

Cultural Sensitivity on the Socialization and Assimilation of Senior High School Learners

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Abstract

The main purpose of this study is to determine the relationship between the cultural sensitivity of Senior High School learners and their socialization and assimilation. Specifically, this study aimed to (1) measure the level of cultural sensitivity; (2) measure the level of socialization; (3) measure the level of assimilation; (4) to determine whether the cultural sensitivity of the respondents has a significant relationship to their socialization (5) to determine whether the cultural sensitivity of the respondents has significant relationship to their assimilation; and (6) to determine whether singly or in combination are the respondents cultural sensitivity as a significant predictor of socialization and assimilation.

The descriptive method was used in the study to determine the relationship of cultural sensitivity to the socialization and assimilation of learners. The primary respondents were 262 HUMSS Grade 12 learners from the selected schools in District IV of Laguna.

Based on the data analyzed, it was revealed that the students have a very high level of cultural sensitivity to gender preference, while sexual orientation, religious beliefs, and political beliefs are relatively high. It also showed that the students have a High level of adaptability, communication, and interaction in relation to socialization. In addition, it also showed that the respondents' level of association, intimacy, and tolerance is relatively high which indicates the moderate level of their assimilation. Further, cultural sensitivity has a significant relationship with socialization and assimilation. However, cultural sensitivity in terms of religious and political beliefs showed that it plays a significant role in the adaptability, communication, and interaction of learners. Concerning assimilation, it was revealed that only gender preference and political beliefs as a basis of cultural sensitivity a predictor of intimacy.

Moreover, in the view of aforementioned findings, the study had drawn the following conclusions: The hypothesis stating that there is no significant relationship between learners' cultural sensitivity and socialization was rejected. Next, the assimilation of learners has a relationship with their cultural sensitivity based on the gathered data resulting in rejection of the null hypothesis. Further, the statement regarding neither single nor combination learners' cultural sensitivity as a significant predictor of socialization and assimilation was rejected.

Based on the findings and conclusions drawn from this study, the researcher would like to recommend the following: Schools or Universities consider the results of the study in their planning to ensure that their programs are culturally sensitive; Teachers may be able to adapt culturally sensitive teachings; Learners may refer to this study to understand their need to be culturally sensitive; Advocacy and community organizations may have a community engagement; and, Future researchers may use this study for further enrichment of their readings of a similar nature and thus may strengthen further the findings of the present research undertaking and may also utilize the variables that were used considering that all indicators and predictors were proven to provide a satisfying outcome for this study.

Keywords: cultural sensitivity; Learners; socialization

1. Introduction

Cultural sensitivity is a vital aspect of our increasingly diverse society as it encompasses awareness, understanding, and respect for different cultures. It is being aware that not all individuals are the same and recognizing that their own culture is no better than any other culture (Mohamed, 2023).

To become culturally competent, it is necessary to take cultural sensitivity into account. It can be acquired by developing specific skills related to cultural competence once an individual has become aware of the importance of cultural sensitivity.

Regarding this matter, individuals possess a distinct manner of thinking, comprehending, and maintaining their beliefs, ultimately shaping their cultural identity. This way of looking at the world impacts every aspect of a person's life, making them different from other groups and shaping how they interact with humans. With this, culture and social interaction are inseparable because culture is created by how we interact with one another.

However, there is an inevitable fact that people have cultural differences as reported by the Ontario Human Rights Commission, and it may cause social issues such as discrimination which includes ethnic, racial, religious, political, and gender-based discrimination causing harm to individuals and societies.

Ergo, the researcher wants to investigate how cultural sensitivity correlates with the socialization and assimilation process of senior high school learners as they stand on the cusp of adulthood and who are at a crucial stage of their social and cognitive development as they are likely to thrive long-lasting beliefs and attitudes about their cultural identity.

This research serves as vital for identifying the factors that contribute to the socialization and adaptability of students from various cultural backgrounds, which can help to create a more inclusive and supportive educational environment.

1.1 Statement of the Problem

Specifically, this sought to answer the following questions:

1. What is the level of learners' cultural sensitivity in terms of:
 - 1.1 Gender;
 - 1.2 Sexual Orientation;
 - 1.3 Religious Beliefs; and
 - 1.4 Political Beliefs?
2. What is the level of learners' socialization in terms of:
 - 2.1 Adaptability;
 - 2.2 Communication; and
 - 2.3 Interaction?
3. What is the level of learners' assimilation in terms of:
 - 3.1 Association;
 - 3.2 Intimacy; and
 - 3.3 Tolerance?
4. Is there a significant relationship between cultural sensitivity and socialization of SHS learners?
5. Is there a significant relationship between cultural sensitivity and the assimilation of SHS learners?
6. Is the learners' cultural sensitivity, whether singly or in combination, a significant predictor of socialization and assimilation?

2. Methodology

The present study utilizes the descriptive method to collect essential data and information about cultural sensitivity and its relationship to the socialization and assimilation of senior high school learners. The design was used because descriptive research relies on previously recorded, processed, and interpreted information. Furthermore, the descriptive approach entails gathering data to test hypotheses or answer questions about the level of the subject in the study (Siedlecki, S.L, 2020). In addition, this was used because it aims to provide comprehensive information on the relationship between cultural sensitivity and learners' socialization and assimilation.

3. Results and Discussion

This chapter deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

Level of Learners' Cultural Sensitivity

In this study, the learners' cultural sensitivity refers to gender preference; sexual orientation; religious beliefs; and political beliefs. The level of learners' cultural sensitivity as perceived by the learners was revealed in the following tables, which show the statement, mean, standard deviation, and verbal interpretation.

Table 1. Level of Learners' Cultural Sensitivity in Terms of Gender Preference

Indicators	Mean	SD	Remarks
1.) I believe that everyone, including myself, has the freedom to establish their gender identification.	4.53	0.77	Always
2.) Gender identity is something I believe is extremely important and meaningful to other people, including myself.	4.40	0.86	Always
3.) I believe that every individual should be accepting and aware of how others express their gender.	4.42	0.85	Always
4.) I am hesitant to interact with others, particularly those of the opposing gender.	3.41	1.16	Often
5.) I am open about gender identification since it is one of the steps, we need to take to fully embrace others.	4.27	1.02	Always

Overall Mean = 4.21

Standard Deviation = 1.03

Verbal Interpretation = Very High

Table 1 presents the results of a survey or assessment measuring the level of learners' cultural sensitivity in terms of gender preference. Respondents strongly believe in the freedom to establish their

gender identification (M= 4.53) remark suggests that this belief is consistently held *Always*. On the other hand, the (M= 3.41) indicates being hesitant to interact with others, especially those of opposing gender remarks *Often*. The overall mean for all indicators is 4.21, which suggests a generally very high level of cultural sensitivity among the learners the verbal interpretation of *Very High* further emphasizes that, on average, the learners exhibit a very high level of cultural sensitivity, particularly concerning gender preference, as indicated by the provided indicators. This positive evaluation implies that the learners are attuned to and respectful of cultural nuances related to gender.

Level of Learners' Cultural Sensitivity in Terms of Sexual Orientation

Table 2. Level of Learners' Cultural Sensitivity in Terms of Sexual Orientation

Indicators	Mean	SD	Remarks
I believe that everyone has the right to explore their types of attraction in social groups/institutions.	4.32	0.96	Always
2.) I am aware of different sexual orientations.	4.26	1.00	Always
3.) I investigate other people's sexual preferences before labeling them.	3.61	1.18	Often
4.) I live in an atmosphere that is accepting of all sexual orientations.	3.73	1.14	Often
5.) I accept the sexual orientation of other people around me.	4.32	0.88	Always

Overall Mean = 4.05

Standard Deviation = 1.08

Verbal Interpretation = High

Table 2 presents the level of learners' cultural sensitivity in terms of sexual orientation. It shows that learners accept the sexual orientation of others around them (M=4.32) which indicates that they Always held this belief. While they try to investigate others' sexual preferences before labeling them (M=3.61) it suggests that it is being held Often. Thus, it can be gleaned from Table 2, that the level of students' cultural sensitivity in terms of sexual orientation is 4.05 with High verbal interpretation. Based on the given data, it could be concluded that there is a high level of cultural sensitivity when it comes to sexual orientation.

Understanding cultural sensitivity in terms of sexual orientation can help to understand how different factors such as identity and experience shape attitudes and beliefs within society. It could provide information on efforts to encourage diversity, equity, and inclusion in different settings. It can also contribute to challenging stereotypes as well as promoting greater understanding and acceptance of different views and experiences.

Table 3. Level of Learners' Cultural Sensitivity in Terms of Religious Beliefs

Indicators	Mean	SD	Remarks
1. I respect the differences within a single religion.	4.61	0.80	Always

2. My own religious beliefs influence professional judgment and decisions, as well as the structured notion of "normality".	4.08	1.01	Often
3. I appreciate that identity, like religion is one of the most important aspects of one's personality.	4.27	1.00	Always
4. I believe that interfaith occasions are never the place to seek/make converts for one's own religion.	3.87	0.98	Often
5. My religion should inform my perception of what is appropriate or inappropriate.	4.16	0.98	Often

Overall Mean = 4.20

Standard Deviation = 0.99

Verbal Interpretation = High

Table 3 shows that learners give a high value to respect when it comes to the differences between religions (M=4.61) which remarks as *Always*. On the other hand, (M=3.87) indicates that learners believe that interfaith occasions are not the place to convert one's religion and this remark suggests *Often*. Therefore, it can be gleaned from Table 3 that the level of learners' cultural sensitivity when it comes to religious beliefs is 4.20 with a *High* verbal interpretation.

Table 4. Level of Learners' Cultural Sensitivity in Terms of Political Beliefs

Indicators	Mean	SD	Remarks
1. I avoid making assumptions about someone's political beliefs based on their cultural background.	4.05	0.99	Often
2. I am willing to consider different political perspectives, even if they differ from my own.	4.13	0.89	Often
3. I try to engage in political dialogues that promote understanding and mutual respect among people of different cultural backgrounds.	3.94	1.02	Often
4. I believe that cultural diversity can enrich political discussions and lead to better decision-making in society.	4.12	0.98	Often
5. I seek to understand the political beliefs and values of people from different cultural backgrounds.	4.22	0.93	Always

Overall Mean = 4.09

Standard Deviation = 0.97

Verbal Interpretation = High

Table 4 presents the level of cultural sensitivity in terms of political beliefs. It shows that the learners seek to understand the political beliefs and values of people from different cultural backgrounds (M=4.22) which remarks as *Always*. It also indicates that learners try to engage in political dialogues that promote understanding and mutual respect in those of different cultural backgrounds (M=3.94) which has a remark of *Often*. Thus, it can be gleaned that the level of learners' cultural sensitivity to political beliefs is 4.09, *High*.

Level of Learners' Socialization

In this study, the learners' socialization refers to adaptability; communication; and interaction. The level of learners' socialization as perceived by the students was revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

Table 5. Level of Learners' Socialization in Terms of Adaptability

Indicators	Mean	SD	Remarks
1.) I seek out opportunities to engage with new people and build relationships.	4.21	0.90	Always
2.) I am open to listening to different viewpoints and ideas from others.	4.42	0.83	Always
3.) I try to connect with people from diverse backgrounds and cultures.	4.06	1.01	Often
4.) I am open to changing my beliefs or perspectives based on exposure to new cultures.	3.73	1.11	Often
5.) I find myself comparing other cultures to my own.	3.31	1.30	Often

Overall Mean = 3.95

Standard Deviation = 1.11

Verbal Interpretation = High

Table 5 appears to present data on the level of learners' socialization in terms of adaptability. The indicators suggest how frequently individuals engage in certain social behaviors related to adaptability.

The learners are generally open to listening to different viewpoints and ideas from others (M= 4.42) The remark *Always* reinforces a consistent pattern of this behavior. However, learners *often* find themselves comparing other cultures to their own (M=3.31)

The overall mean across all indicators is 3.95, indicating a relatively *high level* of socialization in terms of adaptability among the learners. In summary, the learner in this context seems to exhibit a generally high level of adaptability and socialization, actively engaging with diverse perspectives and cultures, and being open to building relationships with new people.

Table 6. Level of Learners' Socialization in Terms of Communication

Indicators	Mean	SD	Remarks
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1.) I initiate conversations with new people in social settings.	3.98	1.00	Often
2.) I share my thoughts and feelings with others in my social circle.	3.86	1.09	Often
3.) I attend social gatherings or events even when I may not know many people there.	3.26	1.17	Often
4.) I listen to others when they talk and engage in meaningful conversations.	4.21	1.00	Always
5.) I seek opportunities to collaborate with others on projects or activities that involve communication.	3.98	1.07	Often

Overall Mean = 3.86

Standard Deviation = 1.11

Verbal Interpretation = High

Table 6 appears to present data on the level of learners' socialization in terms of communication. The indicators suggest how frequently individuals engage in certain social behaviors related to communication. The learners actively listen to others and engage in meaningful conversations (M=4.21) which has the remark of *Always*. However, learners *often* engage in attending social gatherings when they do not know the people being there (M=3.26).

The overall mean across all indicators is 3.86, indicating a relatively *High* level of communication when it comes to socialization. Therefore, it can be concluded that learners highly perceive communication as a vital part of socialization.

Table 7. Level of Learners' Socialization in Terms of Interaction

Indicators	Mean	SD	Remarks
1. I engage in discussions or conversations with others to learn new information.	4.29	0.88	Always
2. I engage in discussions with others to share my knowledge.	4.10	0.95	Often
3. I enjoy attending social gatherings where I can meet new people and expand my social network.	3.87	0.98	Often
4. I participate in social media or online forums to exchange information and insights with others.	3.68	1.11	Often
5. It's easy for me to engage with people who are totally different from me when it comes to cultural backgrounds, belief systems, and values.	3.67	1.02	Often

Overall Mean = 3.92

Standard Deviation = 1.02

Verbal Interpretation = High

Table 7 appears to present data on the level of learners' socialization in terms of interaction. The indicators suggest how frequently individuals engage in certain social behaviors related to interaction.

The learners *Always* engage in discussions with others to gather information (M=4.29). However, it seems easy for them to engage with people who are different from them (M=3.67) and it remarks as *Often*. Thus, it indicates 3.92, a High level of socialization when it comes to interaction.

Level of Learners' Assimilation

Table 8. Level of Learners' Assimilation in Terms of Association

Indicators	Mean	SD	Remarks
1.) I try to engage in collaborative projects or activities with people who have different cultural backgrounds than my own.	3.80	1.05	Often
2.) I feel a sense of belonging within my current community or social circles.	3.95	0.83	Often
3.) I support diversity and inclusion in my community.	4.11	0.92	Often
4.) I have close friends who are from a diverse range of cultural backgrounds.	3.88	1.10	Often
5.) I participate in cultural exchange programs or initiatives with other cultures.	3.59	1.11	Often

Overall Mean = 3.87

Standard Deviation = 1.02

Verbal Interpretation = High

In this study, the learners' assimilation refers to association; intimacy; and tolerance. The level of learners' assimilation as perceived by the students was revealed in the following table, which shows the statement, mean, standard deviation, and verbal interpretation.

Table 8 shows the level of learners' assimilation in terms of association. Learners *Often* support diversity and inclusion in their community (M= 4.11) indicating a high level of commitment to promote diversity and inclusion within their community. Likewise, learners often participate in cultural exchange programs or initiatives with other cultures. (M=3.59) indicating a moderate level of involvement in such programs.

The overall mean of all indicators is 3.87, which is relatively *high*. This means that learners generally show good assimilation in terms of association, with a propensity to work in groups on projects, experience a sense of belonging, and embrace diversity.

Level of Learners' Assimilation in Terms of Intimacy

Table 9. Level of Learners' Assimilation in Terms of Intimacy

Indicators	Mean	SD	Remarks
1.) In my personal social network, I include people from other cultures.	3.85	0.99	Often

2.) I am at ease expressing affection or connection to people from different walks of life.	3.81	1.01	Often
3.) I experience a sense of belonging and acceptance in culturally diverse social settings.	3.85	0.95	Often
4.) I try to avoid behaviors that may be considered rude or disrespectful in other cultures.	4.27	0.94	Always
5.) I am open to learning about and celebrating other people's cultural traditions.	4.09	1.00	Often

Overall Mean = 3.97

Standard Deviation = 0.99

Verbal Interpretation = High

Table 9 presents the level of learners' assimilation in terms of intimacy. Learners Always try to avoid behaviors that may be considered disrespectful (M=4.27) indicating a high level of respect for diversity. However, they are Often at ease when expressing affection (M=3.81) indicating a moderate level of connection with others. The overall mean of all indicators is 3.97, which is relatively High.

Level of Learners' Assimilation in Terms of Tolerance

Table 10. Level of Learners' Assimilation in Terms of Tolerance

Indicators	Mean	SD	Remarks
1. I challenge the stereotypes and assumptions I encountered in making decisions about others and/or working with others in a social environment.	3.76	1.00	Often
2. I like to form friendships or relationships with people from different cultural backgrounds.	3.99	1.00	Often
3. I try to cultivate an open mind by learning about other cultures and people.	4.10	0.96	Often
4. I perceive cultural differences as potential sources of conflict.	3.75	1.01	Often
5. I ignore what I witness or hear about incidents of discrimination or bias based on cultural differences in my community.	3.22	1.36	Often

Overall Mean = 3.76

Standard Deviation = 1.12

Verbal Interpretation = High

Table 10 presents the level of learners' assimilation in terms of tolerance. Learners Always try to cultivate an open mind through learning about diversity ($M=4.10$). However, learners often ignore the incidents of discrimination about cultural differences ($M=3.22$) indicating a moderate level of tolerance of bias when it comes to cultural differences.

The overall mean of all indicators is 3.76, which is reasonably High. This means that learners generally show adequate assimilation in terms of tolerance, which expresses the capacity to tolerate anything, especially the existence of beliefs or behavior.

Significant Relationship between Cultural Sensitivity and Socialization of Senior High School Learners

Table 11. Significant Relationship between Cultural Sensitivity and Socialization of SHS Learners

Cultural Sensitivity		Learners' Socialization		
		Adaptability	Communication	Interaction
Gender Preference	Pearson Correlation	.259**	.218**	.228**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	262	262	262
Sexual Orientation	Pearson Correlation	.264**	.245**	.302**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	262	262	262
Religious Beliefs	Pearson Correlation	.356**	.320**	.407**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	262	262	262
Political Beliefs	Pearson Correlation	.356**	.377**	.351**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	262	262	262

Note: ** $p < 0.05$.

Table 11 presents the significant relationship between cultural sensitivity and the socialization of Senior High School (SHS) learners in terms of adaptability, communication, and interaction. The Pearson correlation coefficients and associated significance levels (Sig.) are provided for different aspects of cultural sensitivity.

The Pearson correlation coefficients range from .218 to .407, which show positive and statistically significant ($p < 0.05$) for all relationships, indicating a positive association between cultural sensitivity and learners' socialization in terms of adaptability, communication, and interaction. Higher values of correlation coefficients suggest a stronger positive relationship. For instance, religious beliefs and political beliefs show relatively higher correlations with all three aspects of socialization compared to gender preference and sexual orientation.

In summary, the results mean that cultural sensitivity, as measured through gender preference, sexual orientation, religious beliefs, and political beliefs, is positively correlated with the socialization of SHS learners in terms of adaptability, communication, and interaction.

Table 12. Significant Relationship between Cultural Sensitivity and Assimilation of SHS Learners

Cultural Sensitivity		Learners' Assimilation		
		Association	Intimacy	Tolerance
Gender Preference	Pearson Correlation	.211**	.293**	.212**
	Sig. (2-tailed)	0.001	0.000	0.001
	N	262	262	262
Sexual Orientation	Pearson Correlation	.227**	.258**	.203**
	Sig. (2-tailed)	0.000	0.000	0.001
	N	262	262	262
Religious Beliefs	Pearson Correlation	.306**	.303**	.319**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	262	262	262
Political Beliefs	Pearson Correlation	.306**	.363**	.284**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	262	262	262

Note: ** $p < 0.05$.

Table 12 presents the significant relationship between cultural sensitivity and the assimilation of Senior High School (SHS) learners in terms of association, intimacy, and tolerance. The Pearson correlation coefficients and associated significance levels (Sig.) are provided for different aspects of cultural sensitivity.

The Pearson correlation coefficients range from .203 to .363, which show positive and statistically significant ($p < 0.05$) for all relationships, indicating a positive association between cultural sensitivity and learners' assimilation in terms of association, intimacy, and tolerance. Higher values of correlation coefficients suggest a stronger positive relationship. For instance, religious beliefs and political beliefs show relatively higher correlations with all three aspects of assimilation compared to gender preference and sexual orientation.

In summary, the results mean that cultural sensitivity, as measured through gender preference, sexual orientation, religious beliefs, and political beliefs, is positively correlated with the assimilation of SHS learners in terms of association, intimacy, and tolerance.

Regression Analysis on the Learners' Cultural Sensitivity as a Predictor of Socialization

Table 13. Regression Analysis on the Learners' Cultural Sensitivity as a Predictor of Socialization

<i>Cultural Sensitivity</i>	<i>Adaptability</i>			<i>Communication</i>			<i>Interaction</i>		
	Beta	t-value	P-value	Beta	t-value	P-value	Beta	t-value	P-value
Gender preference	0.094	1.208	0.228	0.047	0.555	0.579	-0.001	-0.012	0.991
Sexual Orientation	0.023	0.301	0.763	0.025	0.300	0.764	0.106	1.311	0.191
Religious Beliefs	0.203	2.831**	0.005	0.160	2.051*	0.041	0.303	3.964*	0.000
Political Beliefs	0.203	2.864**	0.005	0.294	3.816*	0.000	0.169	2.228*	0.027
R Square	0.172			0.164			0.197		
F	13.366			12.575			15.752		
Sig	0.000			0.000			0.000		

Table 13 presents the results of a regression analysis on learners' cultural sensitivity in terms of gender preference, sexual orientation, and religious and political beliefs as a predictor of learners' socialization, concerning adaptability, communication, and interaction. Learners' cultural sensitivity in terms of gender preference and sexual orientation is not a significant predictor of socialization in terms of adaptability, communication, and interaction. The result is not statistically significant ($p > 0.05$). On the other hand, learners' cultural sensitivity in terms of religious and political beliefs is a significant predictor of learners' socialization in terms of adaptability, communication, and interaction.

The result is statistically significant ($p < 0.05$). The R-squared values indicate the proportion of variance in the dependent variable explained by the independent variables. For adaptability, communication, and interaction, the R-squared values are 0.172, 0.164, and 0.197, respectively. The F-statistic and associated p-values (Sig) suggest that the overall models are statistically significant, meaning that at least one of the independent variables is a significant predictor of the dependent variable. In summary, the results suggest that religious beliefs and political beliefs are significant positive predictors of adaptability, communication, and interaction. However, gender preference and sexual orientation do not significantly predict these aspects of socialization.

Table 14. Regression Analysis on Learners' Cultural Sensitivity as Predictor of Assimilation

<i>Cultural Sensitivity</i>	<i>Association</i>			<i>Intimacy</i>			<i>Tolerance</i>		
	Beta	t-value	p-value	Beta	t-value	p-value	Beta	t-value	p-value
Gender preference	0.064	0.765	0.445	0.166	2.14**	0.033	0.087	1.022	0.308
Sexual Orientation	0.029	0.358	0.721	0.003	0.039	0.969	-0.011	-0.136	0.892

Religious Beliefs	0.185	2.392	0.017	0.108	1.511	0.132	0.232	2.943	0.004
Political Beliefs	0.186	2.424	0.016	0.243	3.438*	0.001	0.154	1.981	0.049
R Square	0.126			R Square 0.167			R Square 0.123		
F	9.226			F 12.575			F 9.047		
Sig	0.000			Sig 0.000			Sig 0.000		

Table 14 presents the results of a regression analysis on learners' cultural sensitivity in terms of gender preference, sexual orientation, and religious and political beliefs as a predictor of learners' assimilation concerning association, intimacy, and tolerance as the dependent variables.

Learners' cultural sensitivity in terms of gender preference is a significant predictor of learners' assimilation in terms of intimacy. The result is statistically significant ($p=0.033 < 0.05$). On the other hand, cultural sensitivity in terms of sexual orientation, and religious beliefs are not significant predictors of assimilation in terms of association, intimacy, and tolerance. The results are not statistically significant ($p > 0.05$). Moreover, the learner's cultural sensitivity in terms of political beliefs is a significant predictor of learners' assimilation in terms of intimacy, indicating ($p=0.001 < 0.05$) that political beliefs are statistically significant.

The R-squared values indicate the proportion of variance in the dependent variable explained by the independent variables. For association, intimacy, and tolerance, the R-squared values are 0.126, 0.167, and 0.123, respectively. The F-statistic and associated p-values (Sig) suggest that the overall models are statistically significant, meaning that at least one of the independent variables is a significant predictor of the dependent variable. In summary, the results suggest that gender preference and political differences are significant predictors of intimacy. However, sexual orientation and religious beliefs do not significantly predict learners' assimilation in terms of association, intimacy, and tolerance.

4. Conclusion

Based on the findings, the following conclusions were drawn.

In view of the aforementioned findings, the study has drawn the following conclusions: The hypothesis stating that there is no significant relationship between learners' cultural sensitivity and socialization was rejected. Moreover, the assimilation of learners has a relationship with their cultural sensitivity based on the gathered data resulting in rejection of the null hypothesis. Lastly, the statement regarding neither single nor combination learners' cultural sensitivity as a significant predictor of socialization and assimilation was rejected.

Based on the findings and conclusions drawn from this study, the researcher would like to recommend the following:

1. Schools or Universities may consider the results of the study in their planning to ensure that their programs are culturally sensitive, given that the learners' cultural sensitivity has significance on their socialization and assimilation. In addition, they may offer professional development training and opportunities for teachers to better understand cultures and to bridge the gap that can hinder learning;
2. Teachers may be able to adapt curricula and teaching methods in such a way as to make them culturally adapted to meet the needs and nurture the unique cultural characteristics of every learner;
3. Learners may refer to this study to understand their need to be culturally sensitive and create their own research is vital for their learning and future as individuals.

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