

THE LEVEL OF CULTURAL CAPITAL AND PARTICIPATION OF HIGAONON YOUTH IN TRADITIONAL PRACTICES OF BULONAY IMPASUGONG



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 45

Issue 7

Pages: 812-821

Document ID: 2025PEMJ4397

DOI: 10.70838/pemj.450701

Manuscript Accepted: 06-18-2025

The Level of Cultural Capital and Participation of Higaonon Youth in Traditional Practices of Bulonay Impasugong

Davie Love L. Vista,* Ruel C. Duran
For affiliations and correspondence, see the last page.

Abstract

This study examined the relationship between cultural capital and participation in cultural practices among High school students in selected Integrated Schools in Impasugong, Bukidnon. Specifically, it assessed their level of participation in cultural practices regarding values, skills, and attitudes, their overall participation, and whether a significant relationship exists between cultural capital and engagement in cultural traditions. A descriptive-correlational research design was utilized, with data gathered through a structured survey questionnaire. Mean and standard deviation determined participation levels, while Pearson's correlation coefficient analyzed the relationship between cultural capital and cultural participation. Findings revealed that respondents demonstrated high participation in cultural practices, particularly in upholding cultural values and attitudes, but exhibited moderate involvement in cultural skills and leadership roles. The study confirmed a significant positive relationship between cultural capital and participation, emphasizing that while cultural appreciation is strong, active engagement depends on experiential learning and skills acquisition. The study concludes that enhancing cultural education through community-based training programs, establishing youth cultural ambassador initiatives, integrating Indigenous knowledge into school curricula, celebrating Indigenous identity through community events, and implementing supportive local policies are essential for sustaining traditions. It recommends structured efforts involving elders, educators, and policymakers to provide Higaonon youth with practical opportunities for cultural engagement, ensuring the long-term preservation and revitalization of Indigenous heritage in their communities.

Keywords: *cultural capital, indigenous youth, cultural participation, Higaonon, heritage preservation, community engagement*

Introduction

The Higaonon people are an indigenous group in the Philippines known for their rich cultural heritage, including traditional rituals, dances, music, and communal practices. Despite the significance of these cultural practices, there is a noticeable decline in participation among the youth. This study aims to explore the factors influencing the participation of Higaonon youth in Bulonay, Impasugong, in cultural activities, as understanding these factors is critical for preserving and revitalizing their cultural heritage (Abatayo & Gumapang, 2024).

The current study investigates the participation of the Higaonon youth in cultural practices within the Bulonay, Impasugong community. The Higaonon people, an indigenous group in the Philippines, have historically preserved their identity through distinct cultural practices, including rituals, oral traditions, music, dance, and traditional attire (Samdhana Institute, 2023). However, recent observations suggest that younger generations may be distancing themselves from these traditions (Fabro, 2023).

However, recent observations suggest that younger generations may be distancing themselves from these traditions. This study seeks to understand the factors that encourage or inhibit youth participation in cultural activities. By doing so, it aims to bridge generational gaps, strengthen cultural continuity, and provide insights for policy development that supports indigenous culture. According to the Landscape in the Asia Pacific," the internal debate over heritage and identity among the Higaonon Lumad that has emerged over the course of my ongoing study. This internal debate reveals contested indigenous understandings of "culture" itself, including what "Higaonon culture" might potentially encompass, what mattered/matters/will matter in terms of heritage, and how these, in turn, construct for them quite divergent conceptualizations of "Higaonon-ness." Specifically, he focuses on the differences in engagement with and attitudes towards cultural preservation and "reinvention" across different descent groups, generations, and urbanized and rural communities.

The influence of government schooling, Christian conversion, and mainstream Filipino popular culture has shaped these debates. Acabado & Kuan (2021) highlight the ethnographic, ethical, and epistemological advantages of actively involving communities in research design, obtaining informed consent, data collection, analysis, and presenting ethnographic knowledge.

Research Questions

This study aimed to explore the factors influencing the participation of Higaonon youth in the cultural practices of the Bulonay community in Impasugong. It seeks to understand the role of cultural capital in mediating the effects of various socio-economic and cultural dynamics on youth engagement in traditional activities. Specifically, the research will address the following questions:

1. What is the level of cultural capital of respondents in terms of Values, Skills, and Attitude?
2. What is the level of participation of the respondents in cultural practices?

3. Is there a significant relationship between the level of cultural capital of respondents in terms of Values, Skills and Attitude and the level of participation of the respondents in cultural practices?

Methodology

Research Design

This study employed a descriptive-correlational research design to quantitatively analyze the factors influencing the participation of Higaonon youth in cultural practices in the Bulonay, Impasugong community. This approach was chosen to understand the relationships and influences among the variables: cultural capital in terms of values, skills, and attitudes, and participation in artistic practices.

Respondents

The respondents included Higaonon learners aged 13 to 25, who are at a critical developmental stage for forming social and cultural identities. This age range encompasses high school—to college-age individuals who are particularly responsive to educational and economic influences.

A stratified random sampling method was utilized, categorizing the community based on age groups (13-19, 20-25). This stratification ensured a representative sample across different educational backgrounds, providing a robust basis for analyzing the influence of these variables.

Instrument

The primary research instrument for this study was a self-structured survey questionnaire composed of two main parts, designed to gather data on the Cultural Capital of respondents and their Participation in Cultural Practices. The first part, Cultural Capital, focused on the three dimensions of cultural capital: Skills, Attitudes, and Values. This section assessed respondents' abilities to engage in traditional practices, their attitudes toward cultural heritage, and the importance of preserving cultural values. The second part, Participation in Cultural Practices, measures respondents' frequency and extent of participation in traditional community rituals, ceremonies, and communal activities.

The survey employed a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for the first part, and from 1 (Never) to 5 (Always) for the second part, allowing for the collection of quantifiable data.

Subject matter experts and the research adviser reviewed the questionnaire to ensure its validity and alignment with the study's objectives. A pilot test was conducted with a small group of Higaonon youth to evaluate the instrument's clarity and reliability, and revisions were made based on the feedback received. This process ensures that the questionnaire is a valid and reliable tool for collecting data relevant to the study.

Procedure

The survey questionnaire was administered to Higaonon youth aged 13 to 25 residing in the Bulonay community, Impasugong, Bukidnon, between 2024 and 2025. Before distributing the questionnaires, permission will be sought from local authorities and community leaders by presenting the study's objectives, significance, and confidentiality protocols to secure their approval and support. Following this, the respondents will be briefed about the purpose of the study and informed of how their responses will contribute to understanding cultural capital and participation in cultural practices. To ensure honest participation, respondents will be assured of the confidentiality and anonymity of their responses.

The survey questionnaires were distributed in hard copy through community centers and local educational institutions. For respondents with limited literacy, trained assistants familiar with the Higaonon culture will provide support by reading the questions aloud and recording their responses.

Once the questionnaires are completed, they are collected on a pre-arranged schedule to ensure all responses are accounted for. In cases where some respondents could not submit their responses on time, follow-ups were conducted to encourage participation while respecting their time and willingness. The data collection was monitored to ensure accuracy, completeness, and adherence to ethical standards.

This structured and culturally sensitive data-gathering procedure ensured the efficient and reliable collection of data, which provided valuable insights into the factors influencing cultural capital and the level of participation of Higaonon youth in their community's cultural practices.

Data Analysis

The following statistical tools were utilized to analyze the data gathered, addressing the research questions stated in Chapter 1.

The mean and standard deviation were used to determine the levels of cultural capital in terms of values, skills, and attitudes, and the respondents' level of participation in cultural practices. The mean was employed to measure the participants' average responses, while the standard deviation was used to assess the variability in their responses, providing a comprehensive understanding of the data

distribution.

One-way analysis of variance (ANOVA) was applied to identify significant differences in cultural capital and the level of participation of respondents when grouped according to their demographic profile (age, sex, and educational level). This statistical tool was used to test whether significant differences exist among the groups based on their demographic characteristics.

Finally, the Pearson Product-Moment Correlation Coefficient (Pearson r) was utilized to determine the relationship between cultural capital and the respondents' level of participation in cultural practices.

Results and Discussion

This section presents, analyzes, and interprets the gathered data.

Table 1 presents the respondents' level of participation in cultural practices regarding values. It emphasizes the beliefs, respect, and personal significance the Higaonon youth attach to their cultural heritage. The indicators reflect how deeply they internalize traditional values and the extent to which these guide their sense of identity, responsibility, and community involvement.

Table 1. *Level of Participation of the Respondents in Cultural in terms of values.*

Indicator	Mean	SD	Interpretation
I respect the traditional beliefs and practices of my community.	5.00	0.000	Very High Level
I value the lessons and morals taught through our cultural traditions.	4.64	0.531	Very High Level
I believe our cultural values should be preserved for future generations.	4.60	0.600	Very High Level
I believe cultural heritage is vital for our community's identity.	4.56	0.632	Very High Level
I find inspiration in the traditional values of my community.	4.50	0.608	Very High Level
I associate my personal identity strongly with my cultural heritage.	4.47	0.660	Very High Level
I actively advocate for the importance of cultural values within my community.	4.39	0.677	Very High Level
I consider my community's cultural values to be a source of personal strength.	4.35	0.718	Very High Level
I feel obligated to protect the traditions passed down by our elders.	4.28	0.700	Very High Level
I prioritize attending cultural events over modern social activities.	4.27	0.753	High Level
Overall	4.51	0.340	Very High Level

Legend: 5 (4.21–5.00) – Strongly Agree – Very High Level; 4 (3.41–4.20) – Agree – High Level; 3 (2.61–3.40) – Moderately Agree – Moderate Level; 2 (1.81–2.60) – Disagree – Low Level; 1 (1.00–1.80) – Strongly Disagree – Very Low Level.

The indicator with the highest mean in table 1 is "I respect the traditional beliefs and practices of my community" Mean of 5.00 and SD of 0.000, categorized as "Very High Cultural Capital." This perfect score suggests unanimous agreement among respondents, indicating that respect for traditional beliefs is deeply ingrained and universally acknowledged within the community.

Conversely, the indicator with the lowest mean is "I prioritize attending cultural events over modern social activities" Mean of 4.27 and SD of 0.753, which falls under the "High Cultural Capital" category. While still positively rated, this relatively lower score suggests that while respondents highly value their cultural practices, modern social engagements may sometimes take precedence.

Other indicators further illustrate the respondents' strong commitment to cultural values. "I value the lessons and morals taught through our cultural traditions" Mean of 4.64 and SD of 0.531, "I believe our cultural values should be preserved for future generations" Mean of 4.60 and SD of 0.600, and "I believe cultural heritage is vital for our community's identity" Mean of 4.56 and SD of 0.632 all received "Very High Cultural Capital" ratings, signifying a deep recognition of the importance of cultural preservation. Additionally, "I associate my identity strongly with my cultural heritage" means a Mean of 4.47 and a standard deviation of 0.660, and "I actively advocate for the importance of cultural values within my community" means a Mean of 4.39 and a standard deviation = 0.677, which reflect the strong personal and communal ties respondents have with their traditions.

Overall, the findings, with an Overall Mean of 4.51 and an SD of 0.340, indicate a "Very High Cultural Capital" among respondents, highlighting their strong adherence to traditional beliefs, values, and heritage.

The findings in Table 1, which highlight substantial cultural capital among respondents, are well supported by recent studies on cultural participation and values. Research by Li et al. (2020) underscores how community engagement plays a crucial role in preserving cultural heritage, emphasizing that societies with strong participation uphold traditions and values more effectively. This aligns with the unanimous agreement among respondents on respecting traditional beliefs and practices, with a mean of 5.00 and an SD of 0.000, suggesting that cultural values are reinforced when communities actively engage in heritage conservation. Similarly, Hansen (2022) explores how cultural participation influences governance and social structures, highlighting its role in shaping identity and community cohesion. This supports the survey's strong ratings for statements such as "I associate my identity strongly with my cultural heritage" Mean of 4.47 and SD of 0.660 and "I actively advocate for the importance of cultural values within my community" Mean of 4.39 and SD of 0.677, reinforcing the idea that cultural engagement fosters belonging and commitment to heritage. Furthermore, Bystrova (2023) highlights how socio-cultural practices promote inclusivity and active participation, aligning with the survey's findings that respondents derive inspiration from traditional values, with a Mean of 4.50 and a standard deviation of 0.608, and see cultural heritage as vital to community identity, with a Mean of 4.56 and a standard deviation of 0.632.

Building on this, Lee et al. (2022) examines the connection between cultural values and community attachment, demonstrating that

individuals with stronger cultural ties are likelier to engage in communal activities. This resonates with the survey's indication that respondents feel a strong obligation to protect traditions, with a Mean of 4.28 and a standard deviation of 0.700, and consider cultural values a source of personal strength, with a Mean of 4.35 and a standard deviation of 0.718.

Lastly, Veal (2022) argues that cultural participation is a fundamental human right and should be actively promoted, reinforcing the survey's strong emphasis on preserving cultural values for future generations, with a Mean of 4.60 and a standard deviation of 0.600. Altogether, these studies validate the survey's findings, demonstrating that cultural participation fosters identity, strengthens community ties, and ensures the continuity of traditions. The high cultural capital observed in the responses reflects broader global trends in cultural engagement, emphasizing the importance of sustaining and advocating for cultural heritage as an integral part of community life.

Table 2 shows the respondents' level of participation in cultural practices in terms of skills. It focuses on their ability to perform, demonstrate, and transmit traditional knowledge and practices, such as rituals, crafts, food preparation, and storytelling. The data highlights the extent to which the Higaonon youth have developed cultural competencies that contribute to preserving and continuing their heritage.

Table 2. *Level of Participation of the Respondents in Cultural in terms of Skills.*

Indicator	Mean	SD	Interpretation
I know how to perform traditional dances or participate in rituals.	3.63	1.013	High Level
I have learned skills related to traditional crafts such as weaving or carving.	3.33	1.116	Moderate Level
I can cook or prepare traditional foods unique to our community.	3.63	1.020	High Level
I am familiar with the songs and stories of our ancestors.	3.42	1.042	High Level
I know how to use tools or objects associated with traditional practices.	3.10	1.080	Moderate Level
I can demonstrate specific rituals or ceremonies when required.	2.17	0.760	Low Level
I can share traditional knowledge with younger generations.	3.54	1.152	High Level
I feel confident explaining the significance of cultural symbols in my community.	3.27	1.150	Moderate Level
I actively seek opportunities to improve my cultural skills.	3.94	0.981	High Level
I have been recognized by community elders for my cultural skills or knowledge.	2.11	0.719	Low Level
Overall	3.21	0.576	Moderate Level

Legend: 5 (4.21–5.00) – Strongly Agree – Very High Level; 4 (3.41–4.20) – Agree – High Level; 3 (2.61–3.40) – Moderately Agree – Moderate Level; 2 (1.81–2.60) – Disagree – Low Level; 1 (1.00–1.80) – Strongly Disagree – Very Low Level.

The indicator with the highest mean in Table 2 is "I actively seek opportunities to improve my cultural skills," with a Mean of 3.94 and an SD of 0.981, which falls under "High Cultural Capital." This suggests that respondents are generally motivated to enhance their cultural knowledge and abilities, showing a proactive approach to cultural preservation and skill development.

On the other hand, the indicator with the lowest mean is "Community elders have recognized me for my cultural skills or knowledge," with a Mean of 2.11 and an SD of 0.719, categorized as "Low Cultural Capital." This implies that while respondents may be learning cultural skills, formal recognition from elders remains limited. Similarly, "I can demonstrate specific rituals or ceremonies when required" means a Mean of 2.17 and an SD of 0.760, also received a "Low Cultural Capital" rating.

Other indicators provide a more detailed view of the respondents' cultural skills. "I know how to perform traditional dances or participate in rituals" Mean of 3.63 and SD of 1.013 and "I can cook or prepare traditional foods unique to our community" Mean of 3.63 and SD of 1.020 both received "High Cultural Capital" ratings, highlighting the strong participation of respondents in expressive and culinary traditions. Additionally, "I can share traditional knowledge with younger generations" means a Mean of 3.54 and an SD of 1.152, suggesting that many respondents take an active role in passing on cultural skills. However, the variability in responses (higher standard deviation) indicates differing levels of confidence and ability.

Meanwhile, indicators such as "I am familiar with the songs and stories of our ancestors" Mean of 3.42 and SD of 1.042 and "I have learned skills related to traditional crafts such as weaving or carving" Mean of 3.33 and SD of 1.116 suggest that while these areas are valued, they are practiced to a moderate extent. Notably, "I know how to use tools or objects associated with traditional practices" means a Mean of 3.10 and a standard deviation of 1.080, which reflects "Moderate Cultural Capital," implying that traditional craftsmanship and tool usage may not be as deeply ingrained among respondents.

Overall, with an overall mean of 3.21 SD of 0.576, the level of skill participation in cultural practices is categorized as "Moderate Cultural Capital."

Recent studies on cultural knowledge transmission and skills support the findings in Table 2, which indicate a moderate level of cultural capital regarding skills acquisition and participation in traditional practices. Research by Bittmann et al. (2024) emphasizes the importance of measuring cultural knowledge as a form of capital, showing that individuals with higher exposure to cultural education and participation tend to score higher in cultural skill development. This aligns with the survey's finding that respondents actively seek opportunities to improve their cultural skills, with a Mean of 3.94 and an SD of 0.981, suggesting that skill acquisition is an ongoing process rather than an ingrained competency. Similarly, Bhoopchand et al. (2022) explore the mechanisms of cultural transmission, emphasizing that knowledge and skills are often passed down through active engagement rather than formal training. This explains



why some respondents feel confident in cooking traditional foods, with a Mean of 3.63 and an SD of 1.020, and performing traditional dances, with a Mean of 3.63 and an SD of 1.013, while fewer demonstrate rituals or ceremonies, with a Mean of 2.17 and an SD of 0.760, indicating gaps in structured knowledge transfer.

Stepanechko (2021) highlights the role of intercultural communication in strengthening cultural skills, reinforcing that cultural knowledge and practices are learned through social interactions rather than independent study. This supports the moderate ratings seen in indicators such as "I am familiar with the songs and stories of our ancestors," Mean of 3.42 and SD of 1.042, and "I have learned skills related to traditional crafts such as weaving or carving," Mean of 3.33 and SD of 1.116. These skills require mentorship, which may be lacking, contributing to variability in cultural proficiency. Furthermore, Tilston et al. (2022) examine how storytelling and hands-on learning enhance the transmission of skills, explaining why respondents feel more confident sharing traditional knowledge, with a Mean of 3.54 and an SD of 1.152, but may struggle with demonstrating more complex rituals.

Domenech Rodríguez et al. (2022) also provide insights into measuring cultural competence, revealing that awareness and skills develop at different rates depending on exposure and practice. This aligns with the overall survey results, with a mean of 3.21 and an SD of 0.576, indicating moderate cultural capital, reflecting a community that values cultural traditions but has varying skill proficiency levels.

The table below presents the respondents' level of participation in cultural practices in terms of their attitudes. It highlights their perceptions, motivations, and responsibility toward preserving and engaging in traditional cultural activities. The data reflects how strongly the Higaonon youth value and support their cultural heritage within the Bulonay community.

Table 3. *Level of Participation of the Respondents in Cultural Practices in terms of Attitude*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
I am proud to be part of my community's cultural heritage.	4.79	0.500	Very High Level
I enjoy participating in traditional cultural activities.	4.55	0.659	Very High Level
I believe cultural traditions are important despite modernization.	4.50	0.661	Very High Level
I see cultural participation as a way of honoring our ancestors.	4.49	0.698	Very High Level
I see cultural participation as a way of honoring our ancestors.	4.48	0.648	Very High Level
I believe integrating cultural traditions into modern life is essential for their survival.	4.47	0.697	Very High Level
I am optimistic about the future of our cultural heritage.	4.39	0.714	Very High Level
I view cultural practices as a way to strengthen community bonds.	4.25	0.759	Very High Level
Overall	4.42	0.413	Very High Level

Legend: 5 (4.21–5.00) – Strongly Agree – Very High Level; 4 (3.41–4.20) – Agree – High Level; 3 (2.61–3.40) – Moderately Agree – Moderate Level; 2 (1.81–2.60) – Disagree – Low Level; 1 (1.00–1.80) – Strongly Disagree – Very Low Level.

The indicator with the highest mean in Table 3 is "I am proud to be part of my community's cultural heritage", with a Mean of 4.79 and an SD of 0.500, which falls under "Very High Cultural Capital." This suggests that respondents strongly identify with their cultural heritage, reflecting a deep pride and belonging.

On the other hand, the indicator with the lowest mean is "I feel responsible for promoting our cultural heritage to others", with a Mean of 4.04 and an SD of 0.803, categorized as "High Cultural Capital." Other indicators highlight various aspects of respondents' cultural attitudes. "I enjoy participating in traditional culture." "Activities with Mean 4.55 and SD 0.659, and "I believe cultural traditions are important despite modernization" with Mean 4.50 and SD 0.661, reinforce that respondents value cultural engagement and view traditions as significant even in a rapidly changing world. Similarly, "I am motivated to learn more about our traditions and history" with a Mean of 4.49 and a standard deviation of 0.698, and "I see cultural participation as a way of honoring our ancestors" with a Mean of 4.48 and a standard deviation of 0.648, suggest a strong personal commitment to cultural learning and respect for ancestral heritage.

Additionally, respondents recognize the importance of adapting cultural traditions to modern life, as indicated by "I believe integrating cultural traditions into modern life is essential for their survival," with a Mean of 4.47 and a standard deviation of 0.697. Furthermore, "I am optimistic about the future of our cultural heritage" with a Mean of 4.39 and a standard deviation of 0.714, and "I view cultural practices as a way to strengthen community bonds" with a Mean of 4.25 and a standard deviation of 0.759, indicate that respondents see cultural engagement as beneficial for both individuals and their communities.

Overall, with a Mean of 4.42 and an SD of 0.413, the attitude level of participation in cultural practices is categorized as "Very High Cultural Capital."

The findings in Table 3, which indicate a very high level of cultural capital regarding attitude, align with recent research on cultural heritage participation and engagement. Chae (2023) highlights that positive attitude toward cultural heritage significantly influence participation and social capital, reinforcing the survey's highest-rated statement, "I am proud to be part of my community's cultural

heritage", with a mean of 4.79 and a standard deviation of 0.500. This pride is crucial in fostering active engagement and ensuring cultural traditions are valued and upheld. Similarly, Zhang et al. (2023) emphasize that while younger generations are essential to cultural heritage preservation, their motivation to participate is often underestimated. This also surveys the survey's findings that respondents are highly motivated to learn more about their traditions and history, with a Mean of 4.49 and a standard deviation of

0.698, and view cultural participation as a way of honoring their ancestors, with a Mean of 4.48 and a standard deviation of 0.648.

Another study by Pérez and Colomer (2023) explores how institutional narratives sometimes shape cultural participation, which can either empower or limit engagement. This connects to the survey's indication that while respondents believe in integrating cultural traditions into modern life, with Mean 4.47 and SD 0.697, the lowest-rated statement, "I feel responsible for promoting our cultural heritage to others", with Mean 4.04 and SD 0.803, suggests that not everyone feels personally accountable for active promotion, despite their strong attachment to cultural identity. Furthermore, Cayas et al. (2024) highlight the role of multicultural attitudes in fostering cultural participation, supporting the idea that cultural engagement strengthens community bonds, with a Mean of 4.25 and a standard deviation of 0.759, and encourages inclusivity.

Additionally, Xu et al. (2022) discuss how attitudes toward cultural heritage influence participation in heritage tourism, reinforcing the survey's finding that respondents enjoy cultural activities, with a Mean of 4.55 and a standard deviation of 0.659, and remain optimistic about their cultural heritage's future, with a Mean of 4.39 and a standard deviation of 0.714.

Table 4 presents the descriptive statistics—mean, standard deviation, and interpretation—showing the extent to which the Higaonon youth in Bulonay, Impasugong participate in their community's cultural practices.

Table 4. *Level of Participation in Cultural Practices*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
I celebrate traditional festivals and special occasions in my community.	3.99	0.957	High Level
I actively involve myself in preserving the cultural traditions of my community.	3.98	1.000	High Level
I attend community gatherings that focus on traditional practices.	3.88	1.001	High Level
I spend time learning traditional knowledge from elders or community leaders.	3.73	3.087	High Level
I participate in traditional musical or dance performances.	3.72	1.109	High Level
I participate in traditional rituals or ceremonies.	3.63	1.188	High Level
I regularly use traditional clothing during cultural events.	3.48	1.145	High Level Level
I help in organizing or leading cultural events in my community.	3.39	1.140	Moderate Level
I share or teach cultural practices to others in my community.	3.27	1.207	Moderate Level
I engage in traditional crafts or skills such as weaving or wood carving.	3.08	1.109	Moderate Level
Overall	3.61	0.739	High Level

Legend: 5 (4.21–5.00) – Strongly Agree – Very High Level; 4 (3.41–4.20) – Agree – High Level; 3 (2.61–3.40) – Moderately Agree – Moderate Level; 2 (1.81–2.60) – Disagree – Low Level; 1 (1.00–1.80) – Strongly Disagree – Very Low Level.

Table 4 shows the indicator with the highest mean, which is "I celebrate traditional festivals and special occasions in my community", with Mean 3.99 and SD 0.957, which falls under "High Participation." This suggests that respondents frequently take part in cultural festivities, highlighting the significance of communal celebrations in maintaining cultural identity and fostering a sense of belonging.

Conversely, the indicator with the lowest mean is "I engage in traditional crafts or skills such as weaving or wood carving", with a Mean of 3.08 and an SD of 1.109, categorized as "Moderate Participation." This indicates that while some respondents participate in traditional crafts, the engagement level is lower than in other cultural practices.

Other indicators suggest varying degrees of cultural engagement. "I actively involve myself in preserving the cultural traditions of my community", with Mean 3.98 and SD 1.000, and "I attend community gatherings that focus on traditional practices", with Mean 3.88 and SD 1.001, indicate that respondents frequently take part in cultural preservation efforts and social gatherings related to traditions. Additionally, "I spend time learning traditional knowledge from elders or community leaders", with a Mean of 3.73 and a standard deviation of 3.087, and "I participate in traditional musical or dance performances, with a Mean of 3.72 and an SD of 1.109, reflect active engagement in learning and performing cultural expressions.

Meanwhile, "I participate in traditional rituals or ceremonies", with a Mean of 3.63 and a standard deviation of 1.188, and "I regularly use traditional clothing during cultural events", with a Mean of 3.48 and a standard deviation of 1.145, highlight that respondent are actively engaged in ritualistic and symbolic aspects of cultural practices. However, "I help in organizing or leading cultural events in my community", with Mean 3.39 and SD 1.140, "I share or teach cultural practices to others in my community", with Mean 3.27 and SD 1.207, and "I engage in traditional crafts or skills such as weaving or wood carving", with Mean 3.08 and SD 1.109, show that leadership, knowledge-sharing, and hands-on craftsmanship are areas where participation is slightly lower.

With an overall Mean of 3.61 and SD 0.739, the level of participation in cultural practices is classified as "High Participation." This indicates that respondents frequently engage in cultural activities, particularly communal celebrations and preservation efforts leading cultural events in my community", with Mean 3.39 and SD 1.140, "I share or teach cultural practices to others in my community", with Mean 3.27 and SD 1.207, and "I engage in traditional crafts or skills such as weaving or wood carving", with Mean 3.08 and SD 1.109, show that leadership, knowledge-sharing, and hands-on craftsmanship are areas where participation is slightly lower.

The findings in Table 4, which indicate high participation in cultural practices, align with recent research on community engagement in traditional activities and heritage preservation. Ueno (2022) emphasizes the positive impact of participating in community festivals on social cohesion and mental well-being, supporting the survey's highest-rated statement, "I celebrate traditional festivals and special occasions in my community", with a Mean of 3.99 and a standard deviation of 0.957. This suggests that communal celebrations are a

means of cultural preservation and contribute to individuals' sense of belonging and emotional well-being. Similarly, Booth and Cameron (2020) explore how participation in family-oriented cultural events strengthens community ties, reinforcing the survey's finding that respondents frequently involve themselves in cultural preservation efforts, with a Mean of 3.98 and a standard deviation of 1.000,

Haidukevych (2022) highlights the role of festivals as cultural mediators that promote inclusivity and intergenerational exchange, aligning with the survey's findings that respondents spend time learning from elders, with a Mean of 3.73 and a standard deviation of 3.087, and participate in traditional music and dance, with a Mean of 3.72 and a standard deviation of 1.109. Meanwhile, Kiệt (2024) explores the structural significance of conventional festivals in fostering social cohesion and preserving cultural knowledge, which corresponds with the survey's indications of active participation in rituals, with Mean 3.63 and SD 1.188, and the regular use of traditional clothing in cultural events, with Mean 3.48 and SD 1.145.

However, participation in leadership roles and hands-on craftsmanship appears lower. Agbabiaka et al. (2023) identify motivational and logistical challenges in festival participation, which may explain why respondents rated "I help in organizing or leading cultural events in my community", with Mean 3.39 and SD 1.140, and "I share or teach cultural practices to others", with Mean 3.27 and SD 1.207, slightly lower. Similarly, Yamaoka et al. (2021) found that while engagement in cultural events positively impacts youth development, active involvement in traditional crafts or skills, with a Mean of 3.08 and a standard deviation of 1.109, tends to decline due to modernization and reduced mentorship opportunities.

These studies generally affirm that cultural participation remains strong, particularly in communal and celebratory aspects. However, hands-on craftsmanship and leadership roles require further encouragement to ensure the continuity of traditional practices. The survey's overall Mean of 3.61 and SD of 0.739 reflect of 0.739 reflect high engagement, consistent with broader global trends in cultural heritage participation.

Table 5 tests the significant relationship between respondents' levels of cultural capital in terms of values, skills, and attitude, and their level of participation in cultural practices. The results reveal varying degrees of association across the components of cultural capital.

Table 5. Test of Significant Relationship Between the Level of Cultural Capital of Respondents in Terms of Values, Skills and Attitude and the Level of Participation of the Respondents in Cultural Practices.

<i>Variable</i>	<i>r</i>	<i>p-value</i>	<i>Interpretation</i>
Values	.166	.609	Not Significant
Skills	.528	.000	Significant
Attitude	.278	.002	Significant
Overall	.496	.004	Significant

The values variable, with r 0.166 and p -value 0.609, shows no significant relationship with participation in cultural practices. In contrast, the skills variable, with r 0.528 and p -value 0.000, demonstrates a significant relationship, indicating that respondents with higher cultural skills are more likely to participate in traditional practices. Similarly, the attitude variable, with r 0.278 and p -value 0.002, also reveals a significant relationship, though to a lesser extent than skills.

The overall correlation, with r 0.496 and p -value 0.004, indicates a significant relationship between cultural capital and participation in cultural practices. Therefore, the null hypothesis is rejected.

The findings in Table 5, which indicate a significant relationship between cultural capital and participation, align with recent research on the role of cultural capital in shaping social engagement. Cebula (2024) explores the link between cultural participation and social capital, finding that individuals with higher engagement in cultural activities tend to have stronger social networks. This supports the survey's overall finding that cultural capital, particularly regarding skills and attitudes, significantly impacts participation, as shown by the overall correlation of r 0.496 and p 0.004.

Similarly, Leguina et al. (2022) examine how cultural capital is transmitted across generations and influences participation. Their findings reinforce the survey's observation that cultural skills, with r 0.528 and p 0.000, play the strongest role in shaping active involvement, as individuals with practical knowledge and abilities are more likely to engage in cultural practices. Additionally, Ren and Liu (2022) discuss how cultural capital contributes to participation in social activities, emphasizing that individuals with greater exposure to cultural learning are more engaged in community events, aligning with the significant correlation found in attitude, r 0.278 and p 0.002.

However, the finding that values do not significantly relate to participation, r 0.166 and p 0.609, suggests that appreciation for cultural heritage does not necessarily translate into active involvement. This is supported by Crociata et al. (2020), who find that while cultural values contribute to identity formation, they do not always lead to direct engagement unless accompanied by skills and access to opportunities. Lastly, Cuijuan and Hai (2023) highlight the stratification effect of cultural capital, showing that individuals with higher embodied cultural capital, such as acquired skills and habitual engagement, are more likely to sustain long-term participation in cultural activities.

Overall, these studies affirm the survey's findings that while cultural values alone may not drive participation, cultural skills and

attitudes significantly influence individuals' engagement in cultural practices. This highlights the importance of promoting skill development and cultural education to preserve and continue traditional and community-based activities.

Conclusions

The study concludes that cultural capital in terms of values, skills, and attitudes significantly influences the level of participation in cultural practices. While respondents strongly value their cultural heritage, this appreciation does not always translate into active engagement. Skills-based participation, such as performing traditional arts and learning from elders, was relatively high, whereas involvement in leadership roles and craftsmanship was lower. This indicates that while cultural appreciation exists, structured opportunities for hands-on skill development and leadership training are needed to sustain cultural traditions.

Overall, participation in cultural practices is positively linked to the availability of opportunities for cultural engagement. Respondents actively participated in communal celebrations and heritage preservation, but engaged less in leadership roles and specialized cultural activities. This suggests that while there is strong cultural awareness, practical application and leadership in heritage preservation require reinforcement through community-driven programs and mentorship initiatives.

A significant relationship was found between cultural capital and participation in cultural practices, emphasizing that individuals with higher cultural skills and attitudes are more likely to engage in traditional activities. However, values alone were not strong predictors of participation, suggesting that appreciation for heritage must be complemented by structured skill-building and leadership opportunities. Strengthening cultural education programs and mentorship initiatives will foster deeper and sustained cultural engagement.

Based on this study's findings, the following recommendations are proposed to strengthen cultural engagement among Higaonon youth, enhance the transmission of traditional knowledge, and foster collaborative efforts among various stakeholders.

To the Schools and Community Organizations. Design inclusive cultural programs that promote participation across all age groups and genders. Special efforts should be made to engage male students and older youth, ensuring that cultural preservation initiatives are not limited to specific demographics. Schools are encouraged to integrate cultural education into their curricula to provide early exposure and nurture sustained interest in indigenous traditions.

To the Educational Institutions and Local Government Units (LGUs). Establish hands-on training and mentorship programs that focus on developing cultural skills. These may include traditional crafts, music, and performance arts workshops and leadership training to move youth beyond passive appreciation to active participation. Educational institutions should offer experiential learning activities such as cultural fieldwork, community-based projects, and immersion programs.

To the Community Leaders and School Administrators. Foster strong partnerships to organize structured cultural events that bring together students and local cultural bearers. These events should emphasize youth leadership roles in cultural preservation by involving them in planning, implementing, and innovating traditional activities. Establishing cultural clubs and youth ambassador programs can also provide platforms for continuous engagement and growth.

To the Policymakers, Educators, and Cultural Organizations. Formulate and implement comprehensive cultural education policies that emphasize practical, skill-based learning. These policies should go beyond theoretical instruction and ensure students have meaningful opportunities to engage with their heritage. Intergenerational mentorship programs should be prioritized to effectively transfer traditional knowledge and skills, guaranteeing long-term cultural sustainability.

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Affiliations and Corresponding Information

Davie Love L. Vista

Bulonay Integrated School

Department of Education – Philippines

Ruel C. Duran, PhD

Department of Education – Philippines