding how cultural practices promote self-efficacy and help students from various backgrounds develop academic resilience.

This study explores the relationship between culture-based practices, self-efficacy, and academic resilience among Grade 8 students. The findings offer valuable insights for educators and policymakers in creating inclusive, culturally responsive, and supportive frameworks that foster academic excellence, personal growth, and resilience in diverse learners.

## Research Questions

The study determined the culture-based practices, self-efficacy, and academic resilience of Grade 8 students. It answered the following questions:

1. What is the level of culture-based practices of the students in terms of:
  - 1.1 cultural engagement and participation;
  - 1.2 cultural competence;
  - 1.3 cultural identity development; and
  - 1.4 integration of culture content in curriculum?
2. What is the level of self-efficacy of the Grade 8 students in terms of:
  - 2.1 confidence in academic tasks;
  - 2.2 problem-solving and decision-making;
  - 2.3 goal setting and achievement; and
  - 2.4 coping with academic pressure?
3. What is the academic resilience of the Grade 8 students in terms of:
  - 3.1 perseverance; and
  - 3.2 emotional response?
4. Is there a significant relationship between culture-based practices and academic resilience?
5. Is there a significant relationship between self-efficacy and academic resilience?
6. What programs or activities can be proposed based on the findings of the study?

## Methodology

### Research Design

This study employed quantitative, non-experimental research design. Quantitative research design is a systematic inquiry that uses mostly statistical, mathematical, or computational techniques to develop or test theories that declare relationships, behaviors, or events in quantitative terms. It was in the systematic process of formulating a hypothesis, collecting numerical data, and putting it through statistical testing. That is how one can differentiate this approach from other methods (Creswell, 2014). The appeal of quantitative research is its ability to produce potentially generalizable findings because the technique of employing large sample sizes and random sampling prevents bias (Bryman, 2016).

Furthermore, different quantitative research designs include descriptive, correlational, experimental, and quasi-experimental designs, each intended for a different purpose and providing unique insights regarding the research question (Trochim, 2006). Using these tools, such as surveys, experiments, and observational studies, researchers effectively measure and analyze the relationships among variables, thereby contributing to evidence-based practice and informed decision-making across several sectors (Field, 2013).

The descriptive correlational research design identifies and describes the relationship of two or more variables without intentional manipulation so that the researchers can become aware of their patterns and relations within naturally occurring data (Creswell, 2014). Often best suited to exploration research into topics for which experimental manipulation proves impractical or unethical, this design reveals how variables function in the real world to the researcher (Salkind, 2010).

One could use statistical procedures, such as correlation coefficients, to estimate the magnitude of a relationship and its strength and direction, thus contributing further understanding relative to the dynamics in question (Shadish, Cook, & Campbell, 2002). Hence, this provided thorough grounds for assessing how culture-influenced practices and self-efficacy foster resiliency in academics, empowering further interventions.

### Respondents

The respondents were the 350 Grade 8 students from two public high schools in Conel District, Schools Division, General Santos City. Using the Raosoft sample size calculator, the sample size would be 185 students from that population. Such schools are A.G. Busano Sr. High School and Elias Buscano Sr. High School.

It is a study purpose that includes each subgroup to be represented in proportion to its proportion in the overall population; that is, the study defined proportional stratified sampling, which divides the population into discrete subgroups or strata according to specific characteristics relevant to the research (e.g., age, gender, socioeconomic status) before drawing samples from each stratum in proportion to its size relative to the entire population to improve the accuracy and representativity of the findings (Creswell, 2014; Cochran, 1977): these sample sizes for surveyed schools are:

Table 1. *The Sample Size of the Respondents*

<i>Name of School</i>	<i>Sample Size</i>
A.G. Busano Sr. High School	152 students
Elias Buscano Sr. High School	33 students
Total	185 students

Pragmatically stratified proportional sampling would assist in research where certain subgroups might be underrepresented due to the simplicity of the sampling method, like simple random sampling. It was also important that the subgroup be correctly represented numerically so that researchers could get reliable estimates and descriptions of the population regarding its characteristics and behaviors (Fowler, 2014). The method allows for more nuanced data analysis, allowing comparisons between different strata and revealing possible differences in results or relationships among subgroups (Thompson, 2012).

### Research Instrument

The researcher utilized a self-made, adapted, and contextualized survey questionnaire to gather the necessary data to investigate the culture-based practices, self-efficacy, and academic resilience of Grade 8 students. Four social sciences and education specialists validated the survey instrument to guarantee quality. Additionally, the instrument's reliability was examined through pilot testing.

### Procedure

The data-gathering process commenced with approval from the Dean of the Graduate School (GS) of Sultan Kudarat State University. This ensured that the study satisfied the institution's needs and standards. Following this, approval was sought from the Department of Education (DepEd) Schools Division of General Santos. This endorsement was essential to secure permission to conduct the study within the secondary public high schools in the Public Rural High Schools of Conel District.

After securing approvals, the researcher validated the research questionnaire. This stage guaranteed that the instrument was reliable, valid, and appropriate for the study's goals. Based on feedback from the validators, the questionnaire was modified to capture the desired data properly.

The researcher distributed the validated questionnaire to the selected high schools. This stage involved careful coordination with teachers and school administrators to ensure a smooth distribution process and sufficient time for the Grade 8 students to complete the survey. The researcher gathered the filled questionnaires from the participating schools once the survey was completed. This collection step focused on preparing the assembled data for further analysis stages. The final step involved tabulating, analyzing, and interpreting the gathered data. The researcher would then deduce significant conclusions related to the study's objectives by interpreting these results, thereby offering insights into academic resilience, self-efficacy, and culture-based behaviors.

This process ensured that the study was conducted orderly, valid, and ethically sound. It contributed important findings that can be valuable in understanding the academic experiences of Grade 8 students in Conel District, Division of General Santos.

### Ethical Considerations

The following ethical values and standards were observed in the study, particularly in the management of the population and data viz:

**Anonymity and confidentiality.** Ensuring the privacy of the people participating as students in this study was one of the greatest significance. In addition to removing their identifiers, personal data was stored securely. Wherever possible, anonymity was maintained, fostering honest and open participant responses. The researcher assumes direct responsibility for guarding participant privacy while encouraging honest responses from them by minimizing the perceived negative consequences. The researcher has full responsibility for offering the utmost protection to participants' identities and disclosing their personal information to no one without seeking the above consent. Data safety measures were implemented in this study to protect the participants' information.

**Conflict of Interests.** A serious ethical issue in research arises when the researcher's personal, professional, or financial interest may adversely affect the conduct, outcome, or interpretation of results from research. Such conflicts can cause invalidity of findings, an impairment of the integrity of the research process, and a decrease in public confidence in scientific conclusions. Conflict of interest occurs when a person or group has multiple interests, one of which might taint the motive behind some other actions. Such financial interests, as well as personal relationships or professional connections, may somehow compromise the researcher's objectivity or the study's integrity.

**Culture-sensitive approaches** ensure that studies are culturally appropriate, relevant, and effective in engaging diverse populations. This study applied these approaches to recognize the participants' unique cultural contexts, values, and experiences. Knowing the participants' cultures, norms, values, beliefs, and practices should inform all aspects of the research process, from design to data interpretation.

**Equity and Inclusion.** To avoid biases and ensure a spectrum of representative results, the researchers should try to include as many different student demographics as possible within the study. Those historically left out received special consideration to ensure their voices were present and included in the research. These ideas ensure fair treatment for everyone, considering their different needs and

experiences. To ensure representation from a wide range of backgrounds, including ethnicity, gender, socio-economic level, and ability, the researcher actively worked to incorporate a wide array of student demographics into this study. This further captures a richer understanding of the research issue and its implications for different populations.

**Informed Consent.** This was the basic ethical need in research, especially involving human subjects. Informed consent ensures that participants know the purpose, risks, benefits, and procedures used before agreeing to join the study. Participants have the right to inform themselves when deciding whether to participate in a study. The independence and power they hold to determine the course of their own lives are identified in this concept. The researcher gave detailed information about aims, methodology, possible negative consequences, and participation benefits. Through this openness, participants can be considered more when making judgments. Research participation must be voluntary, free from coercion or undue influence. The participants must be allowed to refuse to participate in research or even withdraw from it at any point without penalty.

**Plagiarism.** Plagiarism was of the utmost concern in research and academics. It undermined all aspects of the research process, devalued the original author's contribution, and may sometimes have dire consequences on individuals and institutions. Original research advances knowledge and understanding in any field. Plagiarism destroys its objective by falsifying what others have contributed. Upholding standards of originality and proper attribution was an expression of intellectual honesty, respect for other people's work, and rightful credit. Plagiarism is just one dimension of a very complex problem in academia and research, and understanding its different dimensions is useful in doing away with unethical behavior.

**Transparency as well as Communication.** The openness and clarity of how the researcher discloses the information about the research study, purpose, procedures, risks, and benefits are defined as transparency. The researcher clearly articulated the purpose of the study, relevance, carrying out of the research, and what he/she hopes to achieve therein. These elements are among the ethics of research practice, especially informed consent and participant engagement. In doing that, trust was enhanced, participants understood better, and research was conducted ethically and respectfully. Further, the procedure outlines methods for collecting, how much time participants expect in the study, what intervention was involved, etc. This explanation enables them to understand what participation entails.

**Voluntary Participation** is a fundamental ethical precept in studies involving human subjects. It focuses on the notion that individuals should be free from undue bias or coercion in their decisions about participation in the study. This option respects and recognizes individuals' autonomy. Participants must be granted the freedom to choose whether to participate in research. To prevent unethical integrity in the study process, participation must be voluntary.

## Results and Discussion

### Culture-based Practices of Grade 8 Students in Rural Public High School

Culture-based practice refers to values, beliefs, and traditions that can penetrate a certain culture and affect a person's thinking, feelings, and actions (Alcantara, 2020). It is a tradition and belief passed down by a generation of a certain group or society.

Table 2 presents the level of culture-based practices of the respondents in terms of cultural engagement and participation.

Table 2. *Level of Culture-based Practices of the Respondents in terms of Cultural Engagement and Participation*

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
I participate in culture-related events in school.	3.64	1.23	High
I join cultural clubs in school.	2.49	1.34	Low
I enjoy the cultural activities held in school.	4.28	1.00	Very High
I believe cultural engagement is personally beneficial.	3.95	1.13	High
I am fond of attending socio-cultural events.	3.10	1.28	Moderate
Mean	3.49	0.76	High

As indicated in the results, the level of culture-based practices of the respondents is high in terms of cultural engagement and participation ( $M=3.49$ ,  $SD=0.76$ ). This means that the respondents engage and participate in culture-based activities in school. This is particularly evident because the students are highly involved in events that strengthen their culture-based practices.

Grade 8 students are highly satisfied with various cultural activities offered at school, and they obtained the highest mean rating of 4.28. However, they have low participation in cultural clubs or school organizations, with the lowest mean rating of 2.49. Overall, they have "High" participation in cultural events in school and a "High" belief that cultural engagement is important in their school experience. They have a "Moderate" level of attending cultural events outside school.

This notion demonstrates Bennett's (2019) view that a person's sense of belonging to a community, access to cultural resources, and opportunities for social experiences are core cultural engagement and participation conditions. These features affect how individuals participate in cultural settings and preserve and enhance cultural traditions. Furthermore, Garcia and Patel (2021) showed that inclusive

cultural spaces facilitate the expression of varied identities and understanding of community commitments, thus enriching the cultural experience for all.

As Taylor (2020) prevailed, community activities and accessing cultural education significantly determine the degree of artistic engagement. Such engagement promotes social cohesion and throws the newly discovered diversity into even sharper focus. Kim and Lee (2022) show that the cultural doings of those who become fully engaged in such practices anchor community attachments down as they share and celebrate their unique cultural stories as a pathway to personal identity.

Table 3 presents the level of culture-based practices of the respondents in terms of cultural competence.

*Table 3. Level of Culture-based Practices of the Respondents in terms of Cultural Competence*

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
I am confident to communicate with peers of different cultural backgrounds.	3.57	1.26	High
The school conducts awareness programs on cultural differences.	3.83	1.09	High
I engage in discussions about cultural diversity with my peers.	3.32	1.20	Moderate
I believe cultural competence is important for my personal and social development.	4.28	1.06	Very High
I feel comfortable addressing cultural relevance.	3.96	1.23	High
Mean	3.79	0.79	High

As shown in the results, the level of culture-based practices of the respondents in terms of cultural competence is high ( $M=3.79$ ,  $SD=0.79$ ). This means the respondents can understand, communicate, and effectively interact with people across cultures. Engage and participate in culture-based activities in school.

The respondents have a very high belief that cultural competence is important for their personal and social development, and they obtained the highest mean rating of 4.28. They feel comfortable addressing cultural relevance, which is interpreted as high, with a mean rating of 3.96. This is because the school conducts awareness programs on cultural differences with a mean rating of 3.83, which is interpreted as high. Consequently, they have high confidence in communicating with peers of different cultural backgrounds. However, they have moderate engagement in discussions about cultural diversity with peers, with a mean rating of 3.32.

The study's results support Sue et al.'s (2019) idea that cultural competence is essential for effective communication and interactions in increasingly diverse environments. This competence includes an awareness of one's cultural biases and an understanding and appreciation of the culture of others. Betancourt et al.'s (2021) research shows that cultural competence extends the ability to offer equitable services and nurtures trustworthiness in multiracial settings, both critical for successful outcomes. In addition, advocates of culturally responsive teaching, such as Gay (2020), hold that culturally relevant teaching strategies are associated with high student engagement and learning outcomes. This view fits the idea that cultural competence is not merely an individual quality but a joint societal commitment to improved community well-being and social justice (Hays, 2021).

Table 4 presents the level of culture-based practices of the respondents in terms of cultural identity development.

*Table 4. Level of Culture-based Practices of the Respondents in terms of Cultural Identity Development*

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
My school supports culture-related activities.	4.35	0.98	Very High
I express my cultural identity in school activities.	3.97	1.14	High
Cultural practices are significant in all aspects.	3.72	1.13	High
I feel comfortable sharing my cultural practices with my peers.	3.82	1.16	High
I enjoy exploring different cultural identities in school.	3.94	1.26	High
Mean	3.96	0.76	High

As indicated by the outcomes, the extent to which the respondents implement culture-based practices is rated extremely high regarding cultural identity development ( $M=3.96$ ,  $SD=0.76$ ). Essentially, cultural identity development means a process in which an individual comes to understand, define, and express cultural identity. Various factors aid this process, including individual experience, social interaction, historical context, and broader cultural surroundings. develop strong abilities to understand, communicate, and effectively interact with people across cultures. Engage in and participate in culture-based activities in the school.

A mean rating of 4.35 supported these culture-related activities in school, which is very high. Secondly, the respondents expressed their cultural identity in school activities with a mean rating of 3.94, which was expressed as high. They rather enjoy the discovery of different cultural identities in school, with a mean rating of 3.97, which is interpreted as high. The respondents feel comfortable sharing

their cultural practices with their peers, with a mean rating of 3.82, which is interpreted as high. Finally, respondents see cultural practices as significant in all aspects, with a mean rating of 3.72, which is interpreted as high.

This result supports Phinney (2020), suggesting that cultural identity formation is dynamic, involving individuals in attempting to discover and understand their cultural history that greatly influences their social life and self-concept. This process is vital in enhancing their self-esteem and sense of belonging, especially for youth in ethnic settings. Similarly, Schwartz et al. (2021) documented the link between positive cultural identity development and resilience and well-being, whereby those embracing their cultural heritage can better manage discrimination and related challenges. Chiu and Hong (2022) further argue the importance of creating conducive environments for cultural expression and identity exploration, which predict better academic and social outcomes for students. In this regard, cultural identity development is viewed not only as an individual undertaking but also as a collective one that enriches diversity and social cohesion (Rivas-Drake et al., 2023).

Table 5 presents the respondents' level of culture-based practices in integrating cultural content into the curriculum.

Table 5. *Level of Culture-based Practices of the Respondents in terms of Integration of Cultural Content in Curriculum*

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
Cultural topics are integrated into our curriculum.	4.03	1.08	High
Our curriculum includes localized content that integrates local cultures.	3.78	1.05	High
The inclusion of cultural content is significant in experiential learning.	4.02	1.03	High
There is a representation of diverse cultures in our contextualized curriculum.	3.63	1.18	High
Cultural content enhances my understanding of different cultural practices.	3.93	1.18	High
Mean	3.88	0.78	High

As shown in the results, the level of culture-based practices of the respondents is high in terms of integrating cultural content in the curriculum, which is ( $M=3.88$ ,  $SD=0.78$ ). Integrating cultural content in the curriculum includes intentionally including diverse cultural perspectives, histories, values, and practices within educational programs and teaching materials. This approach aims to create a more inclusive and relevant learning environment that reflects the diversity of students' backgrounds and the broader society.

Banks (2020) supports the integration of cultural content into the curriculum to realize an inclusive mode of instruction that reflects students' diverse backgrounds. This integration defines students' understanding of their cultural identities while promoting respect and appreciation for the cultures of others.

Ladson-Billings (2021) notes that when diverse cultural viewpoints are considered in teaching materials, culturally relevant pedagogy results in an enhanced level of student engagement and academic success. Gay (2022) further points out that by deliberately including cultural content in their curricula, teachers may promote classroom equity by legitimizing various student experiences while engaging in critical social justice discourse.

Hence, Zamudio et al. (2023) emphasize that cultural content needs to be used in education to empower students while enriching the whole learning experience.

### **Self-efficacy of Grade 8 Students in Rural Public High School**

Self-efficacy relates to a person's belief in his ability to learn, to succeed academically, and to overcome hurdles. Self-efficacy is necessary for students' motivation, engagement, and overall academic success. That is to say, it is a person's belief in their ability to accomplish a task or reach a goal (Aldea, 2023).

Table 6 presents the respondents' level of culture-based practices in integrating cultural content into the curriculum.

The data shows that the respondents' self-efficacy in terms of confidence in academic tasks is quite high ( $M=3.93$ ,  $SD=0.73$ ). According to Bandura (2021), self-efficacy is one of the most important determinants of academic difficulties, as it affects students' willingness and persistence in completing their work.

The respondents had a high confidence rating of 4.13 about their potential success as part of that collective mean score. They also had a high confidence rating of 4.05, which indicated that they could work on academic projects individually and as part of a team.

Moreover, the respondents were comfortable discussing concepts in class and presented them with a mean rating of 3.96, which was interpreted as high. This also includes their perceptions of their ability to understand complex academic concepts, with an average rating of 3.79, interpreted as high. Lastly, respondents concluded that they could manage their time effectively to complete academic tasks.

Table 6. *Level of Self-Efficacy of the Respondents in Terms of Confidence in Academic Tasks*

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
I feel confident in my ability to complete academic assignments successfully.	4.13	0.97	High
I am confident in my ability to work in academic projects both individually or by group.	4.05	1.01	High
I am comfortable in participating in class discussions and presentation	3.96	1.06	High
I trust my ability to understand complex academic concepts.	3.79	1.01	High
I believe I can effectively manage my time to complete academic tasks.	3.73	1.21	High
Mean	3.93	0.73	High

Such findings reaffirm Pintrich's (2020) argument that a self-efficacious student "practices solicitation for self-regulated learning," improving one's capacity to set and meet learning standards. Furthermore, studies done by Schunk in 2022 demonstrate that mastery experience and constructive feedback for students could increase self-efficacy significantly, giving students grounds for greater expectancy concerning their ability to achieve academically. This idea is very relevant in encouraging efforts geared towards fostering self-efficacy towards granting students empowerment and improving the achievements of academic endeavors (Zimmerman & Schunk, 2023).

Table 7 shows the respondents' level of culture-based practices in integrating cultural content into the curriculum.

Table 7. *Level of Self-Efficacy of the Respondents in Terms of Problem-Solving and Decision-Making*

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
I am confident in my ability to solve problems that arise during my studies.	3.55	1.09	High
I can think critically and analyze information effectively.	3.36	1.03	Moderate
I feel capable of developing multiple solutions to academic challenges.	3.59	1.01	High
I am comfortable seeking help when I encounter difficult problems.	3.79	1.09	High
I feel that I can adjust my strategies when faced with unexpected academic challenges.	3.57	1.07	High
Mean	3.57	0.67	High

The findings show the respondents' self-efficacy in problem-solving and decision-making is high ( $M=3.57$ ,  $SD=0.67$ ). According to Bandura (2021), self-efficacy is essential in determining students' approaches to academic challenges and their willingness and tenacity to complete assignments. Self-efficacy contributes to how individuals define their capability to address obstacles; thus, it affects problem-solving and decision-making skills.

Thus, they are comfortable asking when encountering challenging scenarios, with a mean rating of 3.79 interpreted as high. They feel they could develop two or more solutions to academic difficulties, with a mean rating of 3.59, which is interpreted as high. They can also adjust strategies when faced with unexpected academic challenges, with a mean rating of 3.57, which is interpreted as high. They feel competent in overcoming all challenges that might arise while studying, with a mean rating of 3.55, which is interpreted as high. Lastly, the respondents can think critically and analyze information effectively, with a mean rating of 3.36, interpreted as moderate.

Research by Chemers et al. (2021) confirmed this assertion, finding that self-efficacy is a good predictor of academic performance. Students who believe in their abilities will likely implement more efficient strategies when faced with complex tasks. Furthermore, a study by Klassen and Chiu (2020) showed that self-efficacy improves individual performance and facilitates group problem-solving. Self-efficacy can improve problem-solving and decision-making capabilities, leading to success in academic and professional contexts (Bandura, 1994).

Table 8 shows the level of self-efficacy of the respondents in terms of goal-setting and achievement.

The data indicates that the respondents score high in self-efficacy regarding goal setting ( $M=4.00$ ,  $SD=0.77$ ). Wood and Bandura (1989) indicated that high in self-efficacy will be those who will face problem-solving activities in a more persistent way in the face of hardships and thus make better decisions.

The results further showed that the respondents had identified goals for academic performance, which were said to be excellent, with a mean rating of 4.23. They also believe that motivation to reach academic goals willingly stays in them, with a mean rating of 4.01 until being categorized as high. Further, they believe they can achieve the academic goals set for themselves, which has a mean rating

of 3.95; they take all measures regarding gathering resources proactively to achieve educational goals. Finally, the respondents are said to possess critical thinking and thoughtful analysis.

**Table 8. Level of Self-Efficacy of the Respondents in terms of Goal-setting and Achievement**

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
I have clear goals for my academic performance.	4.23	1.10	Very High
I believe I can achieve the academic goals I set for myself.	3.95	1.13	High
I set specific targets for what I want to accomplish in school.	3.87	1.13	High
I stay motivated to reach my academic goals even when faced with challenges.	4.01	1.17	High
I am proactive in seeking resources to help me achieve my academic goals.	3.92	0.91	High
Section Mean	4.00	0.77	High

According to Locke and Latham (2022), self-efficacy increases motivation and goal commitment, translating into high performance. Strong self-efficacy also fosters goal setting and the pursuit of said goal, ultimately leading to higher achievement in adverse situations. Bandura's research (1997) further developed this, finding that self-efficacy influences the goals individuals set for themselves and their perseverance in achieving those goals.

A study by Schunk (2023) showed that those who exercised higher self-efficacy were more inclined to utilize self-regulated learning strategies, indispensable to attaining certain academic goals. Therefore, one way to maximize the potential of self-efficacy among many people would be to capitalize on goal-setting behavior and overall success once they can properly gain self-efficacy.

The respondents' self-efficacy level concerning coping with academic pressure is shown in Table 9.

**Table 9. Level of Self-Efficacy of the Respondents in Terms of Coping with Academic Pressure**

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
I am able to manage stress and pressure related to academic deadlines effectively.	3.51	1.16	High
I believe I can maintain my focus and motivation even when faced with academic challenges.	3.72	1.10	High
I feel that I can remain calm during high-pressure situations, such as exams and presentations.	3.48	1.22	High
I am confident in my ability to balance academic responsibilities with other aspects of my life.	3.87	1.06	High
I have strategies to cope with academic stress.	3.62	1.15	High
Mean	3.64	0.78	High

The levels of self-efficacy in respondents scaled from low at ( $M=3.64$ ,  $SD=0.78$ ) up to high for coping with the rigorous demands of academics. The respondents also expressed high confidence in balancing such an important academic responsibility against other aspects of life, with a mean rating of 3.87. They also professed to believe in their ability to maintain focus and motivation against the challenges faced by academics through a mean rating of 3.72, which is interpreted as high. On the other hand, the reaction is created with the call-to-action part mean rating of 3.62, which is interpreted to be high in terms of coping with academic stress. They spend little further time doing that part; they also manage stress and pressure related to academic deadlines. Lastly, the respondents feel calm during high-pressure situations such as examinations and presentations.

This aligns with the last two statements by Pastorelli et al. (2023) that self-efficacy beliefs are relevant for resilience, keeping students focused and motivated even in an arousal environment. Self-efficacy has been found to positively predict adaptive coping skills, persistent problem-solving, and seeking social support as coping strategies to deal with academic stress. Therefore, increasing efficacy in self-perception will enable students to deal with academic pressure better and promote educational and overall well-being outcomes.

### **Academic Resilience in Grade 8 Students, Rural Public High School**

Academic resilience is essential for academic achievement, motivation, and mental well-being. A farewell student's traits include a growth mindset, self-efficacy, goal orientation, adaptability, and self-regulation. Some methods of fostering academic resilience are mastery experiences, goal-setting, self-reflection, social support, and emotional control (Garcia, 2020).

Table 10 shows the respondents' academic resilience level in terms of perseverance.

The results show the respondents' high level of academic resilience in their perseverance in coping ( $M=3.91$ ,  $SD=0.77$ ). These emotional responses characterize academic resilience. A student with emotional resilience can overcome the educational challenges that come his way as an obstacle. The respondents consider and use teachers' feedback to improve their work, with a mean rating of 4.10, which is interpreted as high. They would also work harder, with a mean rating of 3.98 interpreted as high. Moreover, they would

try to think up new solutions, with a mean rating of 3.92 interpreted as high. They would also do their best to curb negative thoughts, with a mean rating of 3.78 interpreted as high. Lastly, the respondents rated that they see such situations as challenges, with a mean rating of 3.77, interpreted as high.

Table 10. *Level of Academic Resilience of the Respondents in terms of Perseverance*

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
I would use the teacher's feedback to improve my work.	4.10	1.18	High
I would try to think of new solutions.	3.92	1.05	High
I would see the situation as a challenge.	3.77	1.09	High
I would do my best to stop negative thinking.	3.78	1.18	High
I would work harder.	3.98	1.26	High
Mean	3.91	0.77	High

According to research by Martin and Marsh (2020), students with strong emotional resilience tend to adopt adaptive coping mechanisms that keep them motivated and engaged with their studies despite their challenges. Similarly, Conley et al. (2023) documented that emotional regulation skills are important for students' academic success. They enable students to manage stress and anxiety and enhance their performance and well-being.

Table 11 shows the level of academic resilience of the respondents in terms of emotional response.

Table 11. *Level of Academic Resilience of the Respondents in terms of Emotional Response*

<i>Item</i>	<i>Mean Ratings</i>	<i>Standard Deviation</i>	<i>Descriptive level</i>
I would feel like everything is going well.	3.57	1.17	High
I would not probably get depressed easily.	3.21	1.16	Moderate
I would stop myself from panicking when things get uncontrolled.	3.36	1.21	Moderate
I would not begin to think that I have a small chance of finishing high school.	3.86	1.22	High
I would not easily get annoyed.	3.09	1.28	Moderate
Mean	3.42	0.76	High

The study results indicate that respondents' emotional responses, measured in academic resilience, are high ( $M=3.42$ ,  $SD=0.76$ ). Emotional responses strongly influence academic resilience, as emotionally resilient students can better face various challenges and setbacks in their academic work.

With a mean rating of 3.86, interpreted as high, the respondents would never begin to think they have a small chance of graduating from high school. With an interpreted mean rating of 3.57 as high, they would think that all is well. The respondents would, however, tell themselves that they would not panic when things begin to get out of control, with a mean rating of 3.36 interpreted as moderate. Thus, they probably would not become depressed easily, with a moderate rating of 3.21. Lastly, in the case of annoyance, the respondents would not easily respond with a moderate rating of 3.09.

The finding is also consistent with Martin and Marsh (2006), who stated that students with stronger emotional resilience were more likely to engage in adaptive coping strategies that allowed them to remain motivated despite academic difficulties. In the same way, Conley et al. (2023) found that emotional regulation skills directly contribute to academic success by helping students manage stress and anxiety and achieve better outcomes and well-being.

### Correlation Analysis of Culture-Based Practices and Academic Resilience.

Table 12. *Significant Relationship between Culture-Based Practices and Academic Resilience in terms of Perseverance*

<i>Indicators</i>	<i>Spearman rho</i>	<i>P (2-tailed)</i>	<i>Interpretation</i>
Cultural Engagement and Participation	0.37899	0.000	Significant
Cultural Competence	0.29168	<0.0001	Significant
Cultural Identity Development	0.26026	.00035	Significant
Integration of Cultural Content in Curriculum	0.35332	0.000	Significant

Spearman's rank-order correlation coefficients ( $\rho$ ) were used to evaluate the relationship between different cultural practices and outcomes associated with them. All relationships were significant, showing a positive association between the variables.

Cultural Engagement and Participation positively correlated with the outcome of interest,  $\rho = 0.38$ ,  $p < 0.000$ . That means high cultural engagement and participation are significant in measuring outcomes, hence moderate positive association.

Cultural Competence has a moderate positive relation  $\rho = 0.29$ ,  $p < 0.0001$  with the outcome. This denotes statistical significance, establishing that higher cultural competence aligns with better outcomes, with significance measured by a minuscule p-value.

Cultural Identity Development showed  $\rho=0.26$ ,  $p=0.00035$ , a positive correlation which denotes a small-to-moderate positive relationship that is statistically significant. The strength of the correlation is weaker compared to other practices, but it still shows a substantial relationship with the outcome of interest. Integration of Cultural Content in the Curriculum had a positive correlation  $\rho = 0.35$ ,  $p<0.000$ , showing a moderate positive association since integrating cultural content in the curriculum is significantly related to the measured outcomes.

These results show that four cultural practices (cultural engagement and Participation, cultural competence, cultural identity development, and Integration of cultural content in Curriculum) significantly correlate with the outcome of interest. This means that increased engagement, competence, identity development, and curriculum integration correlate positively with the outcome of interest.

The strongest correlation is between Cultural Engagement and Participation and the outcome ( $\rho = 0.38$ ), indicating that this practice has a relatively solid relationship with the outcome. Cultural Competence is also related significantly to the outcome ( $\rho = 0.29$ ), which says people with greater cultural competence are likely to enjoy the specified outcomes. Cultural Identity Development demonstrated a weaker yet still significant positive correlation ( $\rho = 0.26$ ), meaning that cultural identity development accounts for a fair bit, but not nearly as much as the other factors are related to the outcome. Integration of Cultural Content in Curriculum ( $\rho = 0.35$ ) demonstrated a positive association of moderate intensity, emphasizing that cultural content be included in the educational contexts for achieving positive outcomes.

The importance of these correlations illustrates the value of cultural practices as shapers of outcomes. Future research could assess how these practices combine or act individually to shape outcomes in educational settings and beyond.

This correlates with the study of Jones (2022), which highlighted the relationship between culture-based practices and academic resilience in the student body, with particular emphasis on developing perseverance. His findings suggested that certain cultural values like collectivism and community support help students navigate academic challenges effectively.

Qualitative interviews with different students conducted by Jones showed that the engagement in culturally relevant practices where parents contributed to school participation combined with mentorship from the community resulted in very good reports of high perseverance levels among students in their academic endeavors. This suggests that integrating culture into education can help empower students and build resiliency, enabling them to face and overcome obstacles on their educational journeys.

Garcia and Lee (2023) continue the discussion by investigating the impact of culturally responsive teaching on the academic resilience of students from diverse backgrounds. Their report indicates that students' cultures are integrated into the curriculum.

Thus, it would provide a sense of belonging and identity that endeared them to persevere within the school context. Their comprehensive research demonstrated mixed-method findings, showing how students who endorsed and recognized their cultural identities were more likely to be resilient in the academic environment. These strategies would make culturally relevant education key in boosting student engagement and empowering them to persist despite hardships.

Table 13. *Significant Relationship between Culture-Based Practices and Academic Resilience in terms of Emotional Response*

<i>Indicators</i>	<i>Spearman rho</i>	<i>P (2-tailed)</i>	<i>Interpretation</i>
Cultural Engagement and Participation	0.15849	0.03118	Significant
Cultural Competence	0.17398	0.01786	Significant
Cultural Identity Development	0.16113	0.02845	Significant
Integration of Cultural Content in Curriculum	0.19513	0.00777	Significant

Spearman's rank-order correlations were used to examine the relationships of the different cultural factors vis-à-vis involvement in the curriculum.

Indeed, Cultural Engagement and Participation correlate positively and significantly with the variable going to examination,  $\rho = .16$ ,  $p = .031$ . As cultural engagement and participation increase, a slight positive link with the outcome occurs and is statistically significant.

The analysis yielded a strong positive correlation for cultural competence to the outcome variable,  $\rho = .17$ ,  $p = .018$ , which may be interpreted as a small to moderate positive relationship and statistically significant.

There was also a positive correlation regarding cultural identity development,  $\rho = .16$ ,  $p = .028$ . This means a small positive relationship exists, and such a correlation is statistically significant. All of them were positively correlated with one another and with the result variable: cultural content integration with the curriculum,  $\rho = .20$ ,  $p = .008$ . This reflects a moderate positive relationship, which is, of course, statistically significant.

All correlations examined in this study were significant, with Spearman's rho values ranging from  $\rho = .16$  to  $\rho = .20$ , making such small to moderate positive relationships between the indicators (cultural engagement and participation, cultural competence, cultural identity development, and integration of cultural content into the curriculum) with the outcome variable. Among these, the integration of cultural content in the curriculum showed the highest correlation. That is, it indicates a moderate positive relationship with the outcome.

This corresponds with what Williams (2023) studied: academic resilience connotes culture-related practices, generally emotional responses about academic stress. For instance, students indulging in such cultural rituals and traditions reported that they had good emotional regulation, which, in turn, contributed toward building resilience in real-world academic scenarios.

By conducting several surveys and focus groups, Williams realized that other students related storytelling and communal celebrations as cultural practices, which would then lend them emotional support and coping mechanisms that helped them deal with the stress and anxiety that school performance entails.

This also indicates a greater ability to recover from setbacks. Thus, including cultural practices in the educational environment increases students' emotional resilience and contributes to their overall success in school.

Table 14. *Significant Relationship between Self-efficacy and Academic Resilience in terms of Perseverance*

Indicators	Spearman rho	P (2-tailed)	Interpretation
Confidence in Academic Tasks	0.52821	0.000	Significant
Problem-Solving and Decision Making	0.56729	0.000	Significant
Goal-Setting and Achievement	0.56634	0.000	Significant
Coping with Academic Pressure	0.6006	0.000	Significant

A Spearman rank-order correlation was conducted to determine the association of various objective indicators of academic performance with the corresponding measures of educational engagement.

A significant positive correlation was between academic task confidence and academic engagement,  $\rho=0.53$ ,  $p=0.000$ . This reveals that greater confidence in academic tasks leads to increased academic engagement.

There was a strong positive association between problem-solving and decision-making abilities and academic engagement ( $\rho=0.57$ ,  $p=0.000$ ). This suggests that students with strong decision-making and problem-solving skills tend to have higher levels of educational engagement.

Also, the relationship between goal-setting, achievement, and academic engagement was significant enough to warrant reporting:  $\rho=0.57$ ,  $p=0.000$ . This suggests that students who are more competent in setting and attaining goals usually engage more in academic exercises.

Coping with academic stress was the strongest indicator of a positive relationship, being  $\rho=0.60$ ,  $p=0.000$ . This implies that students who better manage academic stress engage in their studies more intensely.

Thus, all four indicators- confidence in academic tasks, problem-solving and decision-making, goal setting and achievement, and coping with academic pressure- have been shown to demonstrate statistically significant positive correlations with academic engagement. This could show that, as a whole, higher levels of these academic behaviors would associate or co-predict increased academic engagement. Such findings emphasize the importance of developing these skills for successful academic status.

It is similar to Johnson's (2023) study, in which he examined the critical link between self-efficacy and academic resilience, particularly by reviewing students' perseverance. The study revealed that students with higher self-efficacy scores were more likely to show resilience in the face of educational challenges.

Through quantitative analysis and longitudinal surveys, Johnson found that self-efficacy beliefs, or specifically the students' view of their abilities to be successful, correlated highly with their persistence in overcoming obstacles.

According to this research, those students who believed in their capacity to handle difficulty would approach effective coping strategies and remain motivated even when the obstacles seemed insurmountable. This makes it clear that schooling self-efficacy is instrumental in developing the qualities of resilience and endurance of learners when tackling their educational journeys.

Table 15. *Significant Relationship between Self-efficacy and Academic Resilience in terms of Emotional Response*

Indicators	Spearman rho	P (2-tailed)	Interpretation
Confidence in Academic Tasks	0.30335	<0.0001	Significant
Problem-Solving and Decision Making	0.35402	0.000	Significant
Goal-Setting and Achievement	0.27128	0.00019	Significant
Coping with Academic Pressure	0.44504	0.000	Significant

According to Spearman's rank-order correlation, the association between academic performance measures and academic task engagement was consigned to the study. Confidence in academic skills and engagement were significantly positively related,  $\rho = 0.30$ .  $p<0.0001$  indicates higher confidence levels in academic tasks associated with a moderate increase in engagement in academic activities.

Yet a more robust positive correlation existed between problem-solving and decision-making skills and academic engagement  $\rho = 0.35$ ,  $p=0.000$ . This was indicative that students who performed better at problem-solving and decision-making exhibited more academic engagement.

Goal setting and attaining goals were significantly related to academic engagement. The correlation value was  $\rho = 0.27$ ,  $p=0.00019$ , showing a moderate positive relationship between the students' setting and achieving educational goals and their overall academic engagement.

Coping with academic pressure had the strongest correlation with academic engagement among all indicators, reflecting a significant positive relationship,  $\rho = 0.45$ ,  $p=0.000$ . The interpretation of this fact suggests that the more successful finding coping with academic pressure is for students, the more intensive academic engagement he has.

Thus, the four indicants (confidence in academic tasks, problem-solving and decision-making, goal setting and achievement, and coping with academic pressure) significantly correlated positively with academic engagement. Therefore, the portions predicted by the above factors in students' engagement in academic activities are important. Coping with academic pressure had the highest correlations, meaning it was most strongly associated with academic engagement.

Thus, Martinez's (2023) study of essential linkages between self-efficacy and academic resilience, particularly concerning emotional responses to academic stressors. The study showed that students with very high self-efficacy proved more resilient and had more positive emotional reactions when facing academic difficulties. In mixed-method research involving surveys and interviews, Martinez evinced that students who believed in their success were more capable of handling anxiety and frustration, leading to higher emotional regulation.

This emotional control is associated with their ability to bounce back from setbacks and maintain motivation in their studies. From the findings, self-efficacy enhancement will contribute significantly to students' emotional resilience and hence make the overall learning environment supportive.

Culturally responsive teaching programs can increase academic resilience by affirming students' cultural identities. Workshops on building self-efficacy through goal setting and mindfulness practices may also be added to support students in becoming more resilient and motivated in their academic work.

Hence, it is also important to set up mechanisms for the continuous assessment of the programs' efficiency through student feedback and academic performance metrics so that the performance data can be used to improve and readjust the programs toward better addressing the needs of the students as they build their resilience and self-efficacy

## Conclusion

Based on the results of the study, Grade 8 students in rural public high schools demonstrated a high level of engagement in culture-based practices and a strong sense of self-efficacy, both of which were significantly associated with their academic resilience. Specifically, culture-based practices—measured in terms of cultural engagement and participation (mean = 3.49), cultural competence (mean = 3.79), cultural identity development (mean = 3.96), and integration of cultural content in the curriculum (mean = 3.88)—all received “High” descriptive levels. This suggests that students were actively involved in culturally relevant activities that fostered a stronger connection to their heritage and enriched their educational experiences. Likewise, self-efficacy indicators such as confidence in academic tasks (mean = 3.93), problem-solving and decision-making (mean = 3.57), goal setting and achievement (mean = 4.00), and coping with academic pressures (mean = 3.64) also scored “High,” indicating that students generally possessed a strong belief in their ability to overcome academic challenges. Academic resilience, measured through perseverance (mean = 3.91) and emotional response (mean = 3.42), was also found to be at a high level, highlighting students' capacity to persist and adapt in the face of adversity.

The study concluded that both culture-based practices and self-efficacy contribute significantly to academic resilience. Students who were more engaged in culturally relevant activities tended to be more resilient in managing academic stress, while those with higher self-efficacy exhibited greater perseverance and emotional stability. As a result, the study recommends sustaining and strengthening culture-based education through strategies such as integrating indigenous knowledge into the curriculum, developing community-based learning programs, and encouraging student-led cultural initiatives. Likewise, maintaining and enhancing self-efficacy can be achieved through personalized feedback, peer collaboration, and resilience-building programs that promote a growth mindset. In addition, educators are encouraged to create supportive environments that empower students to take academic risks and believe in their abilities.

Given the positive impact of these factors on student outcomes, it is crucial to implement targeted activities that reinforce both culture-based practices and self-efficacy, particularly in rural public schools like those in General Santos. Such initiatives not only support students' academic performance but also enhance their cultural identity and emotional well-being. The study also recommends further research to validate these findings across diverse contexts—including urban and indigenous communities—and to explore additional variables such as teacher cultural competence, parental involvement, and digital learning environments. Overall, fostering culturally responsive teaching and supportive educational frameworks can significantly improve students' confidence, resilience, and long-term academic success.

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### **Affiliations and Corresponding Information**

**Janine T. Reymon**

Elias Buscano Sr. High School  
Department of Education – Philippines

**Cris John Bryan C. Dela Cruz, PhD**

Sultan Kudarat State University – Philippines