A STUDY ON THE IMPACT OF SCHOOL PRACTICES ON THE DEVELOPMENT OF CULTURAL VALUES AND THE SENSE OF BELONGINGNESS IN ADOLESCENTS

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Abstract

The paper offers the results of an extensive investigation into how school activities or practices affect adolescents' sense of belonging and the development of cultural values. The study utilized a carefully designed questionnaire to collect data from 80 students in different Delhi NCR schools. The data was then subjected to a rigorous quantitative analysis. The study's results reveal an important finding that there is no significant relationship between school policies and the cultural values and sense of belonging that adolescents encounter. The findings which were obtained through careful statistical analysis emphasize the complex dynamics that are present in learning environments and how they affect the development of adolescents. Based on these results, the study makes the case that fosteringawel coming and good school climate is crucial. The establishment of an atmosphere that is marked by an unwavering dedication to promoting dignity, respect and meaningful engagement becomes essential in aiding adolescents' growth and feeling of community. Educational institutions can facilitate improved student well-being and academic success by tackling negative experiences and attitudes head-on. This will ultimately shape a more lively and peaceful learning environment.

Keywords-Cultural Values, Feeling of Belongingness, School Practices

Introduction:

Adolescents' feeling of belonging and cultural values are being nurtured by education, which is becoming more and more important in a world that is changing quickly due to globalization and technology breakthroughs that forever alter society norms and cultural dynamics. Transmitting cultural legacy, maintaining customs, and forming people's identities within their communities are all made possible in large part by the education system. Even so, there is still a critical need to assess and improve how well our knowledge systems are able to meet the changing demands of today's kids, even in the face of tremendous success in education. This study explores the complex relationships that exist between education, cultural values, and adolescent belonging. In the context of shifting societal dynamics, itinvestigates howeducational procedures affectt eenagers' conceptions of who they are, where they belong, and how they relate to their cultural heritage. Utilizing interdisciplinary viewpoints from the fields of education, psychology, sociology, and cultural studies, this research endeavors to offer a thorough comprehension of the obstacles and possibilities associated with advancing cultural identity and cultivating a nurturing educational atmosphere for teenagers. Adolescents' feeling of cultural identity and belongingness is strongly correlated with their mental health and wellness. It is crucial to comprehend how educational surroundings might mitigate or

intensify these worries in order to foster optimal psychological development. Zaatari & Ibrahim (2021), conducted a study on What factors contribute to adolescents sense of belongingat school?. The result showed that teenagers had unique and distinct perceptions of safety and school social norms, peer relationships, teacher- student relationship, classroom procedures and parental involvement than did their teachers. Teenagers seemed more focused on these described elements. Franck & Luciana (2022), also conducted a study on the Feeling of Belonging at School: Deceptive Notion of a School-Size Effect. The study report made the argument that earlier research understated the influence of school size on students' feeling of belonging and that classroom dynamics may be more important in determining students sense of belonging that previously believed. Another study was also conducted by Park & Kim (2023), on the impact of cultural activities on multi-cultural adolescents' adjustment to School Life and revealed that cultural and leisure activities significantly impact multicultural adolescents school life adjustment and self-esteem. Marvi (2023), has also talked about Cultural Diversity's Effect in Secondary School Classrooms. The findings revealed that diversity in classrooms impacts students behavior, moral values and understanding of other cultures. Teachers guide studentsthrough study time and discussions, teaching moral values and positive concerns. While some teachers prefer a single culture-classroom. Mostly see diversity as beneficial as it allows students to learn about equality and the rights of all humans. Portillo& Thao (2023), conducted a study on cultural influences on Academic Achievement in the Classroom. The findings revealed that the student aspirations are influenced by culture and students are likely to care or bother less about their academic performance if they believe that they are not valued or expected to succeed. Similar observations were made by Zengilowski (2023) to know the impact of students' feeling of identity influences their emotional, mental and verbal experiences throughout in-person and virtual conversations. The findings revealed that higher belonging students reported greater enjoyment, usefulness and involvement in classroom discussions while lower belonging students expressed sensitivity to peer judgment. Stubblebinet al.,(2024), conducted a study on who among us feels like they belong? Individuality and A Sense of Place in College. The findings revealed that agreeableness and extra version are both favorably correlated with a sense of belonging in college whereas neuroticism is adversely correlated with a sense of belonging. Furthermore, an exploratory analysis showed that students were more likely to attend large schools if they were less neurotic, more extraverted and less open.

OBJECTIVES

* To compare the impact of school practices on the development of cultural values and the feeling of belongingness between male and female students
* To study the perception of students about the impact of school practices on the development of sense of belongingness and cultural values in Adolescents.

HYPOTHESIS

The following hypotheses weretested statistically:

H1: There is no significant difference between impact of school practices on the development of cultural values and the feeling of belongingness between male and female students

H2: There is no impact of school practices on the development of cultural values and the feeling of belongingness in Adolescents.

RESEARCH METHODOLOGY

The present study was to study the impact of school practices on the development of cultural values and feeling of belongingness in students. The researchers used Descriptive Research Methodology to trace the impact on students by describing the status of school practices i.e. description of strategies and ways that schools of Delhi NCR are adopting to develop the cultural values in students. The research was carried out using the following sample and tools:

(I) Sample

In the present study, the sample consists of 80 adolescent students (40 girls and 40 boys) from CBSE affiliated schools of Delhi NCR using convenience sampling. The researchers selected schools of Delhi-NCR using convenience sampling from the list of schools from DoE. Out of selected schools, classes 6th to 8th were selected for data collection. Total 80 adolescents including 40 girls and 40 boys were selected as final sample.

(II) Tools & Statistical Techniques

Self-constructed Questionnaire was used in the present study. It has 20 items divided under two domains namely Cultural Values and Feeling of Belongingness. The questionnaire was on 5-points Likert's scale giving 100 as the maximum score and 20 as the minimum score. The responses were analyzed using t-test, percentage, mean value and graphical representation.

FINDINGS & DISCUSSION

Objective 1: To compare the impact of school practices on the development of cultural values and the feeling of belongingness between male and female students

The impact of school practices on the development of cultural values and the feeling of belongingness between male and female students was found out using t-test. Table 1 indicates that the mean value of male students is 80.1 and mean value of female students is 82.4 at degree of freedom (df) 78. The obtained t-value (0.3314) was found insignificant at 0.01 level of significance, which leads to acceptance of null hypothesis i.e. there is no significant difference between the impact of school practices on the development of cultural values and the feeling of belongingness in male and female adolescents. The findings of the present research were different from the research conducted by Akishina (2023) which advocates the impact of activities on developing and enhancing cultural climate in the school. That may be due to geographical and cultural differences in both researches.

Table 1: t-test value

Variables	Gender	N	Mean	Degree of Freedom	t-value	Result
Cultural Values	Male	40	80.1	78	0.3314	NS
Feeling of Belongingness	Female	40	82.4			

Objective 2: To study the perception of students about the impact of school practices on the development of sense of belongingness and cultural values in Adolescents.

To study the perception of students about the role of school practices on developing the sense of belongingness and the cultural values in adolescents, the percentage value was calculated on questionnaire which indicates that 50% adolescents agreed of impact of school practices on the development of cultural values and feeling of belongingness in whereas 45% adolescents presented their disagreement with the same. 5% of adolescents were neutral in their opinion on the role of schools in the development of the cultural values and feeling of belongingness in adolescents. This shows that adolescents feel valued, respected and connected in their school due to the school practices implemented. The same results were identified by Zaatari and Ibrahim (2021) who identified the factors affecting the sense of belongingness in students. The factors that came out of their research included favorable school climate, school activities, peer relationships, teacher-student relationship and parental involvement.

SIGNIFICANCE

For a number of reasons, it is crucial to comprehend how schools influence these significant facets of adolescent's identity in a world that is changing quickly. Firstly, it has a direct impact on fostering tolerance and cultural understanding. Schools have a significant impact on how adolescents perceive both their own and other cultures during a crucial period of identity formation. Practices that can promote tolerance, respect and admiration for people from different cultural origins are informed by research in this field, which eventually contributes to a more inclusive and peaceful society.

Secondly, it is crucial when considering diversity and inclusivity. In a world growing more interconnected and global, schools need to be welcoming to students from different cultural backgrounds. This study provides guidance to educational institutions on how to adopt policies that guarantee all students, regardless of cultural identification, have a sense of belonging and worth within the school community.

Furthermore, the importance goes beyond adolescent mental health and wellbeing. Positive connections to their cultural beliefs and a strong sense of belonging are associated with better mental health outcomes for adolescents. It is crucial to comprehend how educational methods can support these elements in order to support students psychological development during a vulnerable time in their life.

It is important for parents because it helps them make decisions about their children education. Parents can actively seek out educational institutions that encourage cultural identity and inclusivity by knowing hoe school surroundings affect these values. Equipped with insights from these studies, parents can champion policies and procedures that uphold cultural variety and cultivate a feeling of inclusion for every student. Additionally, they can interact with their adolescents using the insights, offering directions and encouragement as they make their way through school. As the result, this kind of research gives parents the confidence to actively participate in building welcoming environments that are advantageous to all the students.

The findings of this study have consequences for curriculum development and policy. This research can be used to inform the creation of curricula and educational policies that foster an inclusive and culturally aware learning environment. Teachers can also receive improved training on how to support students cultural principles and the feeling of inclusion.

In the context of the larger society, this research helps to create responsible global citizens who value and respect cultural diversity, which in turn promotes harmony and social cohesion. Adolescents who receive support in developing cultural values and a sense of belonging are being raised to be future leaders and active members of society who can make a big difference in creating a world that is more accepting, tolerant and cohesive. Essentially, this study's importance goes beyond the confines of academics, it affects many facets of a person's life and advances inclusion and general wellbeing in society.

SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be considered for planning future researches:

- It is suggested that further research should explore the different dimension other than cultural values and the feeling of belongingness.

- It has been suggested that the sample size taken in the study is 80 which is comparatively small. The researcher can take a large sample size for the better findings or result.

- It has also been suggested that the study was conducted in the schools of Delhi NCR. Researcher can expand the areas to know about the perception of students on a broader level.

- It has also been suggested that the study was only focused on students perceptions. Researcher can involve teachers and other stakeholders to know about their viewpoints as well.

- It has also been suggested that the study was conducted on the Adolescents i.e. the age group between 12 to 18-19. The researcher can conduct the further study on primary, pre-primary and higher levels as well.

CONCLUSION

The research explores the complex interplay between school policies and the formation of adolescents' cultural values and sense of belongingness. Based on athorough examination of data and statistical techniques, the results paint a complex picture of the ways in which school environments affect these important facets of development.

First, the statistical analysis shows no significant relationship between school practices and adolescents' cultural values and sense of belonging, especially when looking at the t-test with 78 degrees of freedom. The lack of statistical significance indicates that school procedures do not significantly affect these characteristics across gender groups. Beyond the data results, the study investigates the range of viewpoints that students have about how school policies affect students' feelings of cultural identity and belonging. A majority of the respondents (45%) disagree, showing negative experiences or opinions of the impact of school procedures, even if around half of them

acknowledge the positive influence of school policies in these areas. The study emphasizes how important it is to create a welcoming, respectful, and meaningfully participatory school climate in order to support the cultural development and sense of belonging of adolescents.

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