

Effect of academic achievement on the cultural diversity as a catalyst of school students.

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ABSTRACT: The present study investigates the effect of academic achievement on cultural diversity as a catalyst of school students. Sample of the study consisted of 40 male and 40 female students of class 8th and class 10th standard of govt. and private schools of Pithora block in Mahasamund district of Chhattisgarh. Statistical technique such as ANOVA with 2, academic achievement (low & high groups) x 2, age groups (13-14, 15-16 years) X 2, Gender (Boys & girls) factorial design was used. The study revealed that there is significant effect of academic achievement on cultural diversity as a catalyst of high school students, Gender yielded significant effect on the cultural diversity as a catalyst.

Keyword: Cultural Diversity, Academic Achievement, Catalyst.

INTRODUCTION: The goal of education is to reform all sectors of the system to achieve its purpose. As a result of it, the whole education system is focusing on measures to improve the Academic Achievement of learners, ways to emulate student personality traits to shape their personality, the organization of Personality Development programs, the effectiveness of teachers, school improvement programs, evaluation systems, feedback programs of various kinds, etc.

The term academic achievement refers to the outcome or performance of education. Thus, it provides information about whether a person has achieved specific goals in instructional environments. As it consists of multiple domains of learning, it should be considered to be a variety of different construct. Thus, when defining academic achievement, it is essential to observe the indicators used to measure it. It doesn't coequence what indicator is used to measure academic achievement, the factors that influence it are general intelligence, achievement motivation, recognition, interest, attitude, aptitude, personality, cultural diversity, etc. Cultural diversity is an example of such a factor and it unites individuals, societies, and peoples as the whole of humanity. As a source of innovation, creativity, and exchange, cultural diversity contributes to humanity's future. Culture is a broad concept and it embodies all aspects of human life, and it may mean different things to different people. This is why it is hard to reach an agreement on a single definition of culture.

“Culture is that complex whole which includes knowledge, beliefs, arts, morals, law, customs, and other capabilities and habits acquired by man as a member of society.” E.B. Tylor the English anthropologist (book Primitive Culture in 1871)

An integrated pattern of human behavior culture includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships, and expected behaviors of a racial, ethnic, religious, or social group; and the ability to transmit the above to succeeding generations. Thus culture refers to the collective set of beliefs, values, knowledge, experience, attitudes, meanings, religion, objects, and properties shared by human groups and transmitted from generation to generation. It is a well-known fact that the performance of students depends on various physical and psychological factors. Particularly, high school students are passing through the adolescent period, and they are very accessible to problems of various kinds. So their academic achievement is affected to a greater extent. Thus, we have considered these variables in the present study.

In the ever-evolving landscape of education, the connection between academic achievement and cultural diversity stands as a critical juncture shaping the future of our global society. The classrooms of today are microcosms of diverse cultures, reflecting the rich tapestry of the world we inhabit. This interplay between academic success and cultural diversity not only influences the individual trajectories of students but also serves as a powerful catalyst for fostering inclusivity, tolerance, and understanding within the broader educational framework.

As academic achievement becomes an increasingly prominent benchmark of success in educational systems worldwide, it is imperative to delve into the different ways in which it intersects with and influences cultural diversity among school students. This exploration transcends traditional educational paradigms, aiming to unravel the symbiotic relationship that exists between the academic accomplishments of students and the cultivation of a culturally diverse and enriched learning environment.

This study seeks to unpack the how academic achievement acts as a catalyst, shaping and being shaped by the diverse cultural backgrounds of students. By understanding how academic success and cultural diversity intersect, educators and policymakers can better design strategies that not only enhance academic outcomes but also promote a more inclusive and culturally aware educational ecosystem.

Through this exploration, we aspire to shed light on the transformative potential of academic achievement as a vehicle for breaking down cultural barriers, fostering mutual respect, and nurturing a generation of students who are not only academically proficient but also culturally competent.

METHODOLOGY:

In present study total 40 male and 40 female students of class 8th and class 10th standard have been taken from govt. and private schools of Pithora city in Mahasmund District . We have considered previous year student’s annual result for Academic achievement and used Self prepared cultural diversity inventory.

To test whether the difference in the cultural diversity as a catalyst in low and high Academic achievement groups is significant or not ANOVA with 2, Academic achievement (low & high groups) x 2, age groups (13-14, 15-16 years) X 2, Genders (Boys & girls) ,factorial design was used and F value was computed and its summary is presented in table.

Source	SS	Df	Ms	F
C.D	19.394	1	19.394	0.280 NS
Age	391.744	1	195.872	2.825 NS
Gender	294.982	1	294.982	4.254 S
C.D * Age	146.667	1	146.667	2.115 NS
C.D * Gender	43.636	1	43.636	0.629 NS
Age * Gender	126.109	1	126.109	1.819 NS
C.D * Age * Gender	1.212	1	1.212	0.017 NS
Error	4923.500	72	69.345	

*C.D-cultural Diversity From the table it can be observed that the F- value for Academic achievement is significant (F = 0.280, df-1, 72; no significant) reflects that mean score on the cultural diversity as a catalyst of low and high Academic achievement group is not differ significantly.

This means that Academic achievement yielded no significant effect on the cultural diversity as a catalyst .Thus the hypothesis that is there is no significant effect of Academic achievement on the level of cultural diversity as a catalyst of high school student is accepted.

From the table it can be observed that the F-value for age is not significant (F = 2.83 df=1, 72,no significant), reflects that mean score on the cultural diversity as a catalyst of 13-14 years and 14-15 Age group do not differ significantly.

This means that Age yielded no significant effect on the cultural diversity as a catalyst. Thus the hypothesis is accepted.

From the table it can be observed that the F- value for Gender which is significant, ($F = 4.24$, $f=1,72$). This means that Gender yielded significant effect on the cultural diversity as a catalyst. Thus the hypothesis is not accepted.

From the table it can be observed that the F- value for Interactional effect of Academic Achievement and Age is not significant ($F = 2.11$ $df = 1,72$) This means that cultural diversity yielded no significant Interactional effect of cultural diversity and Age on the cultural diversity as a catalyst of high school student. Thus the hypothesis is accepted

From the table it can be observed that the F- value for Interactional effect of Academic achievement and Gender is not significant ($F = 0.629$, $df = 1, 72$) This means that Academic achievement yielded no significant Interactional effect of cultural diversity and Gender on the cultural diversity as a catalyst of high school student. Thus the hypothesis is accepted.

From the table it can be observed that the F- value for interactional effect of Age and Gender is not significant ($F=1.819$, $df = 1, 72$). This means that academic achievement yielded no significant Interactional effect of Age and Gender on the cultural diversity as a catalyst of high school student. Thus the hypothesis is accepted.

From the table it can be observed that the F- value for Interactional effect of academic achievement, Age and Gender. is not significant ($F=0.017$, $df=1,72$). This means that academic achievement yielded no significant Interactional effect of academic achievement, Age and Gender on the cultural diversity as a catalyst of high school student. Thus the hypothesis is accepted.

CONCLUSION:

Presenting sum and substance of the present investigation, it can be claimed that valuable information has been obtained by studying analytically, the effect of Academic achievement on the cultural diversity as a catalyst of high school students in relation to Gender and age. The information obtained regarding the effect of Academic achievement on the cultural diversity as a catalyst led the researcher to conclude that there is a significant effect of Academic achievement on the cultural diversity as a catalyst high school student. Similarly for the effect of age there is no significant effect of Age on the cultural diversity as a catalyst of high school students. Further in this study result concluded that Gender has significant effect on the cultural diversity as a catalyst of high school students. Again interactional effect of academic achievement and Age has no significant effect on the cultural diversity as a catalyst of high school students. While Interactional effect of academic achievement and Gender has no significant effect on the cultural diversity as a catalyst of high school students. Again Age and Gender have no significant effect on the cultural diversity as a catalyst of high school students. While Interactional effect of

Academic achievement, Age and Gender has no significant effect on the cultural diversity as a catalyst of high school students.

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