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

Neema Devi

Research Scholar College of Education, IIMT University, Meerut

Dr. Sudha Sharma

Assistant Professor College of Education, IIMT University, Meerut

ABSTRACT

The study looks at how well students in government and private schools perform academically in relation to their cultural awareness. Cultural awareness is important for developing how students learn, participate, and achieve educational goals. The research uses a descriptive survey method and relates to secondary school students from both types of schools. It uses the Cultural Awareness Scale and students' past academic scores as tools. The results suggest that cultural awareness is linked to better academic performance, and there are differences between students in government and private schools. The study emphasizes the role of social and cultural environment in enhancing academic success.

Objectives of the research include the comparison of the levels of cultural awareness and academic achievement in the two groups and examining the effect of cultural differences on the academic goals and outcomes of students. Stratified random sampling was used to select participants including of secondary school students from private and government schools. Information was collected using standardized questionnaires for evaluating cultural awareness and achievement. Statistical analyses using the t- test and correlation were done to assess any difference or relationship between the two variables. Result showed that private school students showed more cultural awareness as compared to government students because of their cultural interaction to different social settings and educational opportunities, while government school students shown high level of motivation towards achievement, which was largely shaped by community beliefs and family aspirations. The study concluded that both cultural awareness and achievement contribute significantly to academic success of students.

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

1. INTRODUCTION

The concept of 'cultural awareness' is related with knowledge, understanding and acknowledgment of cultural rituals, values, traditions and community behavior. Students who have a high level of cultural awareness tend to be more skillful communicators, more cooperative, respectful, socially adjusted and better behaved academically. Private and government schools may change in terms of learning environment, facilities and cultural activities. This difference may have an impact on cultural awareness levels of students and, consequently, their academic performance. Education plays an important role in developing personality and career goals, where awareness of culture and academic performance will determine how successful one becomes academically. Students in private schools are likely to have better access to infrastructure and technology that might improve their cultural

awareness and performance. Understanding these differences will enable one to address the gap in education and achieve academic equality. The purpose of the research is to compare the level of cultural awareness and academic performance among students in government and private secondary schools. Given that it is a multicultural country such as [your country], students in government and private secondary schools may experience differences in education and cultures.

CULTURAL AWARENESS

Culture Awareness is basically being able to appreciate the fact that there are cultural distinction and commonalities that greatly affect people's perceptions and interactions. This is an essential first step towards culture appreciation, which requires one to reflect on their own cultural upbringing and biases to help one understand the context of their view and not mistakenly assume it is universal. Through this awareness of the cultural aspects of interaction individuals can develop empathy, enhance relationships and effectively communicate regardless of cultural differences in various settings such as classrooms, work places and universally. In essence, moving from culture awareness to cultural consciousness and ability will help reduce misinterpretation, generalization and enhance participation.

ACADEMIC ACHIEVEMENT

Academic achievement is defined as the progress achieved by an individual in his/her academic life. However, academic achievement is not just about obtaining high grades; rather, it shows how much knowledge an individual has gained from his/her academic curriculum. There are many indicators of academic success. These indicators include the marks that an individual receives in exams. Many factors contribute to academic success including personal effort, quality of education received, family contribution and sincerity. Overall, academic achievement is a sign of success.

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)** Students in private schools showed higher levels of multicultural competence than those in government schools. Exposure programs, in terms of culture, were a big deal. ^{2}
- 3. NCERT (2020)** reported that culturally inclusive study plans help bridge achievement gaps among diverse student community. ^{3}
- 4. UNESCO (2021)** also stressed the need for integrated structure 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 insufficiently studied in empirical research. government and private schools that explicitly examines cultural awareness alongside academic achievement. ^{5}
- 6. Mehta and Patel (2022)** found that students in culturally complete 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 learning needs effectively, fostering both academic success and social-emotional development.^{9}
10. **Agarwal (2023)** government school students had limited cultural experience, improving their achievement.^{10} improve
11. **Williams (2023)** culture-based learning strategies (festivals, activities, arts enhance achievement among secondary students.^{11}
12. **Singh & Varma (2024)** Their study shows that schools promoting cultural understanding report higher academic achievements and improved teacher–student relationships.^{12}

3. RESEARCH GAP

The current literature review covered from 2018 to 2024 clearly shows that socio-cultural and psychological factors play a significant role in improving academic performance of the learners. Many scholars have suggested that cultural awareness, intercultural competence and ethical viewpoints beneficially modify the learning behavior of the students, their involvement in classroom activities and their overall educational progress. There are many gaps in the current literature, firstly, a large number of studies have centered on psychological aspects of multicultural awareness without exploring its connection with academic results. Secondly, there are very few attempts made to study the relationship between cultural awareness and academic achievement together. Thirdly, in India, most of the researches have been conducted in urban settings, whereas very few researches have been undertaken on rural and semi-urban students. Since these students come from different socio-cultural background and family structure, they have not received much scholarly focus which affects our understanding about how cultural awareness functions under different school settings. Fourthly, only a few studies have explored how institutional culture, attitude of teachers, peer diversity and classroom practice help in developing cultural awareness among the students and affect their academic performance.

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

- Only students of government and private secondary schools were selected only.
- Only Meerut is included geographical aspect.
- There are 200 students in the sample.

7. METHODOLOGY

In the current study, the researcher survey method to fulfill the research objectives effectively.

7.1 sample of the study

In the present study sample of 200 students (100 student's government schools and 100 student's 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.

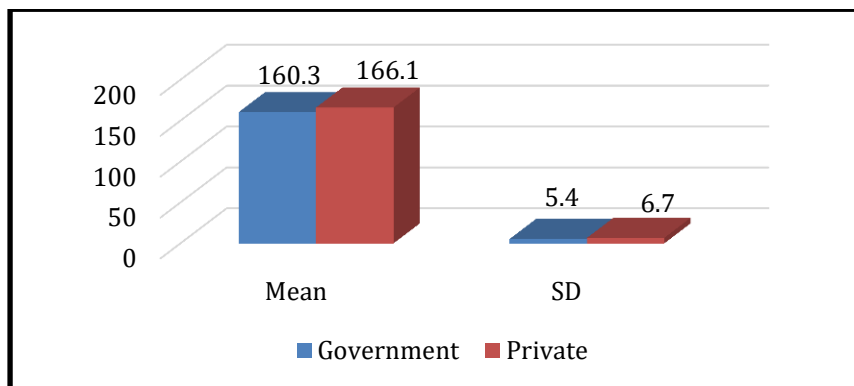
Hypothesis 1: There is no significant difference between government and private secondary level students on cultural awareness.

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 school’s students.

8.2 Academic Achievement

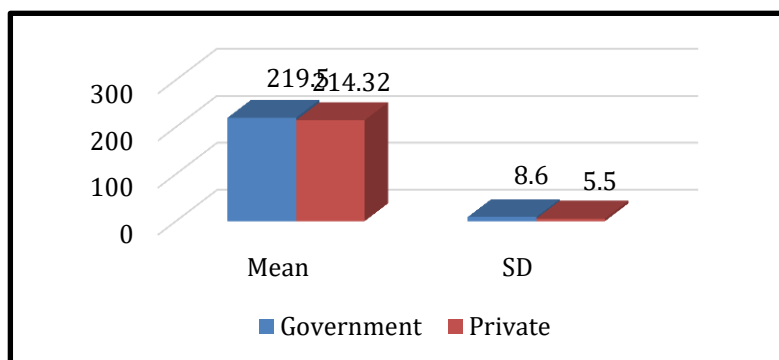
Hypothesis 2: There is no significant difference between government and private secondary level students on Academic Achievement

Table 2: Showing the Mean, SD, T- value and level of 100 governments 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. Following on the results from Academic Achievement, students attending government schools achieve better academic performance.

9. CONCLUSION OF THE STUDY

The current study clearly highlights some significant differences between secondary school students from government and private schools regarding the key role played by cultural awareness in affecting the achievement motivation of students. The results indicate that due to more educational resources and exposure to different cultural settings, students from private schools are more culturally aware than students from government schools. Moreover, it has been observed that government school students often face problems such as lack of varied perspectives, extracurricular activities, and academic help, which may lead to poor academic achievements. On the other hand, there is a significant positive correlation between success achievement and cultural awareness. The results reveal that students having high levels of cultural awareness are also highly motivated toward academics. The current study clearly highlights the importance of incorporating cultural diversity into educational settings for increasing student achievements. It has been seen that parents' educational attainment significantly affected students' achievement and cultural awareness.

10. EDUCATIONAL IMPLICATIONS

- **Improving academic performance**
- **Cultural awareness enhancement**
- **A balanced approach to academic and cultural development**
- **The integration of curricular and co-curricular activities**
- **Teacher development**

11. SUGGESTIONS FOR FUTURE RESEARCH

- Future research may examine the relationship between Cultural Awareness and performance in elementary and higher levels of education.
- Examining the effect of gender roles and societal norms on students' educational aspirations.
- Conducting the study in other geographical areas such as suburban, semi-urban, and tribal areas.
- Examining to improve motivation and reduce academic Stress.

REFERENCES

1. **Sharma, K. (2019).** Relationship between cultural sensitivity and academic achievement of secondary students. *Delhi Journal of Education*, 7(1), 34–42.^{1}
2. **Kumari, P., & Rani, S. (2020).** Multicultural competence among government and private school students. *Indian Journal of Education*, 12(1), 55–62.^{2}
3. **NCERT (2020).** National Curriculum Framework for School Education. New Delhi.^{3}
4. **UNESCO (2021).** Reimagining Our Futures Together: A New Social Contract for Education Paris.^{4}
5. **Kumar, R. (2022).** Cultural awareness and academic achievement among secondary school students. *Indian Journal of Educational Research*, 10(2), 45–56.^{5}
6. **Mehta, S., & Patel, R. (2022).** Cultural inclusivity and academic achievement in Indian secondary schools. *Indian Journal of Teacher Education*, 13(2), 56–68.^{6}
7. **OECD. (2022).** Education at a glance: Equity and inclusion indicators. OECD Publishing.^{7}
8. **Banks, J. A., & Banks, C. A. M. (2023).** Multicultural education: Issues and perspectives (10th ed.). Wiley.^{8}
9. **Sleeter, C. E. (2023).** Multicultural education and academic equity in contemporary classrooms. Routledge.^{9}
10. **Agarwal, R. (2023).** Cultural exposure and academic outcomes in Indian schools. *Journal of Educational Research*, 14(2), 45–56.^{10}
11. **Williams, D. (2023).** Culture-based learning and student performance in secondary schools *Journal of Educational Psychology*, 115(3), 412–425.^{11}
12. **Singh, R., & Verma, A. (2024).** Cultural rootedness and academic performance under NEP-2020 reforms. *Journal of Indian Education*, 50(1), 33–47. NCERT (2020). National Curriculum Framework for School Education. New Delhi.^{12}