



A STUDY OF CULTURAL AWARENESS AND ACADEMIC ACHIEVEMENT MOTIVATION OF STUDENTS OF RURAL AND URBAN SECONDARY SCHOOL

NEEMA DEVI, Dr. SUDHA SHARMA

¹Research Scholar College of Education, IIMT University, Meerut

²Assistant Professor College of Education, IIMT University, Meerut

Abstract

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

Keywords: Cultural Awareness, Achievement Motivation, Rural and Urban Students, Secondary Education, Academic Performance.

Introduction

Education plays a crucial role in shaping an individual's personality, career aspirations, and overall development. Among the many factors influencing students' academic success, Cultural Awareness and Achievement Motivation stand out as significant determinants. Cultural awareness refers to an individual's understanding and appreciation of different cultural backgrounds, traditions, and societal values, which can impact their learning experiences and interactions. On the other hand, achievement motivation is the internal drive that pushes students to set and attain academic and personal goals.

In a diverse country like [your country], students from rural and urban areas often experience differences in educational exposure, social interactions, and cultural influences. Urban students typically have access to better infrastructure, technology, and extracurricular opportunities, which may enhance their cultural awareness and broaden their perspectives. Meanwhile, rural students, though often facing limited resources, may develop strong intrinsic motivation driven by family values and community expectations. Understanding these

differences is essential to bridging the gap in educational opportunities and fostering equal academic growth.

This study aims to compare the levels of cultural awareness and achievement motivation between secondary school students from rural and urban areas. By analyzing these factors, the research seeks to identify key disparities and their impact on students' academic performance. Additionally, the study will offer recommendations for educators and policymakers to enhance students' learning experiences, ensuring a balanced approach to cultural exposure and motivation across both rural and urban settings.

Cultural Awareness

Cultural awareness refers to the understanding, recognition, and appreciation of different cultural identities, beliefs, values, traditions, and social behaviors. It involves being conscious of one's own cultural background while also respecting and acknowledging the cultural differences of others. Cultural awareness plays a crucial role in shaping an individual's perceptions, interactions, and adaptability in a multicultural society.

In the context of education, cultural awareness influences students' learning experiences, communication skills, and social interactions. It helps them develop open-mindedness, empathy, and tolerance toward diverse perspectives. Students with high cultural awareness are better equipped to engage in collaborative learning, navigate global challenges, and build inclusive communities. Cultural awareness at the secondary school level refers to students' understanding and appreciation of diverse cultures, traditions, and perspectives within their own community and the world. This stage of education is crucial for shaping students' social attitudes, interpersonal skills, and global outlook. Secondary school students are at a developmental phase where they begin to critically analyze societal structures, form their values, and engage with peers from different backgrounds. Enhancing their cultural awareness can contribute to personal growth, academic success, and social harmony.

Achievement Motivation

Achievement Motivation is the internal drive or desire to accomplish goals, excel in tasks, and attain success in personal, academic, or professional endeavors. It is a crucial psychological factor that influences how individuals approach challenges, persist in difficult situations, and strive for improvement. Achievement motivation determines a person's willingness to put in effort, overcome obstacles, and take responsibility for their successes and failures.

Types of Achievement Motivation

1. Intrinsic Motivation:

- o Driven by personal satisfaction, curiosity, and a love for learning or achieving.
- o Example: A student studies hard because they enjoy gaining knowledge

2. Extrinsic Motivation

- o Influenced by external rewards such as grades, praise, awards, or social recognition.
- o Example: A student works hard to get good grades and win a scholarship.

Key Characteristics of Achievement Motivation

- **Goal-Oriented Behaviour:** Individuals set specific, challenging, and achievable goals.
- **Persistence:** They continue working toward their goals despite obstacles.
- **Desire for Excellence:** Striving to improve and achieve high standards.

Achievement motivation refers to the internal drive that encourages students to set, strive for, and accomplish academic and personal goals. At the secondary school level, this motivation plays a crucial role in shaping students' academic performance, career aspirations, and overall development. It determines how much effort a student puts into learning, how they handle challenges, and their persistence in achieving success. Academic performance at the secondary level is influenced by various psychological and social factors, among which cultural awareness and achievement motivation play significant roles. Both elements shape students' learning experiences, cognitive development, and ability to interact in diverse educational environments.

Impact of Cultural Awareness on Academic Performance

1. Enhances Critical Thinking Skills

- Exposure to diverse cultural perspectives helps students think critically and understand different viewpoints, improving their analytical and problem-solving abilities.

2. Improves Communication and Collaboration

- Culturally aware students are better at expressing their ideas and engaging in meaningful discussions with peers from different backgrounds.
- Enhances teamwork and cooperation in group projects, leading to better learning outcomes.

3. Reduces Prejudice and Promotes Inclusivity

- Encourages respect for diversity, creating a positive and inclusive classroom environment where students feel valued and motivated to participate actively.

4. Boosts Confidence and Social Adaptability

- Students with high cultural awareness develop better adaptability, making it easier for them to engage in new learning experiences and educational challenges.

5. Encourages Global Perspectives in Learning

- Exposure to different cultures helps students understand global issues, making their learning more relevant and applicable to real-world situations.

Impact of Achievement Motivation on Academic Performance

1. Increases Effort and Persistence

- Motivated students put in consistent effort, set academic goals, and persist in overcoming learning difficulties.

2. Enhances Goal setting and Time Management

- Students with high achievement motivation set clear academic goals and manage their time effectively, leading to better performance.

3. Boosts Self-Efficacy and Confidence

- A strong motivation for achievement increases self-belief, helping students take on academic challenges without fear of failure.

4. Encourages Active Learning and Curiosity

- Motivated students are more likely to engage in deep learning rather than rote memorization, leading to better understanding and retention of knowledge.

5. Leads to Higher Academic Aspirations

- Students with high achievement motivation aim for excellence, aspire to pursue higher education, and actively seek opportunities for self-improvement.

Combined Effects of Cultural Awareness and Achievement Motivation on Academic Performance

- **Holistic Development:** A combination of cultural awareness and achievement motivation leads to well-rounded students who are not only academically successful but also socially and emotionally intelligent.
- **Improved Classroom Engagement:** Motivated students with cultural awareness actively participate in discussions, collaborative projects, and extracurricular activities.
- **Reduced Academic Stress:** Understanding diverse perspectives helps students manage academic pressure better, as they develop adaptability and coping skills.
- **Better Career Readiness:** Students with cultural awareness and achievement motivation are better prepared for higher education and career opportunities in a globalized world.

Review Related Literature

(Abdulla & Alkaabi, 2023) The study seeks to examine the role of educators in promoting cultural awareness and heritage inside schools in Abu Dhabi. A descriptive and correlational design was utilized, involving the recruitment of 339 teachers. Questionnaires were disseminated via the web platform SurveyMonkey, and the collected data was analysed using SPSS version 22. The findings indicated a substantial correlation between teacher-organized programs and practices (p -value = 0.000), the enhancement of students' interpersonal roles (p -value = 0.000), and role behaviour (p -value = 0.000) with cultural and heritage awareness among students to address global challenges. Furthermore, teachers played a crucial interpersonal role in enhancing students' awareness of culture and heritage to address global challenges. The study determined that teachers significantly influence the reinforcement of cultural and heritage awareness among pupils in Abu Dhabi schools.

(Alraqiq et al., 2021) The objective of this study was to evaluate the effect of a full-day workshop on enhancing cultural awareness among entering first-year (DDS-I) and post-doctoral (PGY-I) dental students at Columbia University College of Dental Medicine. Methods: The workshop aimed to enhance students' cultural awareness concerning identity dimensions, acknowledgment of power and privilege, significance of cross-cultural understanding and communication, and the importance of self-reflection through direct instruction, interactive discussions, and reflective writing. A convenience sample of 83 DDS-I students and 30 PGY-I students from the 2019 enrolments cohort was recruited. Evaluations comprised pre- and post-workshop surveys, facilitator interviews, and a formal workshop assessment. Descriptive and bivariate analyses of student responses were conducted to evaluate cultural awareness within and within student groups. Facilitator interviews and student comments were subjected to qualitative analysis to discern emerging themes. The post-workshop survey indicated elevated global cultural awareness among both student groups, with DDS-I reporting a mean of 3.46 (SD = 0.38) and PGY-I a mean of 3.47 (SD = 0.30), compared to the pre-workshop survey where DDS-I had a mean of 2.98 (SD = 0.34) and PGY-I a mean of 2.90 (SD = 0.47). This difference was statistically significant ($p < 0.001$ for both groups). Quantitative analysis indicated that the workshop facilitated discourse on sensitive subjects, enhanced cultural awareness among students and teachers, and offered faculty diverse perspectives on cultural awareness. Conclusions: The all-day session successfully enhanced dental students' self-assessed cultural awareness and their ability to cultivate cross-cultural professional relationships.

(Ličen et al., 2021) Context: Assessments of nursing students' cultural awareness are essential to evaluate educational initiatives aimed at enhancing nurses' cultural competency skills. This study aimed to evaluate the cultural awareness of undergraduate nursing students. A nonexperimental, cross-sectional approach was utilized with a purposive sample of 149 undergraduate nursing students. Data were gathered via the Cultural Awareness Scale (CAS). Results: The findings indicate that the nursing students exhibited a moderately high level of cultural awareness across all CAS subscales ($M = 194.0$). No statistically significant variations were seen between the students' demographics (gender and age) and other variables (year of study and religion) for the overall CAS score ($p > .05$). Discussion: Given the favourable outcomes of this study, future evaluations should focus on both the transcultural nursing content and the diverse ways for imparting cultural competence.

(Gao et al., 2020) This study sought to elucidate the links among school atmosphere, proactive personality, achievement motivation, and the trait of creativity in primary school kids through a route model. We assessed 603 Chinese primary school pupils regarding their perceptions of school climates and their relationships with instructors and peers. The findings demonstrated that school climate had a direct and substantial effect on kids' attribute creativity. Both proactive personality and achievement drive served as mediators in the relationship between school climate and trait creativity. The findings indicate that schools ought to cultivate an open and tolerant environment that promotes innovation, while recognizing the significance of positive teacher-student and peer relationships in this context.

Hofstede, Hofstede & Minkov (2010) note that different cultural values between students and their teachers can become a source of problems which can hinder the process of learning. Adding to these difficulties are the different expectations of societies (Hofstede, et al., 2010). This is especially true if the teacher has a western perspective of education where students are expected to speak up and give opinions. However, from the Asian students' perspective, it is improper to speak up if not spoken to directly by the teacher (Hofstede et al., 2010) as they conceive themselves as part of a group. The idea among members of a group is not to stand out but blend in.

Statement of Problem

A Comparative Study of Cultural Awareness and Achievement Motivation of Students of Rural and Urban Secondary School

Objectives

1. To study and compare the cultural awareness of rural and urban secondary level students.
2. To study and compare the cultural awareness of rural and urban secondary level students.

Hypothesis

1. There is no significant difference between rural and urban secondary level students on cultural awareness.
2. There is no significant difference between rural and urban secondary level students on academic achievement motivation.

Delimitation

- Selected only secondary school students from both urban and rural.
- Only Meerut is covered geographically.
- There are 200 students in the sample.
- Beyond cultural awareness, no other psychological factors influencing academic motivation are examined in this study.

Methodology

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

Area of study

The study conducted mainly in the Meerut, UP.

Sample of Study

In the present study sample of 200 students (100 students urban area and 100 students rural area) were taken using proportionate simple random sampling technique.

Tools for the Study: tools used to be:

Cultural Determination Scale – developed by Dr. N.S. Chauhan.

Academic Achievement Motivational Test – developed by Dr. T.R. Sharma.

Statistical Analysis: The collect data were tabulated and analysed using descriptive statistics namely Mean, Standard deviation, t-test and correlation to got results.

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

Table 1: Showing the Mean, SD, T- value and level of significance of 100 Rural and 100 Urban students on Cultural Awareness.

Variable	Cultural Awareness					
Students	N	M Score	SD Score	T- Value	Significance of level 0.05 & 0.01	Result
Urban	100	160.3	5.4	4.4	1.96 & 2.59	Null Hypothesis Rejected
Rural	100	166.1	6.7			

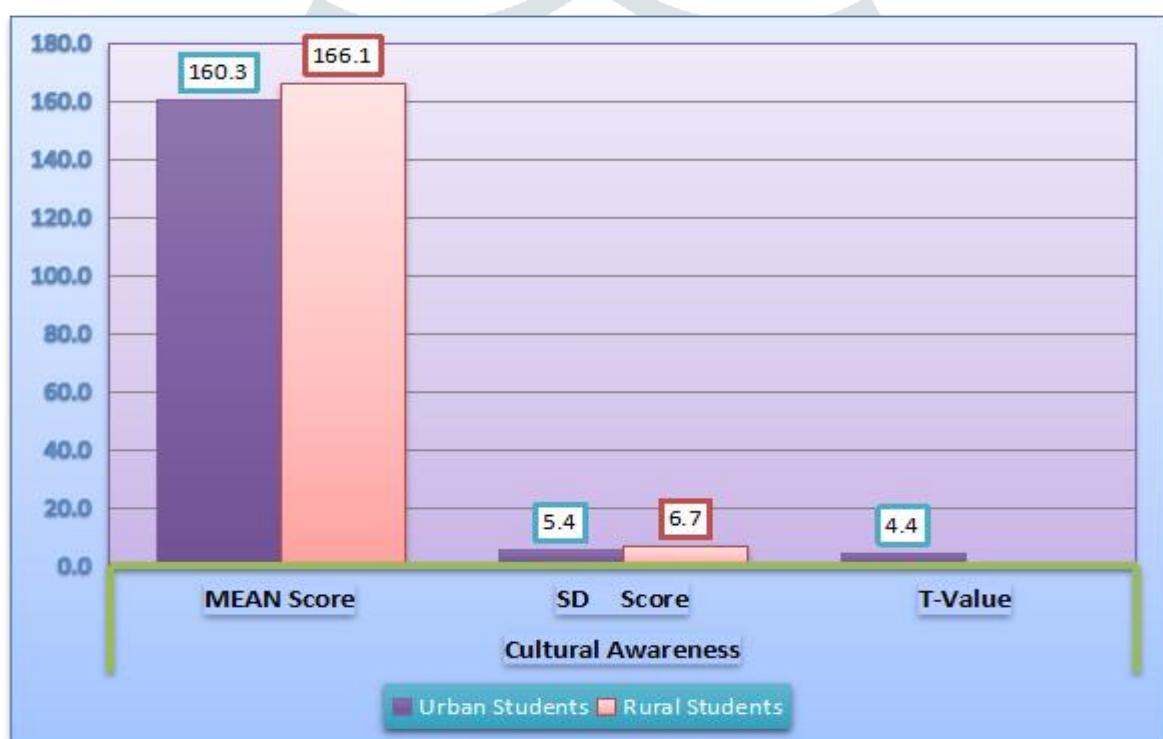


Figure 1

Interpretation:

Table 1 shows that Mean score of urban students for Cultural Awareness are 160.35 ± 5.4 and rural students are 166.10 ± 6.7 the calculated t-value is 4.4 which is significant at 0.05 level of significance. it indicates that there is significant difference between the urban students and rural students on their level of Cultural Awareness . Thus our Null hypothesis that “There is no significant difference between rural and urban 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 rural areas.

Hypothesis 2: There is no significant difference between rural and urban secondary level students on Academic Achievement Motivation.

Table 2: Showing the Mean, SD, T- value and level of significance of 100 Rural and 100 Urban students on Academic Achievement Motivation.

Variable	Academic Achievement Motivation					
Students	N	M score	SD score	T-Value	Significance of level 0.05 & 0.01	Result
Urban	100	219.5	8.6	3.18	1.96 & 2.59	Null Hypothesis Rejected
Rural	100	214.32	5.5			

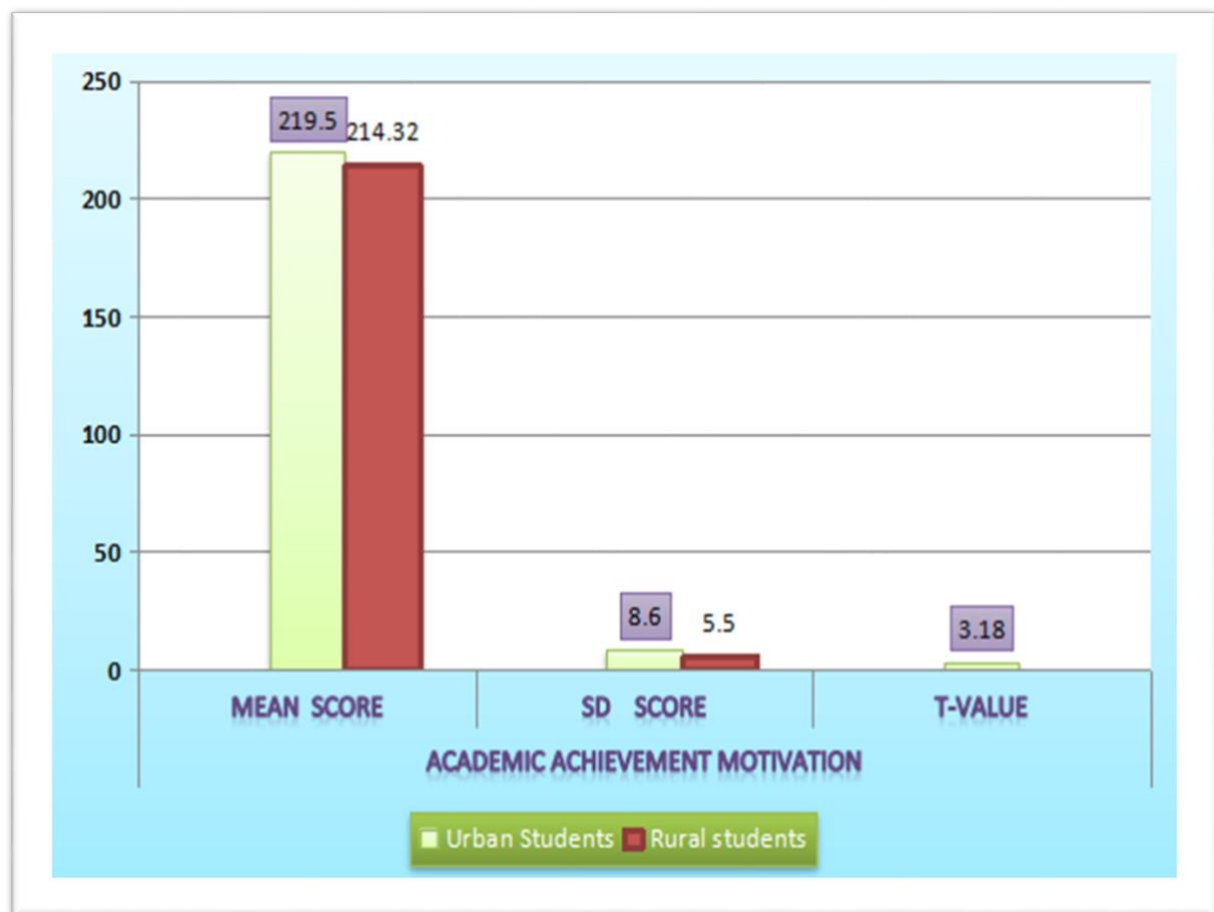


Figure 2
Interpretation:

Table 2 shows that Mean score of urban students on Academic Achievement Motivation are 219.5 ± 8.6 and rural students is 214.32 ± 5.5 the calculated t-value is 3.18 which is significant at 0.05 level of significance . it indicates that there is significant difference between the rural and urban students on their level of Academic Achievement Motivation. Thus our Null hypothesis that “There is no significant difference between rural and urban secondary level students on Academic Achievement Motivation.” is rejected at 0.05 level and 0.01 level of significance. According to findings Academic Achievement Motivation are found to be higher among students from urban areas.

Suggestions for Further Study:

1. Further research might examine Cultural Awareness and academic achievement motivation across elementary, and higher education levels.
2. Analysis the impact of gender roles and societal expectations on students' educational aspirations.
3. 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.

4. Identifying intervention strategies to improve motivation and reduce academic pressure.

Conclusion

This study reveals notable differences between secondary school pupils in rural and urban areas, 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 urban kids have higher levels of cultural awareness and achievement motivation. Rural 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 motivation and general academic achievement. Additionally, the study finds a substantial positive relationship between success motivation 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 motivation and engagement. Furthermore, it was discovered that parental educational attainment had a major impact on students' motivation and cultural awareness, highlighting the significance of family background in forming academic goals.

The findings highlight the necessity of focused interventions, such as teacher training programs, culturally inclusive curricula, and interactive learning opportunities that expose students to a range of viewpoints, to improve cultural awareness among rural students. To close the achievement motivation gap, educators, legislators, and schools must cooperate to provide an inclusive learning environment that promotes cultural sensitivity and individual development. To guarantee that all students, regardless of location, have equal opportunities for academic success, future research should include long-term interventions and other socioeconomic issues that affect student motivation.

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