

A STUDY OF ACADEMIC ACHIEVEMENT OF STUDENTS IN GOVERNMENT AND PRIVATE SCHOOLS WITH RESPECT TO THEIR CULTURAL AWARENESS

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ABSTRACT

The study investigates the academic achievement of students studying in government and private schools with respect to their cultural awareness. Cultural awareness plays a vital role in shaping students' learning behaviour, participation, and educational outcomes. Using a descriptive survey method, the study includes secondary school students from both school types. Cultural Awareness Scale and students' previous academic scores are used as tools. The findings indicate that cultural awareness is positively associated with academic achievement and differences may exist between government and private school students. The study highlights the importance of socio-cultural factors in improving academic performance.

The research aims to compare the levels of cultural awareness and academic achievement in both groups and analyze the impact of cultural differences on students' academic aspirations and performance. A sample of secondary school students from private and government school was selected using a stratified random sampling technique. Data were collected through standardized questionnaires measuring cultural awareness and achievement. Statistical analyses, including t- tests and correlation studies, were conducted to examine differences and relationships between the two variables. Findings indicate that private students tend to exhibit higher cultural awareness due to greater exposure to diverse social environments and educational resources, government students demonstrated strong intrinsic motivation for achievement, often influenced by community values and familial aspirations. The study concludes that both cultural awareness and achievement play significant roles in shaping students' academic success and personal development. Recommendations include curriculum modifications to enhance cultural exposure for private students and strategies to foster achievement motivation among government students.

Keywords: Cultural Awareness, Academic Achievement Government and private Students,

1. INTRODUCTION

Cultural awareness refers to the understanding, acceptance and appreciation of different cultural practices, values, traditions and societal behaviour. Students with high cultural awareness show better communication skills, cooperation, respect, social adjustment and improved learning behaviour. Government and private schools often differ in learning environment, resources, exposure and cultural activities. These differences may influence the students' level of cultural awareness and ultimately affect their academic achievement. This study examines how cultural awareness is related to academic achievement among students from government and private schools.

Education is crucial for shaping personality and career aspirations, with cultural awareness and academic achievement being significant determinants of academic success. Private students often have better access to infrastructure and technology, potentially enhancing cultural awareness, while government students might develop strong intrinsic motivation

despite limited resources. Understanding these differences is key to bridging the educational gap and fostering equal academic growth. The study aims to compare levels of cultural awareness and academic achievement between secondary school students from private and government. In a diverse country like [your country], students from government and private schools often experience differences in their education, social lives, and the cultures that influence them.

CULTURAL AWARENESS

Cultural awareness is the foundational ability to recognize and understand that cultural differences and similarities exist, and that they profoundly influence perceptions, behaviors, and communication styles. This process begins with a crucial step of self-reflection, requiring individuals to examine their own cultural background and inherent biases to understand how their worldview is shaped, rather than assuming their perspective is the universal norm. By being mindful of these cultural nuances, people can foster empathy, build stronger relationships, and communicate more effectively across diverse backgrounds, whether in the classroom, the workplace, or the global community. Ultimately, moving from mere awareness toward cultural sensitivity and competence helps minimize misunderstandings, combat stereotypes, and promotes a more inclusive, harmonious society where everyone feels valued and respected.

ACADEMIC ACHIEVEMENT

Academic achievement refers to the success a student attains during their studies. It is not merely limited to getting good grades, but it also demonstrates how much knowledge and skills an individual has learned from their school or college curriculum. The primary ways to measure this success are grades obtained in examinations. This achievement is the result of several factors such as personal hard work, the quality of teachers, family support, and the student's dedication. In summary, academic achievement is proof of how successful a person has been in attaining their educational goals.

2. REVIEW OF RELATED LITERATURE

1. **Sharma (2019)** Found a positive association between cultural sensitivity and academic achievement in secondary schools. Reported that students with higher cultural awareness showed better classroom adjustment.^{1}
2. **Kumari & Rani (2020)** Private school students had higher multicultural competence than government school students. Cultural exposure programs were a major factor.^{2}
3. **NCERT (2020)** reported that culturally inclusive curricula help bridge achievement gaps among diverse student populations.^{3}
4. **UNESCO (2021)** also stressed the need for holistic frameworks that combine cultural, psychological, and academic factors within a single empirical model.^{4}
5. **Kumar, R. (2022)** acknowledged that rural and semi-urban students' cultural contexts remain underrepresented in empirical research. Despite growing recognition of this issue, there remains a scarcity of systematic comparative research between government and private schools that explicitly examines cultural awareness alongside academic achievement.^{5}
6. **Mehta and Patel (2022)** found that students in culturally inclusive classrooms demonstrated higher engagement, motivation, and academic achievement compared to students in traditional classrooms.^{6}
7. **OECD (2022)** highlights that education systems with inclusive policies and culturally aware teachers show improved student motivation, participation, and achievement across multiple countries.^{7}

8. **Banks and Banks (2023)** assert that incorporating students' cultural identities into teaching strategies enhances academic engagement and critical thinking. Similarly,^{8}
9. **Sleeter (2023)** emphasizes that culturally responsive educators can address diverse learning needs effectively, fostering both academic success and social-emotional development.^{9}
10. **Agarwal (2023)** reported that government school students lacked structured cultural exposure, affecting their achievement.^{10}
11. **Williams (2023)** reported that culture-based learning strategies (festivals, heritage activities, arts) improve academic achievement and classroom engagement among secondary students.^{11}
12. **Singh & Verma (2024)** highlighted that under NEP-2020, cultural awareness has become a measurable educational component. Their study shows that schools promoting cultural understanding report higher academic achievements and improved teacher–student relationships.^{12}

3. RESEARCH GAP

Recent studies conducted between 2018 and 2024 have increasingly highlighted the significance of socio-cultural and psychological factors in shaping students' academic achievement. Several researchers have emphasized that cultural awareness, multicultural sensitivity, and value orientation positively influence students' learning behaviour classroom engagement, and overall academic performance. Despite these contributions, the existing literature reveals several critical shortcomings. Most studies have focused primarily on the psychological dimensions of cultural awareness, while very few have systematically examined its direct relationship with academic achievement. Research that integrates both constructs in a single empirical framework remains limited. In the Indian context, another major gap is the dominance of research centered on urban populations, while rural and semi-urban students—whose cultural experiences, family contexts, and educational environments differ significantly—have received limited scholarly attention. This restricts a broader understanding of how cultural awareness operates across diverse schooling conditions. Furthermore, only a few studies have examined how institutional culture, teacher attitudes, peer diversity, and classroom practices contribute to the development of cultural awareness and its long-term impact on students' academic outcomes. Thus, the present study is both timely and essential, as it seeks to address these theoretical and contextual gaps by comparatively analyzing the cultural awareness and academic achievement of students from government and private schools.

4. OBJECTIVES OF THE STUDY

1. To study the level of cultural awareness among students of government and private schools.
2. To study the level of academic achievement among students of government and private schools.

5. HYPOTHESIS

1. There is no significant difference between government and private secondary level students on cultural awareness.
2. There is no significant difference between government and private secondary level students on academic achievement.

6. DELIMITATION

- Selected only secondary school students from both Government and Private.
- Only Meerut is covered geographically.
- There are 200 students in the sample.

7. METHODOLOGY

In the present study, the investigator the survey method to achieve the research objectives effectively.

7.1 Sample of the Study

In the present study sample of 200 students (100 students government schools and 100 students private schools) were taken using proportionate simple random sampling technique.

7.2 Tools for the Study

- Cultural Determination Scale – developed by Dr. N.S. Chauhan
- Academic Achievement Motivational Test – developed by Dr. T.R. Sharma.

7.3 Statistical Techniques

Statistical analysis of the data involved mean, standard deviation, and an independent samples t-test.

8. Result and Discussion

8.1 Cultural Awareness

The descriptive statistics and independent samples t-test results were analyzed to compare the cultural awareness scores of government and private secondary level school students.

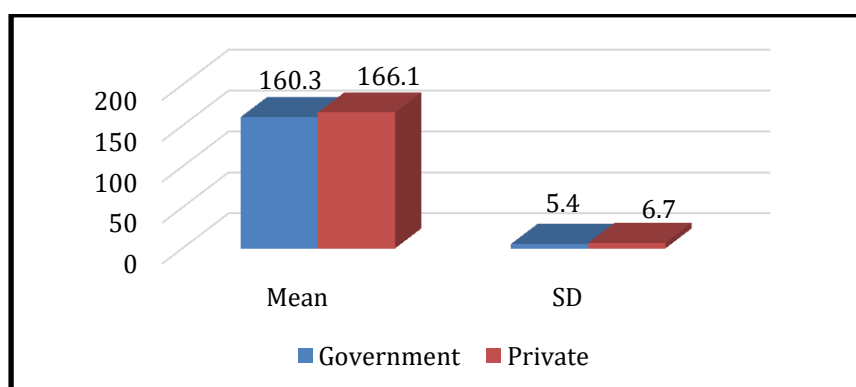
Hypothesis 1: There is no significant difference between government and private secondary level students on cultural awareness.

Table 1: Comparison of Cultural Awareness between government and private secondary schools students.

Variable	School	N	Mean	SD	t-value	df
Cultural Awareness	Government	100	160.3	5.4	6.74	198
	Private	100	166.1	6.7		

Significance level $\alpha = 0.05$

Graph-1. Showing the Comparison of cultural awareness between government and private secondary school students.



INTERPRETATION AND DISCUSSION.

Table 1 shows that Mean score of government students for Cultural Awareness are 160.3 ± 5.4 and private students are 166.1 ± 6.7 the calculated t-value is 6.74 which is significant at 0.05 level of significance .it indicates that there is significant difference between the government students and private students on their level of Cultural Awareness . Thus our Null hypothesis that “There is no significant difference between government and private secondary level students on cultural awareness” is rejected at 0.05 level of significance According to findings cultural awareness are found to be higher among students from private schools students.

8.2 Academic Achievement

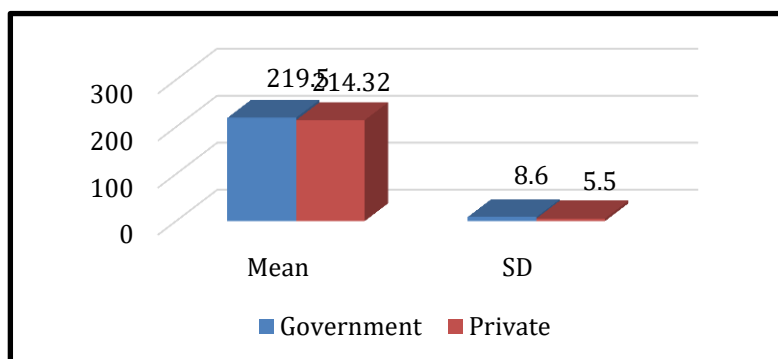
Hypothesis 2: There is no significant difference between government and private secondary level students on Academic Achievement

Table 2: Showing the Mean, SD, T- value and level of 100 government and 100 private students on Academic Achievement.

Variable	School	N	Mean	SD	t-value	df
Academic Achievement	Government	100	219.5	8.6	5.07	198
	Private	100	214.32	5.5		

Significance level $\alpha = 0.05$

Graph-2. Showing the Comparison of Academic Achievement between government and private secondary school students



INTERPRETATION AND DISCUSSION.

Table 2 shows that Mean score of government students on Academic Achievement are 219.5 ± 8.6 and private students is 214.32 ± 5.5 the calculated t-value is 5.07 which is significant at 0.05 level of significant. it indicates that there is significant difference between the government and private students on their level of Academic Achievement Motivation. Thus our Null hypothesis that “There is no significant difference between government and private secondary level students on Academic Achievement” is rejected at 0.05 of significance. According to findings Academic Achievement are found to be higher among students from government schools.

9. CONCLUSION OF THE STUDY

This study reveals notable differences between secondary school students in government and private schools underscoring the critical role that cultural awareness plays in influencing

students' drive for achievement. Due largely to improved educational resources and increased exposure to a variety of cultural contexts, the results show that private kids have higher levels of cultural awareness and academic achievement government kids, on the other hand, frequently deal with issues including less access to varied viewpoints, fewer extracurricular activities, and less academic support, all of which might lower their general academic achievement. Additionally, the study finds a substantial positive relationship between success achievement and cultural awareness, indicating that children with higher levels of cultural awareness are also more likely to be academically driven. This research emphasizes how crucial it is to include cultural variety in learning environments in order to increase student achievement and engagement. Furthermore, it was discovered that parental educational attainment had a major impact on students' achievement and cultural awareness, highlighting the significance of family background in forming academic goals.

10. EDUCATIONAL IMPLICATIONS

- **Strengthening academic achievement**
- **Enhancement of cultural awareness**
- **Balanced academic and cultural development**
- **Curricular and co-curricular integration**
- **Teacher capacity building**

11. SUGGESTIONS FOR FUTURE RESEARCH

- Further research might examine Cultural Awareness and academic achievement across elementary, and higher education levels.
- Analysis the impact of gender roles and societal expectations on students' educational aspirations.
- Expanding the study to different geographical locations (e.g., suburban, semi-urban, and tribal areas) can provide a more comprehensive understanding of cultural awareness and motivation differences.
- Identifying intervention strategies to improve motivation and reduce academic pressure.

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