

IMPACT OF SOCIAL AND CULTURAL ASPECTS ON THE DEVELOPMENT OF THE EDUCATION SYSTEM

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ABSTRACT

If education fails to improve people's lives and make society more civilized, then it has failed in its primary aim and is useless. When it comes to making lasting changes in oneself, nothing is more effective than a good education. Three hundred and seventy students in their first and last years of college participated in the research. There were 283 total responders, with 75 men and 208 females participating. Impact of Social and Cultural Aspects on the Development of the Education System. Descriptive statistics, including frequency counts and mean scores, were used to the data obtained in order to shed light on the study's hypotheses and findings. According to the results of this research, students' experiences and interactions benefit greatly by exposure to other cultures. Students' experiences are more influenced by social-cultural learning than by their interactions with one another. The findings of this research help pave the way for the incorporation of sociocultural and E-Learning perspectives into the area of literary instruction. It also provides a fresh perspective on the factors that shape students' experiences and interactions in the classroom. In sum, education is crucial to improving one's standard of living. Because education plays such a crucial role in directing a person's life.

Keywords: Social, Cultural, Development, Education, System, etc.

INTRODUCTION

If education fails to improve people's lives and make society more civilized, then it has failed in its primary aim and is useless. When it comes to making lasting changes in oneself, nothing is more effective than a good education. Education has two purposes: on the one hand, it helps a person become more integrated into society by exposing them to its norms and values. Education and culture are inextricably linked; they support and enrich one another in every way that matters. As a result, there is no separating the two spheres of education and culture.

Man's cultural experiences are crucial to his development. A person's ability to adapt to their natural and social environments, the formation of their identity, their socialization, their use of freedom, their appreciation of different cultures, and their comprehension of the meaning of liberalism are all enhanced by an awareness of the many forms of culture. A person's family, community, and educational institutions all contribute to the education and culture they get. It is instructive to examine how our culture has evolved in light of the importance of culture and the function of education in the socialization and acculturation of a person.

The definition of culture must be established prior to examining the effect of education on culture. When we talk about a society's culture, we're referring to the ingrained set of values and beliefs that has been passed down through the generations and has a major impact on how its members behave. When people talk about a society's culture, they often mean all of the things that its members have learned and mastered through time. Culture exists to provide individuals and groups with behavioral patterns that have been demonstrated to be beneficial

to their well-being and the well-being of others, ensuring their own and others' continued success and survival. Culture refers to a society's shared norms of conduct across the social, biological, and ethnic categories. To have ideas, attitudes, and values is to have been influenced by one's culture, it seems.

There is a direct and unbreakable relationship between schooling and cultural development. The educational system of a society is shaped by its cultural norms. For instance, if a culture places a premium on spirituality, then that value will likewise permeate the educational system. An uncultured society will not have a stable educational system. Therefore, any society, region, or country's cultural pattern will strongly impact that country's educational pattern.

One of the important realities is that a person's cultural heritage is influenced by his educational background, which demonstrates the ultimate link between culture and education. Education is the way through which a person may learn the cultural values and norms that will help him and his community advance. At birth, every person is exposed to a set of cultural norms and values that will shape his character and influence how he acts in the world. Throughout his history, man has relied heavily on his culture to help him adapt to his surroundings, shape his character, and facilitate his ability to communicate. A person's awareness of the varied styles of action that are appropriate to that culture grows as a result of their educational experiences. An individual's education should teach them about the world around them and how to adapt to its cultural norms, beliefs, communication styles, regulations, policies, and behavioral expectations. Education raises students' general consciousness, teaching them how different disciplines have evolved through time and how to apply national values to their work.

Children's engagement with schooling is shaped by cultural norms prevalent in educational institutions. Students in individualist classrooms learn to think critically via personal study, class discussions, and debates. Teachers keep order in the classroom indirectly, stressing the need of student self-regulation and parental involvement in their child's education. Students in a collectivist school work together and help one another out when needed; they are respectful and quiet in the classroom so that everyone can concentrate on their work; teachers play a central role in the administration of the school; however, students' actions and attitudes are shaped by their peers; and parents defer to teachers' authority in the classroom.

SOCIAL AND CULTURAL ISSUES OF EDUCATION

The patterns of continued development of individuals, society, and the environment are significantly influenced by the social and cultural components of education, especially education for sustainable development. They are how we learn to communicate with one another and make sense of our shared reality. So, they improve the environment so that people can live in harmony and ease. Humanity's system of social and cultural values should include resource management as a natural part of it, one in which the distinction between material production on the one hand and scientific, spiritual values and relations to the environment on the other is clearly articulated. Humanity has finally realized that rising prosperity and national and global economies do not always go hand in hand with better living conditions for their people. This is why modern society places so much value on social culture. Humanizing education is incorporating topics like global history and spiritual principles into the classroom. When thinking about the "people-society-environment" relationship, it's crucial to see oneself as part of the environment and to accept one's role as a steward of the planet's resources for the benefit of future generations. A citizen's social and cultural upbringing ought to instill in them

a commitment to humanitarian action. An active and profound shift in humanity's collective awareness is required to build a cardinally new noospheric arrangement of human connections.

Humanization of Education

Not only in industrialized nations, but globally, science and technology served as the backbone of societal development. Therefore, the modern educational system prioritizes using technology. The vanguard of scientific activity was devoted to technological research, both basic and applied. It shaped the individual perspective each individual has of himself, his community, and his surrounding environment. Alongside this development came the very real possibility of disrupting the delicate equilibrium that exists between humans and the rest of the natural world and the social structures within it. Unfortunately, technocratic approaches did not produce the best conditions for the survival of human society or for each individual's full potential. This method was also detrimental to people's natural surroundings. Many scientific studies were conducted in an attempt to better understand and address these issues. Its goals included not just preserving the environment from further detriment but also bettering people's living situations and increasing their overall happiness. In this instance, the humanitarian aspect of the educational system was given a lot of focus. The significance of teaching about people's backgrounds and cultures grew.

All worldwide conferences dedicated to the issues of new methods in education have, over the last several decades, underlined the relevance of these factors in enhancing ties with the environment, not only of social institutions but of each person as an individual. Respect for life, liberty, justice, solidarity, tolerance, human rights, and equality between men and women were all themes that were highlighted in many of the texts produced during these forums. These publications also encouraged folks to adopt a unified stance that would ensure equitable interactions between societies and peaceful coexistence with nature. These proposals represent a watershed moment in the movement to humanize education for all people, having originated at the International Conference in Jotjen (Thailand). There were two major resolutions passed during the Conference. "The International Declaration on Universal Education" was the first. The Declaration's 10 articles outline the key goals of various education-related policies and programs. Referencing "The Frames of Actions" was the second file. Its goal was to coordinate the activities of many groups working together to address global issues, including governments, intergovernmental organizations, and NGOs.

Nature and Main Goals of Social and Cultural Aspects of Education

Numerous specialists put forth their best efforts to characterize and refine the social and cultural aims of schooling. Because of the wide range of ages involved in schooling, these components need to be flexible enough to accommodate everyone. There have been several efforts to pin down just what it is that social and cultural dimensions of education include. Several researchers believed that schools should help students learn about and grapple with the myriad social and cultural issues plaguing the modern world. Some researchers felt that teaching students about the world's diverse cultures could help people focus their attention in a positive way on protecting the planet. One alternative position is that schools should focus only on addressing issues of social and cultural adaptation amongst students. All of these methods have one thing in common: they look to social and cultural factors for insight into the state of humanity on a global scale. The consensus of experts on these topics reads as follows:

- such education is for each person,
- it is an active process,
- It is concerned with the cooperation of humans (individuals and groups) with the natural world, and
- its goal is to enhance the quality of life for all forms of life on Earth.

It's also worth noting that the educational system, including its social and cultural dimensions, is continually evolving. These ideas, although rooted in the past, are, in many essential ways, fresh. The only option left under these circumstances is to test out a few different strategies and provide the groundwork for ten-year forecasts of this industry's trajectory.

LITERATURE REVIEW

Nwabueze, Akachukwu & Ignatius, & Isilebo (2022) One definition of a trend is a change inside a system (such as the educational system) that has the potential to affect that system's functioning. Possible examples include novel approaches to education, alterations in educational inquiry and curriculum, and shifts in the mindsets of teachers and students. Social, economic, political, and cultural progress may be brought about by educational trends, which can be seen as either dangers or possibilities. Emerging technologies that have potential use in education may be linked to these tendencies. However, the changes and conditions necessitated by current trends in educational development are being implemented all over the world in classrooms, offices, laboratories, and community service organizations. Some examples of recent advancements in educational technology include the flipped classroom, dynamic assessment, and event-based learning. Many new developments in education for international competitiveness have emerged in response to the altering economic and technological landscape. Among the most transformative aspects of today's educational movements are their emphasis on novelty, adaptability, and ease of use. Because of the importance of being able to compete on a global scale, it is recommended that students use interactive and practical tools for knowledge growth and productivity in their education. Teachers and students alike may benefit from the up-to-date information provided by these developments in the field.

Meyer, John (2022) In the last few centuries, education has spread worldwide, both at the mass and the elite levels, and has generally taken globally standardized forms. This book contains studies of its unique mandatory format. It was initially established for the benefit of religion and then political society, and only very lately has it been recast as a fundamental human right. International groups have a significant impact on the development of education across the globe. Nonetheless, regional differences are significant, especially as education spreads beyond its Western center. The spread of education may be better comprehended if one considers it a reflection of cultural and political factors rather than the primary economic ones, which differ widely among countries. More than economic interests and institutions, the cultural paradigm of a secularized contemporary society is reflected in the world of education.

Ajani, Oludele & Adeniyi, Adeoluwa & Oyekola, Isaac (2021) Prior to the advent of certain components and ideas which stress their relationship, the notions of culture and development were not clearly connected. One explanation for the interconnectedness of the notions is that cultural variations and dynamics must be considered for any (sustainable) development to be

accomplished, and every local culture must be developed for it to match the modern global reality. One cannot understate the importance of cultural factors in achieving the global agenda of 2030. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) asserts that a human rights-based approach to recognizing and promoting cultural diversity is crucial for fostering an environment conducive to the achievement of the Sustainable Development Goals (SDGs). Furthermore, evidence is mounting that some cultures are extremely resistant to certain facets of development, while others are accepting of change and progressing more rapidly as a result. The need for local cultures to adapt to global circumstances becomes pressing when considering the likelihood of cultural homogeneity, heterogenization, and hybridization. This article defines culture and its qualities before analyzing it in relation to the three pillars of development (social, economic, and political) in order to address these interrelated ideas, particularly in the context of the global development agenda.

Anute, Pawar, Ingale, and Ghadage (2022) The National Education Policy was a result of the agreement between educationists with different opinions on the future of education. The policy has ideas which are futuristic and need proper execution for their success. In most of the cases, the faculty members believe that it will deliver its promises as made public.

Krechko, Natalia & Skoptsova (2021) This essay seeks to define new ways of comprehending the heart of contemporary inclusive higher education. A survey was administered to children in the first, third, and fifth years of school to identify those who are now in need of individualized learning plans. It revealed that most today's pupils need assistance with both communication and social integration. Data from the survey's correlation analysis provides significant evidence that the questions are related for the student populations it was designed to study (those between the ages of 17 and 18 and those between the ages of 19 and 20). This led to the conclusion that student group communication issues tend to improve with time, however this improvement takes place over an appreciably lengthy time frame. Therefore, it is essential to discuss not inclusion but integration during the first years of higher education. The challenges of today's inclusive higher education, its sociocultural dimensions, and the role it will play in shaping the future of society were all given special focus. Furthermore, tools were proposed that can be used to realize the fundamental aims of inclusive education.

Marinescu, Gabriela (2021) For the sake of everyone, it is crucial that people all around the globe learn to appreciate and respect one another's cultural backgrounds and education systems. Culture's significance in every sphere of existence is undeniable, including the classroom. In turn, the spiritual and material foundations of a culture are affected by educational opportunities. The focus of this study is on the role that education and cultural traditions play in today's interconnected world. Training students to understand and appreciate differences is essential in today's interconnected world. The Internet and other forms of modern technology play a crucial role in this respect. Because of the wide variety of schooling models, a hallmark of progressive, multicultural education is an openness to and celebration of cultural diversity. Decisions made by governments regarding educational systems are more influenced by emotion than logic. The places in which cultural barriers have been broken down may be defined by the positive feelings they evoke. Regression is bounded in the same way by negative

emotions, preconceptions, and biases. The push for intercultural education may be bolstered or weakened depending on external factors. A lack of education helps foster a conservative culture in any organization. Tolerance for others' differences is aided by a progressive education. Any society can benefit from imitation. The dominant cultural, political, and educational forces inside any given nation-state determine whether its citizens accept or reject foreign cultural practices. Collective copying has subtle but constant impacts, shaping people's attitudes about other cultures and their tolerance of them. Whether "with a stick or a caress," the local culture affects everyone. Tolerance and compromise in education force students to decide whether to accept or reject other cultures.

Atubi, O & Favour, Atubi (2021) Nigeria is becoming more diversified in terms of its culture, language, and ethnic mix. Multicultural education via Social Studies is essential in the elementary and middle school levels due to the wide range of societal differences that students may encounter. Social studies teachers in Nigeria need to instill in their students an appreciation for the country's diverse cultural heritage in order to combat the rising tide of racial tensions. This paper's goals are to (1) gain a positive understanding of how multicultural education can be used to sustain and develop Social Studies education, and (2) explore and discuss multicultural education in order to identify approaches to implement best practices of multicultural education in Nigerian schools.

Mathews, Soumya & Savarimuthu, Arulsamy (2020) The preservation of cultural traditions from one generation to the next is accomplished mostly via the medium of education. Education and social transformation are two areas where cultures may have an outsized effect. Culture may be defined as the collective evolution of human behavior. The primary goal of formal education is to ensure that future generations inherit and preserve our cultural traditions. However, in a dynamic society, these shift from one generation to the next, so the educational system must not only pass on the cultural legacy, but also help young people adjust to any changes that may have already taken place or are on the horizon. Education is the means through which culture may be fostered. The growth and improvement of society are facilitated by a shift in cultural norms and moral ideals, both of which are fostered via educational opportunities. Education's profound effects on society may be seen in the ways in which it helps to maintain cultural traditions, disseminate knowledge of those traditions, shape students' identities, bring people together through the sharing of common experiences, and close the gap between cultural traditions. A person's cultural values are flavored by their educational experiences, and vice versa. This means there must be some manner of combining the two.

Kapur, Radhika (2019) The primary purpose of this study is to learn more about cultural training. Culture is a fundamental idea that shapes the way people think, act, and live. People go about their everyday lives doing a wide range of activities that are unique to them and their civilizations. Still, it's crucial that people learn to appreciate the perspectives of those from different cultural backgrounds. People need to have open minds about different cultures. People from many walks of life are forced to interact with one another in the workplace and in classrooms. They should be able to think critically and have a flexible personality. Individuals may better appreciate the value of cultural education if they know how it can help them advance their careers and fulfil their personal aspirations. Consideration has been given to both individualist and collectivist cultural perspectives on education, as well as the significance and meaning of cultural education, its prerequisites, the cultural development of individuals, the types of culture, the impact of culture on education, and so on.

Taranenko, Natalia & Rusetskiy (2019) Education is discussed in this article as a possible sociocultural and economic force in the global information society. Education, like society, is undergoing change, growth, and improvement right now. This trend and the main influences on it are examined in the context of the topic at hand. The goal of contemporary education is shifting as it moves from an institution of society and state to a global tool for influencing cultural shifts. So, in today's world, education is more crucial than ever before in shaping the future of not only culture but also society. Humans' spirituality and value systems are receiving more attention. The shift in how we see education in the contemporary era has had far-reaching effects on educational systems across the world, including Russia.

OBJECTIVES OF THE STUDY

- To analyze socio-cultural and economic factors as correlate of student's academic performance.
- To study Nature and Main Goals of Social and Cultural Aspects of Education.

METHODOLOGY

There were 283 total responders, with 75 men and 208 females participating. All 283 participants in this study were asked to fill out a series of questionnaires independently.

Sample and data collection

Surveys are being distributed to Indian students. The dates for this Google Forms-based online survey are April 10th through May 25th, 2022. The research method was a correlational one. The "Socio-cultural and Economic Factors as Correlate of Academic Performance of Undergraduates Questionnaire" (SCEFCAPUQ) served as the data collecting tool. In order to address the study objectives, the acquired data was descriptively analyzed using Frequency Count and Mean scores. Measured on a scale from 4 (Strongly Agree) to 1 (Strongly Disagree), the instrument was scored as follows: SA=4, A=3, D=2, and SD=1.

Measures

All scale items were measured on a seven-point Likert scale, with 1 representing "strongly disagree" and 5 representing "strongly agree." Students are encouraged to adopt positive social and cultural practices such as group worship, mutual respect, cooperation, helping others in need, and a deep care for friends, family, teachers, and community members. All elements pertaining to students' experiences, interactions, and E-Learning performance were derived from Xu (2016).

Data tools

SPSS 22 and AMOS 22 were used to do statistical analyses on the collected data. Second, the structural connections between variables allow for an accurate statement of the theory under investigation. Predictors (sociocultural, experience, and interaction) and outcomes (students' E-Learning performance) were analyzed using Pearson correlation coefficients. As a third measure, we included standard method variance (CMV) into our strategies for both pre- and post-detection.

DATA ANALYSIS

Table 1: Percentage Levels of identity by gender

Gender	Socio		Cultural		Economic	
	n	%	n	%	n	%
Male	1	.8	6	4.8	68	94.4
Female	0	.0	12	4.8	196	95.2

More over three-quarters of male and female students possessed economic level identification, as seen in the table above. Since self-esteem reflects one's internal state of mind, the analysis concludes that differences in gender do not impact economic or social status. In this way, a student's education contributed to the development of their unique sense of self.

Measurement model

In this investigation, a measuring model based on AMOS's maximum likelihood estimation software was applied. How accurately the covariance matrix of the observable variables is reproduced by a CFA model was shown by the model fit. Goodness-of-fit index = 0.941, non-normed fit index = 0.924, comparative fit index = 0.941, incremental fit index = 0.941, and root-mean-square error of approximation (RMSEA) = 0.066 indicated that the measurement model matched the data adequately. Table 2 displays that there is a good amount of internal consistency between measurement items and their related constructs, as both the composite reliabilities (CR) and an average of variance extracted (AVE) are more than 0.700 and 0.500 for all constructs, respectively. Cronbach's alpha for every single construct is also higher than 0.7. This shows that all assessment items and constructs have high convergent validity. When the square root of the AVE for a given construct is larger than the construct's correlation coefficient with all other constructs, this is evidence of discriminant validity. The research has good discriminant validity, as seen in Table 3.

Table 2 Correlation matrix for measurement scales

Constructs	Mean	SD	SC	SE	SI	EP
SC	5.18	1.20	0.815			
SE	5.37	1.15	0.415*	0.812		
SI	5.23	1.15	0.320*	0.296*	0.870	
EP	5.17	1.21	0.226*	0.275*	0.298*	0.825

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Significant at *: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$

Structural model

GFI = 0.923, NFI = 0.917, CFI = 0.934, IFI = 0.934, and RMSEA = 0.070 indicate that the model fit in this investigation is satisfactory. All of the study's hypotheses are confirmed, as shown in Table 3. This research shows that students' experiences are significantly influenced by students' sociocultural backgrounds ($t_{11} = 0.536$, $p < 0.001$).

Table 3 Measurement results

Constructs	MLE estimates factor loading/measurement error		Squared multiple correlation (SMC)	Composite reliability (CR)	Average of variance extracted (AVE)	Cronbach's α
Socio- Cultural				0.840	0.514	0.843
SC1	0.712	0.493	0.507			
SC2	0.780	0.392	0.608			
SC3	0.775	0.399	0.601			
SC4	0.730	0.467	0.533			
SC5	0.815	0.336	0.664			
SC6	0.847	0.283	0.717			
SC7	0.722	0.479	0.521			
Students' experience				0.901	0.610	0.895
SE1	0.803	0.355	0.645			
SE2	0.837	0.299	0.701			
SE3	0.732	0.464	0.536			
SE4	0.782	0.388	0.612			
SE5	0.810	0.344	0.656			
Students' interaction				0.907	0.580	0.895
SI1	0.755	0.430	0.570			

SI2	0.720	0.482	0.518			
SI3	0.815	0.336	0.664			
SI4	0.805	0.352	0.648			
SI5	0.758	0.425	0.575			
SI6	0.775	0.399	0.601			
E-Learning performance				0.890	0.623	0.885
ELP1	0.735	0.460	0.540			
ELP2	0.820	0.328	0.672			
ELP3	0.840	0.294	0.706			
ELP4	0.785	0.384	0.616			
ELP5	0.739	0.454	0.546			

Fit statistics (N = 283)

$\chi^2/df = 3.486$, Goodness-of-Fit Index (GFI) = 0.920, non-normed fit index (NFI) = 0.925, Comparative Fit Index (CFI) = 0.930, Incremental fit index (IFI) = 0.940, and Root Mean Square Error of Approximation (RMSEA) = 0.037

SOCIO-CULTURAL AND ECONOMIC FACTORS AS CORRELATE OF ACADEMIC PERFORMANCE

Table 3: Responses on the correlation between social factors and academic performance of students

S/N	Item Statement	Responses				Mean (X)	Decision
		SA	A	D	SD		
1.	Presence of night club and drinking bars around the university influence my academic performance negatively.	95	93	20	75	2.73	Agreed
2.	The incidence of chatting on social media with friends affect most student's academic performance.	105	36	81	61	2.65	Agreed
3.	Social gathering on campus has significant influence on my academic performance.	151	66	22	44	3.11	Agreed

4.	My academic performance dropped when I engage in romantic relationship.	107	80	8	88	2.72	Agreed
5.	Tutorials organize by my course mates improve my academic performance.	161	69	44	9	3.50	Agreed
6.	Most student's academic performance declined when they engage in sporting activities on campus.	157	13	44	69	2.91	Agree
7.	Presence of tourist centre within the university affect my academic performance.	25	10	60	91	2.23	Disagreed
8.	Participation in different club activities on campus encourage some students to perform well academically.	106	60	63	54	2.77	Agreed
9.	Mid-night calls/ playing online games hinders my academic success.	65	93	64	61	2.57	Agreed
10.	Gambling in bet shops has effect on my time for reading which in turn decline my academic performance.	133	61	14	75	2.89	Agreed

Source: Field Survey, 2021

In the preceding table (Table 3), we saw how students' socioeconomic variables and academic achievement in Delhi, India were correlated on average. Table 1 shows that above the threshold of 2.50, respondents agreed that items 1, 2, 3, 4, 5, 6, 8, 9, and 10 are social factors that correlate with academic performance of students at University of Delhi, India. These items had mean scores of 2.73, 2.65, 3.11, 2.50, 2.91, 2.77, 2.57, and 2.89, respectively. While respondents rejected Item 7 with a mean score of 2.23, which is under the cutoff of 2.50.

Table 4: Mean score of the correlation between cultural factors and academic performance of students

S/N	Item Statement	Responses				Mean(X)	Decision
		SA	A	D	SD		
1.	Religious system practice by my people played a key role in influencing my academic performance.	141	98	13	31	3.23	Agreed
2.	Participation in cultural festivals in my	92	104	14	73	2.75	Agreed

	community has an influence on my studies in the university.						
3.	I feel encouraged to perform well academically when i mingle with people in the same ethnic group with me.	104	79	33	67	2.89	Agreed
4.	My cultural way of dressing has an influence on my studies in the university.	184	60	10	29	3.41	Agreed
5.	My home environment influences my academic performance.	38	180	14	51	2.77	Agreed
6.	Certain cultural belief within my community has an effect on my academic performance.	144	28	66	40	2.94	Agreed
7.	My relationship with students from other tribe have an influence on my academic performance.	212	40	4	27	3.54	Agreed
8.	My parental cultural background has negatively affected my academic performance.	141	79	14	49	3.09	Agreed
9.	The cultural values, behaviour and expectation of my family is hindering my academic performance.	201	69	2	11	3.62	Agreed
10	Witchcraft in my community affect my academic performance.	26	107	60	90	2.21	Disagreed.

Source: Field Survey, 2021

Above, Table 4 shows how cultural influences affect students' grades at University of Delhi in India. Indicated by mean scores of 3.23, 2.75, 2.89, 3.41, 2.77, 2.94, 3.54, 3.09, and 3.63, respectively, the above table shows that respondents agreed that cultural factors at the University of Delhi in India correlate with students' academic success.

CONCLUSION

In sum, education is crucial to improving one is standard of living. Because education plays such a crucial role in directing a person's life. It is a powerful tool for bringing about a personal paradigm change. Education is universally understood to be the means through which individuals acquire and internalize competence, information, and significance. Knowledge-

equipped people are better able to absorb the information and use it in their daily lives. In the context of a child's growth, education may be seen as an ongoing process that provides opportunities to put what is learned into practice. Students' academic performance may be affected by socio-cultural elements, which are external to the classroom yet intrinsic to the student's home or school environment. It's important to note the complexity of the interplay between students' sociocultural contexts and their academic performance. The study's author draws the conclusion that students' grades at the University of Delhi in India are correlated with their socioeconomic backgrounds. This research verified the mediating effects of student experience and student interaction on the effects of students' sociocultural backgrounds and E-Learning performance in the classroom. The E-Learning process has been aided by the availability of information and technological resources, which have allowed for more meaningful connections and interactions among students. The research shows that kids' social and cultural roles may be strengthened via classroom and peer discussions. There is a robust relationship between this and how they act as a result of their experiences. Additionally, it is possible that improved social connections have an indirect effect on E-Learning outcomes.

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