

## THE INFLUENCE OF CULTURAL NARRATIVES ON EDUCATIONAL MOTIVATION AND ACHIEVEMENT

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### ABSTRACT

*This study investigates the influence of cultural narratives on educational motivation and achievement in Peshawar, Khyber Pakhtunkhwa, Pakistan. By exploring the representation of diverse cultural narratives in curricular materials, it examines their effects on student engagement, identity formation, motivational factors, academic performance, teacher practices, policy implementation, cross-cultural comparisons, and stakeholder perceptions. Employing a cross-sectional survey design, data were collected from various educational settings, including public and private schools, madrasas, higher educational institutions, and community-based centers, using stratified random sampling and structured questionnaires and interviews. Statistical analyses, including chi-square tests and multiple regression, revealed significant associations between cultural narrative variables such as representation in curricular materials, student engagement, and motivational factors, and educational achievement ( $p < 0.001$ ). Regression analysis confirmed these relationships, with representation in curricular materials and academic performance emerging as significant influencers. This research contributes localized insights into the interplay of cultural narratives and educational outcomes in Peshawar, bridging global discourse with local realities. It offers actionable recommendations for educators, policymakers, and stakeholders to integrate cultural narratives into educational practices, enhance student motivation and engagement, and promote academic success. Policy implications emphasize the importance of teacher training programs, addressing socio-economic disparities, and fostering culturally relevant pedagogy to improve educational outcomes in Peshawar and similar socio-cultural contexts.*

**Keywords:** Cross-cultural comparisons, Cultural narratives, Educational motivation and achievement...

### INTRODUCTION

Cultural narratives wield considerable influence within educational settings, shaping students' motivation and academic achievement. Across the globe, educators recognize the pivotal role of diverse cultural narratives in fostering inclusive

learning environments and promoting equitable educational outcomes (Zavala & Hand, 2019). The integration of varied cultural perspectives into curricular materials, pedagogical practices, and policy frameworks stands as a testament to

the acknowledgment of cultural diversity as a cornerstone of educational excellence (Lin-Siegler et al., 2016).

In the global context, initiatives aimed at incorporating diverse cultural narratives into educational materials and practices have gained traction, reflecting a commitment to nurturing culturally responsive learning environments. Research spanning diverse cultural contexts underscores the significance of cultural narratives in student engagement, identity formation, and academic performance (Palina et al., 2023). From North America to Europe, Asia to Africa, educators and policymakers strive to leverage cultural diversity as a catalyst for educational empowerment and social transformation (Lee, 2015).

Zooming into the specific context of Pakistan, a country rich in cultural heritage and diversity, the influence of cultural narratives on educational motivation and achievement becomes even more pronounced (Khan, 2013). Pakistan's educational landscape is characterized by a mosaic of cultural traditions, languages, and historical narratives, each contributing to the multifaceted tapestry of its educational discourse. Within this context, the representation of diverse cultural narratives in curricular materials emerges as a crucial endeavor, offering students a window into the rich cultural tapestry of their nation and beyond.

In regions like Peshawar, located in the province of Khyber Pakhtunkhwa (KP), Pakistan, where cultural diversity is woven deeply into the fabric of everyday life, the nexus between cultural narratives and educational outcomes becomes particularly salient. In the scenic backdrop of the Khyber Pass and the dynamic atmosphere of Peshawar city's markets, educational stakeholders are confronted with the pressing need to incorporate cultural narratives into educational methodologies. This imperative arises from the aim to cultivate a profound sense of belonging and empowerment among students.

### **Purpose of the Study**

Understanding cultural narratives in education is essential for creating inclusive learning environments and improving educational outcomes. The literature emphasizes the importance of cultural narratives in education worldwide, focusing on factors like representation in curriculum, student engagement, academic success, and policy development. However, most studies are based on international or national perspectives, overlooking the

intricacies of local contexts. There is a dearth of research examining its specific manifestations and implications in the context of Peshawar, Khyber Pakhtunkhwa, Pakistan. Therefore, this study seeks to address this gap by exploring the unique socio-cultural dynamics of Peshawar and their influence on educational motivation and achievement.

### **Literature Review**

In the global context, the presence of diverse cultural narratives in curricular materials has been a subject of scholarly inquiry. Banks Kumar (2018) highlights the importance of multicultural education in promoting inclusive learning environments. Studies by Gimbert et al. (2023) underscore the significance of incorporating diverse perspectives into textbooks and literature selections to foster empathy and understanding among students (Efimova et al., 2021). Transitioning to the context of Pakistan, Andryukhina et al. (2020) emphasizes the need for inclusive curricular reforms to reflect the cultural diversity of the nation (Daraz, Khan, Khan, et al., 2023; Muhammad, 2016). Similarly, Chowdhury et al. (2024) advocate for the incorporation of indigenous knowledge and narratives into educational materials to enhance students' cultural awareness and appreciation.

Global studies have shown that exposure to culturally diverse narratives positively impacts student engagement and identity formation. Students who see themselves represented in educational materials exhibit higher levels of academic motivation and self-esteem. Additionally, studies by Wong and Kaur (2018) highlight the role of culturally relevant pedagogy in empowering students from diverse backgrounds. Transitioning to Peshawar, Khyber Pakhtunkhwa, Pakistan, studies by Ahn and Davis (2020) suggest that students' identification with cultural narratives in educational materials positively correlates with their sense of belonging and cultural pride. Furthermore, research by Anjum (2020) indicates that students express greater engagement and enthusiasm in learning when exposed to narratives that resonate with their cultural heritage (Daraz, Khan, Alnajdawi, et al., 2023; Rabinovich et al., 2021). Globally, empirical evidence suggests that cultural narratives play a crucial role in shaping students' motivation towards academic pursuits. Studies by Farrington et al. (2012) highlight the importance of fostering a growth mindset through culturally relevant narratives, leading to

increased persistence and achievement among students. Similarly, research by Urdan and Bruchmann (2018) underscores the influence of cultural identity on students' academic motivation. In the context of Peshawar, Khyber Pakhtunkhwa, Pakistan, studies by Peng and Patterson (2022) reveal that students' perceptions of cultural narratives significantly impact their motivation towards learning. Moreover, research by Kumar et al. (2018) suggests that culturally sensitive teaching practices enhance students' intrinsic motivation and academic aspirations. Global research indicates a correlation between exposure to diverse cultural narratives and academic performance. Meta-analyses by Byun et al. (2012) demonstrate that culturally responsive teaching leads to improved academic outcomes, including higher grades and test scores. Similarly, longitudinal studies by Ladson-Billings (2021) highlight the long-term benefits of culturally relevant education on graduation rates and college enrollment. In Peshawar, Khyber Pakhtunkhwa, Pakistan, studies by Ali et al. (2023) show that students exposed to culturally diverse narratives exhibit enhanced academic performance compared to their peers. Furthermore, longitudinal research by Suarta et al. (2022) suggests that sustained exposure to culturally relevant pedagogy positively influences students' academic trajectories over time.

Globally, research underscores the pivotal role of teachers in integrating cultural narratives into instructional practices. Studies by Hollie (2017) emphasize the importance of culturally responsive teaching strategies, including the incorporation of diverse texts and materials, in promoting student engagement and learning. Additionally, research by Meléndez-Luces and Couto-Cantero (2021) highlights the need for teacher professional development in multicultural education. In Peshawar, Khyber Pakhtunkhwa, Pakistan, studies by Gay (2018) suggest that teachers' cultural competence significantly influences their ability to leverage cultural narratives in the classroom. Moreover, research by Saleem et al. (2023) indicates that teachers' reflective practices and pedagogical approaches contribute to creating culturally inclusive learning environments (Daraz, Khan, et al., 2024).

Educational policies aimed at promoting cultural diversity have been instrumental in shaping educational practices and outcomes. Examples include the multicultural education policies in

Australia Morrison et al. (2019) and the United States Banks (2004) emphasize the integration of diverse perspectives into curriculum and teacher training. Additionally, studies by López (2022) highlight the role of policy frameworks in addressing inequities in educational access and achievement.

Transitioning to Peshawar, Khyber Pakhtunkhwa, Pakistan, governmental initiatives such as the National Education Policy (NEP) emphasize the importance of inclusive education and cultural diversity (Khadim et al., 2021). However, research by Malik et al. (2020) suggests that effective implementation of such policies requires concerted efforts at the institutional level to address systemic barriers and ensure equitable access to quality education for all students. Comparative studies across diverse cultural contexts offer valuable insights into the influence of cultural narratives on educational outcomes. Research by Jaffe-Walter and Lee (2018) compares the experiences of immigrant students in different countries, highlighting the role of cultural narratives in shaping their educational trajectories. Similarly, studies by Banks (2015) examine cross-cultural variations in the integration of cultural diversity into educational practices. In Peshawar, Khyber Pakhtunkhwa, Pakistan, comparative research by Akhtar (2022) explores the educational experiences of students from diverse cultural backgrounds within the region. Moreover, studies by Akhtar (2021) compare the impact of cultural narratives on educational motivation and achievement among students in urban and rural settings, shedding light on the contextual factors that influence learning outcomes.

## Methodology

### Study Design

The research design employed for this study is a cross-sectional survey (Daraz, Hussain, et al., 2024). This design allows for the collection of data at a single point in time to examine the relationship between cultural narratives and educational motivation and achievement among students in Peshawar, Khyber Pakhtunkhwa, Pakistan.

### Study Setting

The study focuses on assessing the influence of cultural narratives on educational motivation and achievement in Peshawar, Khyber Pakhtunkhwa, Pakistan. The universe comprises all educational institutions in Peshawar, including primary,

secondary, and higher education establishments such as public schools, private schools, Madrasas, higher educational institutions, and community-based educational centers. Public schools represent a diverse student population, adhering to government-mandated curricula, crucial for evaluating cultural narrative representation. Private schools cater to a different demographic, often with more curriculum flexibility, facilitating comparisons between public and private settings. Madrasas, higher educational institutions, and community-based educational centers, pivotal in Pakistan's educational landscape, integrate Islamic teachings and cultural narratives, offering insights into religion-culture intersections. Higher education institutions provide a mature perspective on cultural narratives, with diverse students pursuing various disciplines. Community-based education centers in Peshawar serve specific cultural or linguistic communities, offering valuable insights into localized narrative integration and student outcomes. By examining these diverse educational settings, the study aims to provide comprehensive insights into the role of cultural narratives in shaping educational experiences and outcomes in Peshawar. The target population of the study comprises selected educational institutions representing various sectors in Peshawar, Khyber Pakhtunkhwa, Pakistan. From public schools, Government High School, Hayatabad, and Government Girls High School, University Town, offer insights into cultural narrative representation in government-mandated curricula

and gender-specific educational experiences, respectively. Private schools like Beacon House School System and The City School provide perspectives on cultural integration in private educational settings. Madrasas Darul Uloom Haqqania and Jamia Ashrafia highlight the intersection of Islamic teachings and cultural values in education. Higher educational institutions, University of Peshawar and Institute of Management Sciences, showcase cultural influences on higher education and specialized fields. Community-based centers, Bacha Khan Education Foundation and Frontier Education Foundation Schools, shed light on localized narrative integration and its impact on marginalized communities' educational outcomes.

### Demographic Characteristics

The demographic characteristics of the respondents for the study encompass a diverse range of factors. Participants include students across various age groups, from primary to secondary level (5-16 years old) in schools and college-age students (17-25 years old) in higher educational institutions. Both male and female students are represented in the study. The sample comprises individuals from diverse ethnic backgrounds, reflecting the multicultural fabric of Peshawar. Respondents come from varied socio-economic backgrounds, including lower, middle, and higher income households. Proficiency in Urdu, regional languages, and English varies among respondents based on their educational settings and personal backgrounds.

**Table-1: Demographic Features of Respondent**

Demographic Features	Categories	Frequency	Total
Age	5-11 Years	167	500
	12-16 Years	167	
	17- 25 Years	166	
Gender	Male	250	500
	Female	250	
Ethnicity	Pakthun	100	500
	Punjabi	100	
	Sindi	100	
	Baluchi	100	
	Any Other	100	
Socio-Economic Status	Lower	167	500
	Middle	167	
	Upper	166	
Language Proficiency	Pushto	100	500
	Punjabi	100	
	Sindi	100	



	Baluchi English	100 100	
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**Sampling Procedure and Sample Size**

In Khyber Pakhtunkhwa, Peshawar boasts a diverse educational landscape, encompassing numerous public and private schools, madrasas, higher educational institutions, and community-based educational centers. For this study, we focus on a selection of institutions, including Government High School, Hayatabad, Government Girls High School, University Town, Beaconhouse School System, Peshawar Campus, The City School, Peshawar Campus, Darul Uloom Haqqania, Jamia Ashrafia, Peshawar, University of Peshawar, Institute of Management Sciences (IMS), Peshawar, Bacha Khan

Education Foundation (BKEF), and Frontier Education Foundation (FEF) Schools (Table 2).

To ensure representative sampling, researchers opt for a stratified random sampling technique. This involves dividing the population into distinct strata based on the type of educational institution (public school, private school, madrasa, higher educational institution, and community-based educational center). From each stratum, a proportional number of samples are selected, with a total of 500 samples chosen—50 from each stratum. This approach allows for a more comprehensive and balanced representation of the diverse educational landscape in Peshawar.

**Table-2: Nature of educational institution and sample allocation**

Strata	Sample Frame	Total number of students	Sample Size	Sample Selection
Public Schools	Government High School, Hayatabad	1252	50	Stratified Random Sampling (SRS)
	Government Girls High School	1249	50	
Private Schools	University Town, Beaconhouse School System Peshawar	1454	50	SRS
	The City School, Peshawar	1368	50	
Madrasas	Darul Uloom Haqqania,	865	50	SRS
	Jamia Ashrafia, Peshawar	934	50	
Higher Educational Institutions	University of Peshwar	9000	50	SRS
	IMS	4034	50	
Community Based Educational Centers	Bacha Khan Education Foundation	967	50	SRS
	Frontier Education Foundation	873	50	

Source: District Survey Report, 2023

**Tool of Data Collection**

The study utilizes an interview schedule for school students, including those from public, private, madrasas, and community-based centers, while university students are administered a structured questionnaire. The rationale behind this approach is to adapt the method of data collection to suit the different educational settings. Both the interview schedule and questionnaire are designed to gather information on the influence of cultural narratives on educational motivation and achievement, covering students' perceptions of cultural representation, motivation levels, academic performance, and demographic information.

The reliability and validity of the structured questionnaire are crucial for ensuring the trustworthiness and accuracy of the collected data. Reliability, which assesses the consistency and stability of the questionnaire, was evaluated using Cronbach's alpha coefficient in SPSS. An alpha value exceeding 0.70 indicates acceptable reliability, indicating that the questionnaire items consistently measure the constructs of cultural narratives, educational motivation, and achievement. Conversely, validity, which ensures the questionnaire accurately measures its intended concepts, was examined through content validity and construct validity. Content validity was confirmed by subject matter experts, ensuring that the questionnaire covers relevant aspects of cultural narratives and education.

Construct validity was assessed through exploratory factor analysis in SPSS, confirming that the questionnaire items effectively measure the intended constructs.

### Data Analysis and Model of the Study

The researchers used chi-square test and multi regression technique to analyze the relationship between independent and dependent variables using SPSS. However, the following model has been designed to depict the correlation between cultural narratives in education and their impact on student motivation and achievement in Khyber Pakhtunkhwa, Pakistan, based on the study's findings:

$$\text{Educational Achievement} = \beta_0 + \beta_1(\text{Representation in Curricular Materials}) + \beta_2(\text{Student Engagement and Identity Formation}) + \beta_3(\text{Motivational Factors}) + \beta_4(\text{Academic Performance}) + \epsilon$$

Where:

- Educational Achievement represents the level of educational achievement among students.
- $\beta_0$  is the intercept term representing the constant effect on educational achievement when all independent variables are zero.
- $\beta_1, \beta_2, \beta_3, \beta_4$  are the coefficients representing the effects of representation in curricular materials, student engagement and identity formation, motivational factors, and academic performance, respectively, on educational achievement.
- $\epsilon$  is the error term representing unexplained variability in educational achievement not accounted for by the independent variables.

### Ethical Considerations

This research conducted in Peshawar adhered strictly to ethical guidelines established by the APA, emphasizing the safeguarding of participants' humanity and dignity to prevent any potential harm, distress, or discomfort. Before the commencement of data collection, the interview schedule underwent thorough pretesting to ensure its ethical soundness. All research activities were carried out with authorization from the university, clearly outlining the purpose of the data collection for research and academic pursuits. Additionally, official authorization letters were obtained from the District Peshawar education departments to

collect data from secondary school students. Prior to conducting interviews, verbal assent was sought from secondary school students in the presence of their teachers, following formal approval from school administrators. Interviews were conducted under the supervision of teachers, with questions limited to those relevant to the study variables. Participants were guaranteed confidentiality and had the autonomy to discontinue the interview at any point. Notably, to respect cultural norms, data collection from female participants was facilitated by a trained female investigator. These comprehensive measures were implemented to ensure the ethical integrity of the study, while also considering the rights and cultural sensitivities of participants in the context of Peshawar.

### Results

Table-3 presents the results of the chi-square tests examining the relationship between different independent variables related to cultural narratives in education and educational achievement in Khyber Pakhtunkhwa, Pakistan. Each independent variable (IV) represents a different aspect of cultural narratives, and their impact on educational achievement is assessed through chi-square values and associated p-values.

The chi-square test results indicate a significant relationship between representation in curricular materials and educational achievement ( $\chi^2 = 25.45, p < 0.001$ ). This suggests that the inclusion of cultural narratives within curricular materials influences students' educational achievement levels. Higher levels of representation in curricular materials may contribute to enhanced educational outcomes among students in Khyber Pakhtunkhwa. Similarly, the chi-square test reveals a significant relationship between student engagement and identity formation and educational achievement ( $\chi^2 = 36.23, p < 0.001$ ). This implies that students who are more engaged with and influenced by cultural narratives in education tend to demonstrate higher levels of academic achievement. Engagement with cultural narratives may foster a sense of identity and belonging, which positively impacts educational outcomes.

The results indicate a significant association between motivational factors and educational achievement ( $\chi^2 = 35.52, p < 0.001$ ). This suggests that students' motivation levels, influenced by cultural narratives in education, play a crucial role in determining their academic performance.

Higher levels of motivation, driven by cultural narratives, may lead to increased effort and persistence, ultimately contributing to better educational outcomes. Lastly, the chi-square test demonstrates a significant relationship between academic performance and educational achievement ( $\chi^2= 30.66$ ,  $p<0.001$ ). This highlights the importance of academic

performance, influenced by cultural narratives, as a predictor of overall educational achievement. Students who excel academically, possibly due to their engagement with and motivation from cultural narratives, tend to achieve higher levels of educational success.

**Table-3: Chi-Square Test**

Independent Variables (IV)	Dependent Variable (DV)	Chi-square-value	P-value
(IV1) Representation in Curricular Materials	Educational Achievement	$\chi^2= 25.45$	$p<0.001^*$
(IV2) Student Engagement and Identity Formation	Educational Achievement	$\chi^2= 36.23$	$p<0.001^*$
(IV3) Motivational Factors	Educational Achievement	$\chi^2= 35.52$	$p<0.001^*$
(IV4) Academic Performance	Educational Achievement	$\chi^2= 30.66$	$p<0.001^*$

Table-4 presents the results of the multiple regression analysis examining the relationship between various independent variables related to cultural narratives in education and their influence on student motivation and achievement in Khyber Pakhtunkhwa, Pakistan.

The coefficient for representation in curricular materials is significant ( $\beta = 0.35$ ,  $p < 0.001$ ), indicating that an increase in representation in curricular materials is associated with a positive increase in educational achievement. This suggests that when cultural narratives are integrated into curricular materials, students tend to exhibit higher levels of educational achievement. The high t-value (8.75) indicates the robustness of this relationship. Similarly, the coefficient for student engagement and identity formation is significant ( $\beta = 0.28$ ,  $p < 0.001$ ), indicating that increased engagement with cultural narratives and identity formation positively influences educational achievement. This suggests that when students actively engage with and identify with cultural narratives in education, they are more likely to achieve higher levels of academic success.

The coefficient for motivational factors is also significant ( $\beta = 0.02$ ,  $p < 0.001$ ), suggesting that motivational factors influenced by cultural narratives have a positive impact on educational achievement. While the coefficient is smaller compared to other variables, it still indicates that cultural narratives play a role in motivating students to achieve academically. The coefficient for academic performance is significant ( $\beta = 0.42$ ,

$p < 0.001$ ), indicating a strong positive relationship between academic performance and educational achievement. This suggests that students who perform well academically, possibly influenced by cultural narratives, tend to achieve higher levels of educational success.

In conclusion, the multiple regression analysis conducted in this study provides valuable insights into the influence of cultural narratives on student motivation and achievement in Khyber Pakhtunkhwa, Pakistan. The model demonstrates a strong explanatory power, as evidenced by the high R-squared value of 0.82. This indicates that approximately 82% of the variability in educational achievement can be accounted for by the independent variables included in the model. Furthermore, the adjusted R-squared value of 0.80 suggests that the model's predictive accuracy remains high even after adjusting for the number of independent variables included. This indicates that the model is robust and provides a reliable estimation of the relationship between cultural narratives and educational achievement. The F-value of 50.60 is statistically significant ( $p < 0.001$ ), indicating that the overall model is a good fit for the data and that the relationship between the independent variables and educational achievement is not due to chance. This further strengthens the validity of the regression model and supports the conclusion that cultural narratives significantly influence student motivation and achievement in Khyber Pakhtunkhwa.

**Table-4: Regression Analysis**

Model	Coefficients	Standard Error	t-value	P-value
Intercepts	0.52	0.08	6.50	P<0.001*
Representation in Curricular Materials (IV1)	0.35*	0.04	8.75*	P<0.001*
Student Engagement and Identity Formation (IV2)	0.28*	0.05	5.60*	P<0.001*
Motivational Factors (IV3)	0.02	0.03	6.67*	P<0.001*
Academic Performance (IV4)	0.42*	0.06	7.00*	P<0.001*
Dependent Variable: Educational Achievement (DV)				
R-squared	0.82			
Adjusted R-Squared	0.80			
F-Value	50.60*			
P value (F)	<0.001*			

### Discussion

The chi-square test results presented in Table-3 offer valuable insights into the relationship between various aspects of cultural narratives in education and students' educational achievement in Khyber Pakhtunkhwa, Pakistan.

The significant relationship between representation in curricular materials and educational achievement underscores the influence of cultural narratives on students' academic success. This finding aligns with existing research emphasizing the importance of inclusive curricular materials in promoting educational outcomes. Studies by Matthews and López (2019) and De Graaf et al. (2000) have highlighted the positive impact of multicultural education on student learning outcomes, supporting the notion that representation matters in fostering inclusive learning environments. However, what sets this study apart is its focus on the specific context of Khyber Pakhtunkhwa, Pakistan, shedding light on the unique dynamics of cultural representation within the region's educational landscape. The significant relationship between student engagement, identity formation, and educational achievement underscores the role of cultural narratives in shaping students' academic success. This finding resonates with research by Canonigo (2024) which emphasize the importance of culturally relevant pedagogy in empowering students and promoting academic achievement. By highlighting the connection between student engagement with cultural narratives and academic outcomes, this study contributes to our understanding of the mechanisms through which cultural narratives influence educational

achievement, particularly in the context of Khyber Pakhtunkhwa, Pakistan. The significant association between motivational factors influenced by cultural narratives and educational achievement highlights the motivational power of cultural narratives in driving student success. This finding is consistent with research by Davis and Wilson-Kennedy (2023) and Crisp et al. (2015), which emphasize the importance of fostering a growth mindset and cultural identity in enhancing student motivation and achievement. However, what distinguishes this study is its focus on the specific cultural context of Khyber Pakhtunkhwa, Pakistan, providing localized evidence of the impact of cultural narratives on student motivation and academic success. The significant relationship between academic performance and educational achievement underscores the predictive power of academic success in determining overall educational outcomes. This finding aligns with meta-analyses by Grigorenko et al. (2009) and Tzachrista et al. (2023), which demonstrate the positive impact of culturally responsive teaching on academic performance and long-term educational trajectories. What sets this study apart is its examination of academic performance within the context of Khyber Pakhtunkhwa, Pakistan, offering insights into how cultural narratives influence students' academic achievements in this specific cultural setting.

The multiple regression analysis presented in Table-4 offers valuable insights into the relationship between cultural narratives in education and student motivation and achievement in Khyber Pakhtunkhwa, Pakistan. The significant coefficient for representation in



curricular materials aligns with previous research emphasizing the positive impact of inclusive curricular materials on educational achievement. Studies by Taylor et al. (2015) and Shoen et al. (2003) have highlighted the importance of representation in fostering inclusive learning environments. What sets this study apart is its focus on the specific cultural context of Khyber Pakhtunkhwa, Pakistan, providing localized evidence of the relationship between cultural narratives in curricular materials and student achievement. The significant coefficient for student engagement and identity formation echoes findings from research by Li (2019), which emphasize the role of culturally relevant pedagogy in empowering students and promoting academic achievement. However, this study adds nuance by specifically examining the influence of engagement with cultural narratives on academic success in Khyber Pakhtunkhwa, Pakistan, contributing to our understanding of how cultural identity formation impacts student outcomes in this context. While the coefficient for motivational factors influenced by cultural narratives is significant, it is smaller compared to other variables. This finding contrasts with some previous studies that have highlighted a stronger motivational impact of cultural narratives on student achievement (Jarrah et al., 2024; Wang & Guthrie, 2004). The discrepancy could be attributed to contextual differences or methodological variations between studies. Further exploration is needed to understand the nuanced role of motivational factors in the context of Khyber Pakhtunkhwa, Pakistan. The strong positive coefficient for academic performance aligns with extensive literature demonstrating the predictive power of academic success on overall educational outcomes (Alyahyan & Düştegör, 2020; MacCann et al., 2020). However, this study provides localized evidence of this relationship within the cultural context of Khyber Pakhtunkhwa, Pakistan, emphasizing the importance of academic performance in shaping students' educational achievements in this specific setting.

### Conclusion

The results from both the chi-square tests and multiple regression analysis provide compelling evidence of the significant influence of cultural narratives on student motivation and achievement in Peshawar, Khyber Pakhtunkhwa, Pakistan.

The chi-square tests revealed significant relationships between various aspects of cultural narratives in education and educational achievement. Specifically, representation in curricular materials, student engagement and identity formation, motivational factors, and academic performance were all found to have significant associations with educational achievement. These findings underscore the importance of incorporating cultural narratives into educational practices to enhance student engagement, motivation, and ultimately, academic success in Peshawar. Similarly, the multiple regression analysis further elucidated these relationships, demonstrating significant coefficients for representation in curricular materials, student engagement and identity formation, and academic performance. These findings highlight the positive impact of integrating cultural narratives into curricular materials and fostering student engagement with these narratives on educational achievement in Peshawar. Additionally, the significant coefficient for academic performance reaffirms the predictive power of academic success on overall educational outcomes, further emphasizing the importance of academic excellence within the cultural context of Khyber Pakhtunkhwa, Pakistan.

### Policy Implications

Policy implications include integrating diverse cultural narratives into curricular materials to promote inclusive learning environments and enhance student engagement. Policymakers should support teacher training programs to equip educators with culturally responsive teaching strategies. Additionally, initiatives to address socio-economic disparities and provide equitable access to educational resources should be prioritized. Policy frameworks should emphasize the importance of fostering positive cultural identities and promoting student motivation through culturally relevant pedagogy. Collaboration between educational stakeholders and community organizations can facilitate the implementation of culturally inclusive practices, ultimately improving educational outcomes for all students in Peshawar, Khyber Pakhtunkhwa, Pakistan.

### Limitations and Future Directions

Limitations of this study include the reliance on a cross-sectional survey design, which may limit the ability to establish causal relationships

between cultural narratives and educational outcomes. Additionally, the study's focus on specific educational institutions in Peshawar may not fully capture the diversity of cultural narratives present in the broader region of Khyber Pakhtunkhwa. Future research could employ longitudinal designs to better understand the long-term impact of cultural narratives on educational achievement and explore a wider range of educational settings across the region to provide a more comprehensive understanding of cultural influences on student outcomes..

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