Maximizing student engagement in Hindu Education: A Study of curriculum content, parental involvement, and school leadership practices

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A R T I C L E I N F O	A B S T R A C T
	Purpose: In a rapidly evolving educational landscape, this study aims to understand the impact of various factors on student engagement and cultural identity, specifically focusing on religious teachings in Hindu education. **Objectives:** The study aims to investigate the direct and indirect influence of parental involvement in Hindu education, school leadership practices, and curriculum content on student engagement in learning through the lens of cultural identity. It also seeks to explore the moderating role of religious values and beliefs in the relationship between students' cultural identity and their engagement in learning. **Methodology:** The study employed a multistage random sampling technique to collect data from 421 teachers of Hindu Education in 200 Senior High Schools in Bali, Indonesia. Various statistical methods were used to analyze the data.

Findings: The findings of this study indicate that parental involvement in Hindu education, school leadership practices, and curriculum content significantly impact student engagement in learning. Furthermore, cultural identity plays a crucial mediating role in these associations. Additionally, the study reveals that high religious values and beliefs enhance the influence of students' cultural identity on their engagement in Hindu education. **Implications for Research and Practice:** This study contributes to understanding the complex dynamics involving individual, cultural, and religious factors in student engagement. The findings emphasize the importance for educators to recognize the potential for integrating religious values and beliefs in educational practices to support students' cultural identity and enhance their engagement in learning. The study underscores the need for further research. It provides practical implications for educators to create inclusive and culturally responsive learning environments that acknowledge and integrate religious values to promote student engagement and cultural identity in educational settings.

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Introduction

Engagement in learning is a crucial factor contributing to academic achievement and positive student outcomes (Shenoy, Mahendra, & Vijay, 2020). Engagement refers to the extent to which students participate and are involved in learning (Pabba & Kumar, 2022). Engaged students tend to be more motivated, have higher academic achievement, and exhibit more positive behaviors in and out of school (Cayubit, 2022). On the other hand, disengaged students risk falling behind academically, disliking school, and displaying negative behaviors such as absenteeism and minimal effort. In Hindu education, where students may navigate multiple identities and cultural contexts, the significance of student engagement in learning is of particular relevance (Sutriyanti & Dharmawan, 2022). A deeper comprehension of the factors contributing to student engagement in Hindu education can assist educators and policymakers in developing effective strategies for increasing student engagement and enhancing academic outcomes. This study examines the factors that influence student engagement in Hindu education.

Moreover, cultural identity is crucial to students' sense of self and well-being. It includes the beliefs, values, customs, and social practices that define a student's cultural heritage and influence their attitudes, behaviors, and worldviews (Von Feigenblatt, 2020). In Hindu education, cultural identity is particularly significant as students negotiate the intersection of multiple cultural contexts and identities (Thakur, 2021). Consequently, student engagement in learning and cultural identity are crucial aspects of student development that can influence academic success and social-emotional well-being. As students navigate the intersection of multiple cultural contexts and identities, these factors become even more significant in the context of Hindu education (Marom, 2022). As a result, this study examines the relationship between parental involvement in Hindu education, school leadership practices, curriculum content, student learning engagement, and cultural identity.

(Tan, Lyu, & Peng, 2020) Parents actively involved in their children's education have a greater influence on their academic outcomes, including engagement and achievement. Similarly, school leadership practices can impact a student's interest in learning by shaping the school's culture and learning environment (Kouhsari et al., 2022). Finally, curriculum content exposes students to diverse perspectives and ideas and significantly impacts their positive learning outcomes (Aydın et al., 2021). To promote positive student outcomes in Hindu education, it is essential to comprehend how these factors contribute to student engagement and cultural identity development.

Moreover, despite existing research on the impact of parental involvement, school leadership practices, and curriculum content on students' positive learning outcomes (Kouhsari et al., 2022; Leithwood, Harris, & Hopkins, 2020; Salac & Florida, 2022; Zheng et al., 2019), the role of cultural identity as a mediator in this relationship remains largely unexplored. This study examines the role of cultural identity as a moderator in the relationship between parental involvement in Hindu education, school leadership practices, curriculum content, and student engagement in learning in Hindu education. Therefore, this study aims to provide a deeper understanding of the mechanisms underlying the relationship between these variables to inform the development of effective strategies for promoting positive student outcomes in Hindu education. Despite the significance of cultural identity in influencing student engagement in learning, the

moderating role of religious values and beliefs in this relationship remains understudied (Mo, Zhao, & Tang, 2022; Pastwa-Wojciechowska, Grzegorzewska, & Wojciechowska, 2021). Consequently, this study aims to examine the moderating effect of religious values and beliefs on the association between students' cultural identity and their motivation to learn.

In addition, this research was conducted in Indonesia. Indonesia's diverse cultural landscape and distinctive educational system provide a rich context for examining the various factors that influence student learning outcomes (Adnyana & Sudaryati, 2022). Moreover, according to the most recent data, Hinduism is a minority religion in Indonesia, with Muslims constituting most of the population. Nonetheless, Hinduism is prevalent in certain regions of the country, such as the province of Bali (Arif & Lessy, 2021). In Bali, approximately 83.5 percent of the population identifies as Hindu (Picard, 2022). The island is well-known for its abundant Hindu traditions, temples, and religious celebrations. Hinduism is profoundly ingrained in Balinese culture and influences daily life, including education (Mubarok, 2022).

In contrast, Hinduism is also present in Indonesian provinces such as South Kalimantan, albeit to a lesser extent than in Bali. The Hindu population in this province is predominantly concentrated in a few areas and constitutes a minority of the overall population. In the province, however, Hindu religious teaching centers serve as essential institutions for Hindu students' religious and cultural education (Nurman, Yusriadi, & Hamim, 2022).

Moreover, the demographic variation emphasizes the significance of investigating the influence of various factors, particularly in the Hindu educational context of these regions (Adnyana & Sudaryati, 2022). Consequently, the distinctive religious and cultural dynamics of Bali and South Kalimantan provide an intriguing backdrop for investigating the relationship between understudy factors and student engagement in learning. Consequently, collecting data from these regions enables a focused examination of Hindu students' and teachers' experiences and perceptions, shedding light on the nuances of Hindu education in Indonesia and contributing to a comprehensive understanding of the country's broader educational landscape. Consequently, the following research topics align with the theoretical basis of social identity theory and the literature gap:

- To what extent does parental involvement in Hindu education, school leadership, policies and practices, and curriculum content influence students' cultural identity and engagement in learning in Hindu education?
- To what extent does cultural identity mediate the association between parental involvement, school leadership, and curriculum content with student engagement in learning?
- What is the moderating role of religious values and beliefs in the relationship between cultural identity and student engagement in learning within the context of Hindu education?

By addressing these questions, the study can contribute to the literature on social identity theory and educational practices and provide insights for educators and policymakers on promoting engagement and cultural identity among students in Hindu education.

Literature Review

Social Identity Theory (SIT)

(Edwards et al., 2019) Social Identity Theory (SIT) is a well-established social psychology theory explaining how individuals form and maintain their identity through group membership. According to the Social Identity Theory, individuals develop a sense of self based on their membership in various social groups, such as race, ethnicity, religion, and nationality (Verkuyten, Thijs, & Gharaei, 2019). This theory has been applied to many research topics, including education and learning, where it can help explain how students' cultural identity influences their motivation to learn (Lu, Xie, & Liu, 2022). According to SIT, individuals' sense of self is strongly influenced by their membership in social groups, which provides a solid theoretical foundation for this study. Students' cultural identity as Hindus will likely play a significant role in their motivation to learn in this instance (Gommans & Leider, 2022). Individuals are more likely to identify with a group when they perceive that group to possess positive characteristics and attributes, according to SIT. Students who perceive that their Hindu culture is valued and respected by their school community may be more motivated to learn than those who do not share this perception.

Moreover, SIT suggests that individuals are more likely to engage in behaviors that align with the norms and values of their social group (Lu et al., 2022). Students who strongly identify with their Hindu culture may be more likely to engage in behaviors consistent with Hindu values and beliefs, such as academic diligence and respect for authority. Moreover, according to SIT, individuals are motivated to maintain a positive social identity by comparing their group to other groups (Scheepers & Ellemers, 2019). Students who perceive their Hindu culture to be positively valued relative to different cultures may be more motivated to engage in learning and preserve their cultural identity. According to SIT, social identity influences individuals' beliefs, emotions, and behaviors. Therefore, it is plausible that students' cultural identities mediate the relationship between the abovementioned factors and their learning engagement. Moreover, SIT suggests that an individual's sense of self is significantly influenced by their membership in social groups characterized by shared norms, values, and beliefs (Forber-Pratt, Mueller, & Andrews, 2019). Therefore, students' religious values and beliefs may significantly impact their motivation to learn, particularly if they perceive their religious beliefs to be consistent with their cultural identity as Hindus.

Predictors of Student Engagement in Learning

It has been demonstrated that parental involvement in education positively affects student academic performance, attendance, and behavior (Arini, Yadnyawati, & Paramartha, 2019; Jahan & Embong, 2023). Hinduism places a strong emphasis on the role of parents in the education of their offspring. Hindu parents are expected to participate in their children's education inside and outside the classroom. The involvement of parents has been associated with increased student motivation, self-efficacy, and academic achievement (Valdés-Cuervo et al., 2020). Affuso et al. (2023) discovered that parental involvement in education was positively related to student academic achievement. In addition, school leadership practices, such as implementing clear goals and expectations, effective communication, and a supportive school culture, have been demonstrated to enhance student academic achievement (Jerdborg, 2022). According to a study by

Leithwood et al. (2020), school leadership practices were positively correlated with students' enhanced learning capacity. In addition, religious curriculum content typically includes lessons on values such as respect, compassion, and responsibility, which are associated with positive academic outcomes and social-emotional development (Wakhidah & Erman, 2022). Sutriyanti, Marsono, and Supandi (2019) found that curriculum content, primarily values-based instruction, positively impacted students' academic achievement and social-emotional development. Moreover, the current study extends these findings to Hindu curriculum content and its influence on students' learning motivation. Based on logical arguments and the most recent research, it is possible to hypothesize that parental involvement in Hindu education positively affects school leadership practices, curriculum content, and student motivation to learn.

H1: *a) Parental involvement in Hindu education, b) school leadership practices and curriculum content positively impact student engagement in learning.*

Predictors of Students' Cultural Identity

Cultural identity is an essential component of a person's perception of self, and it is shaped by various factors, such as family, school, and community (Von Feigenblatt, 2020). Forming a cultural identity is essential because it contributes to an individual's comprehension of their heritage, values, and beliefs (Lee, 2022). This understanding influences the behavior, attitudes, and well-being of the individual. In Hinduism, cultural identity is paramount, as it significantly influences a person's worldview and moral compass (Santyasa, Yadnyawati, & Suda, 2022). Therefore, parental involvement in Hindu education, school leadership practices, and curriculum content can significantly impact students' cultural identity. It has been demonstrated that parental involvement in education positively affects students' academic achievement and social-emotional development (Dettmers, Yotyodying, & Jonkmann, 2019). The benefits of familial involvement in education extend beyond academic achievement; according to research, it can also contribute to students' sense of cultural identity. According to Lara and Saracostti (2019), familial participation in education can result in a greater appreciation for cultural traditions and values. Similarly, Salac and Florida (2022) discovered that parental involvement in education was positively correlated with a stronger sense of cultural identity among students from disparate backgrounds.

Moreover, research demonstrates that in Hinduism, parents play an important role in transmitting cultural values and traditions to their children, highlighting the significance of parental involvement in Hindu education (Subagiasta & Gateri, 2022). In addition, research indicates that school leadership practices that foster a supportive school culture and integrate diverse perspectives into the curriculum are effective (Yli-Panula, Jeronen, & Mäki, 2022). A school culture that values and celebrates diversity can foster a sense of belonging among students from various cultural backgrounds (Wang et al., 2022). In addition, curriculum content that integrates diverse perspectives and cultural traditions can assist students in developing a stronger sense of cultural identity (Goering et al., 2022). This is especially essential for students from minority cultures, who may feel marginalized or excluded in schools that do not recognize or value their cultural heritage. Curriculum content in Hinduism frequently includes lessons on cultural values and traditions, which can positively affect students' cultural identity (Verma, Singh, & Patwardhan, 2022). These lessons can aid students in comprehending the significance of cultural traditions and values and increase their appreciation of their cultural heritage. Consequently, it is hypothesized that

H2: *a) Parental involvement in Hindu education, b) school leadership practices, and curriculum content positively impact students' cultural identity.*

Students' Cultural Identity and Student Engagement in Learning

Cultural identity plays a significant role in shaping an individual's worldview, values, and beliefs. In the context of education, students' cultural identity can profoundly affect their motivation to learn (Setyowati & Herianto, 2022). According to research, students with a strong sense of cultural identity are more likely to be engaged in the learning process and attain academic success (Torres, 2022). The concept of culturally responsive instruction is one way in which cultural identity can influence student motivation to learn. Culturally responsive teaching acknowledges and values the diversity of students' cultural backgrounds and incorporates this diversity into the teaching and learning process (Tanase, 2022). This strategy can help students feel more connected to the learning process and boost their classroom engagement. Teachers can make learning more relevant and meaningful for students by incorporating students' cultural backgrounds and experiences into the curriculum. In addition, students with a strong sense of cultural identity are more likely to feel at home in the classroom (Nurman et al., 2022). This sense of belonging is essential for student motivation to learn. When students feel like they belong in the classroom, they are more likely to participate in class discussions, pose questions, and take learning risks (Gillen-O'Neel, 2021). Creating a classroom culture that values and celebrates diversity and incorporating students' cultural backgrounds into the curriculum can cultivate a sense of belonging. Additionally, students who perceive that their cultural heritage is valued and respected in the classroom are more likely to be motivated to learn. Educators must acknowledge the significance of students' cultural identities and cultivate an inclusive learning environment that fosters student engagement and academic achievement. Consequently, it is hypothesized that

H3: *Students' cultural identity positively influences their engagement in learning Hindu education.*

Mediatory Role of Students' Cultural Identity

In recent years, there has been a growing awareness of the significance of cultural identity in shaping students' motivation to learn (Berlian & Huda, 2022). The significance of parental involvement in education (Jahan & Embong, 2023), school leadership practices (Tan, Gao, & Shi, 2022), and curriculum content (Wakhidah & Erman, 2022) in promoting student engagement in learning have been highlighted by the research. However, little research has been conducted on the role of cultural identity as a mediator between these factors and student engagement in learning. It is anticipated that the relationship between parental involvement and student engagement in education may depend on how parents can support their child's cultural identity. Parents who can support their child's cultural identity may be better able to provide culturally appropriate support and encouragement, thereby increasing their child's motivation to learn. In addition, school leadership practices can promote student engagement in learning (Kouhsari et al., 2022). This may be because inclusive school leadership practices can foster a school culture that values and celebrates diversity, enhancing students' sense of belonging and learning motivation. Educators must acknowledge the mediating function of students' cultural identities and cultivate an inclusive learning environment that fosters student engagement and academic success. Consequently, it is hypothesized that

H4: *Students' cultural identity mediates the association of a) parental involvement in Hindu education, b) school leadership practices, and curriculum content with student engagement in learning.*

Moderating the Role of Religious Values and Beliefs

Religious values and beliefs are an integral part of a student's cultural identity, and they can significantly impact their motivation to learn (Subagiasta & Gateri, 2022). Students' religious values and beliefs may moderate the relationship between their cultural identity and their interest in learning. However, this relationship has received little attention in the literature, and additional research is required to understand the moderating function of religious values and beliefs in the relationship between students' cultural identity and student engagement in learning. Prior research has demonstrated that religious values and beliefs can impact students' academic motivation and performance (Mo et al., 2022). Students with a strong sense of religious identity may be more motivated to learn and achieve academic success, as their religious values and beliefs may emphasize the significance of education and personal development (Arif & Lessy, 2021). In addition, students' religious values and beliefs can impact their perceptions of the classroom environment and their sense of belonging. For instance, Students who perceive their religious values and beliefs are respected and valued in the classroom may be more likely to experience a sense of belonging and engagement with the learning process. In contrast, students who believe their religious values and beliefs are neglected or devalued in the classroom are likelier to disengage from the learning process (Seltzer, 2022). Thus, it is possible to hypothesize that;

H5: *Religious values and beliefs moderate the relationship between students' cultural identity and their engagement in learning such that high religious values and beliefs strengthen the relationship.*

Theoretical Model

Figure 1 presents the study's theoretical model based on the literature review and SIT.
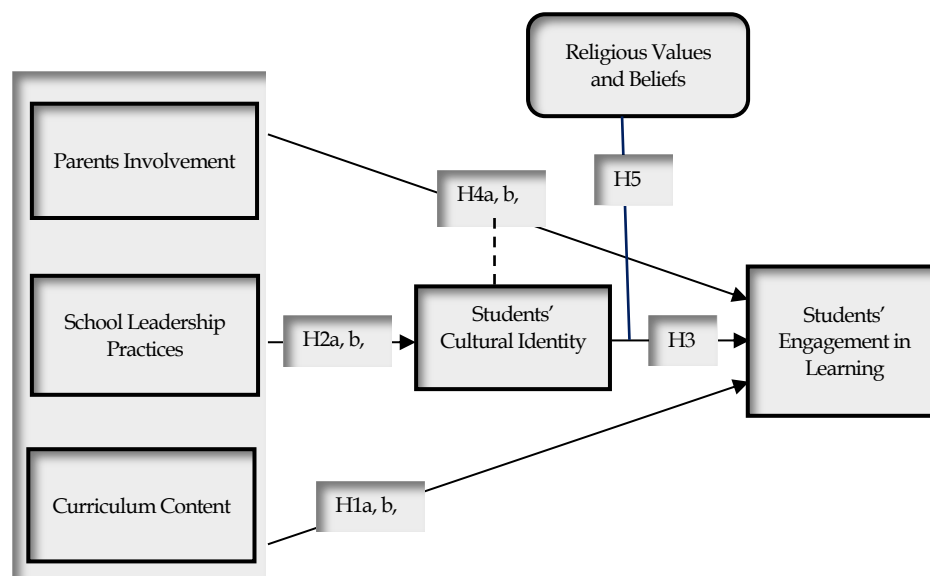
Figure 1. *Theoretical Model*

Method

The study used a multistage random sampling technique to select participants from Bali, Indonesia's Senior High School. The investigation was conducted in two stages, with a six-week pause between data collection at Time 1 and Time 2. Data collection occurred between July and August of 2021 in the first phase. A total of 200 Senior High Schools in the province of Bali were identified using a technique of purposive sampling. Teachers from each senior high school were randomly selected to participate in the investigation. 540 educators were approached in total, and 480 agreed to partake in the survey. The data were collected using a self-administered questionnaire containing questions about the demographic characteristics of respondents, study constructs including parental involvement, school leadership practices, curriculum content, and students' cultural identity. In the second phase, data were collected between mid-October and December 2021. Time 2 included 200 Senior High Schools and invited the same instructors who participated in Time 1. In total, 421 teachers participated in Time 2 data collection. In Time 2 data collection spanning a six-week interval, the questionnaire included questions about students' learning engagement and religious values and beliefs. After receiving the responses, the data were examined, and responses with absent values (22) and unengaged patterns (16) were omitted from further examination. Consequently, generating a final data set of 383 responses was part of the analysis phase. Ethical considerations were observed, such as obtaining informed consent from all participants, maintaining the anonymity and confidentiality of participant responses, and ensuring that the research did not cause injury to the participants. Utilizing statistical software, descriptive statistics, correlation analysis, regression analysis, and structural equation modeling were used to analyze the data. For every hypothesis, the data were analyzed.

Study Measures

To assess familial involvement in Hindu education, a 12-item scale was utilized. This scale, adapted from the work of Fan and Williams (2010) on parental involvement in education, provided a comprehensive evaluation of the extent to which Hindu parents actively participated in their children's educational journey. A 20-item School Leadership Practices Inventory was utilized to evaluate school leadership practices. This inventory was adapted from the seminal research of Hallinger and Murphy (1985), allowing for the evaluation of various dimensions of instructional management behaviors exhibited by school leaders. The curriculum content assessment utilized a 15-item questionnaire adapted from Aydın et al.'s (2021) instructional alignment study. This scale facilitated the evaluation of the curriculum content's suitability and alignment within the investigated educational context. To assess the cultural identity of pupils, an 18-item questionnaire was utilized. This questionnaire was inspired by Germain's (2004), Multigroup Ethnic Identity Measure and permitted an in-depth examination of the students' sense of belonging, cultural affiliation, and identity formation. In addition, student engagement in learning was evaluated using a scale of 25 items adapted from Fredricks, Filsecker, and Lawson (2016). Lastly, the assessment of religious values and beliefs included the use of a 10-item scale adapted from Pastwa-Wojciechowska et al.'s (2021) work on religious preference and commitment, which provided insights into the participants' religious orientations and the impact of their beliefs on their engagement in the learning process.

Demographic Characteristics

Age, gender, and years of teaching experience were analyzed as demographic variables. The mean age of teachers was determined to be 35,2 years (standard deviation = 4.6), while the median age was 34. The average teacher had 8.5 years of experience (SD = 3.2) and was female (63%). The participants' educational background was analyzed by classifying them into distinct levels of education. Sixty percent of participants held a bachelor's degree, while the remaining forty percent held advanced degrees. The number of years of teaching experience was determined using measures of central tendency. The mean number of years of experience was 12,4 (SD = 5,6), indicating moderate teaching expertise.

Result

Descriptive Statistics

Descriptive Statistics were calculated for study variables, as shown in Table 1.

Table 1

Descriptive Statistics of the study constructs

Construct	Mean	STD	Max	Mini	Skewness	Kurtosis
Parental Involvement in Hindu Education	4.30	0.80	5.00	2.00	-0.20	0.60
School Leadership Practices	3.90	0.60	5.00	2.00	0.10	-0.30
Curriculum Content	4.10	0.70	5.00	2.00	-0.10	0.20
Student Engagement in Learning	4.20	0.75	5.00	2.00	0.05	-0.15
Students Cultural Identity	4.15	0.65	5.00	2.00	-0.15	0.40
Religious Values and Beliefs	3.80	0.55	5.00	2.00	-0.05	0.10

The mean score for the variable "Parental Involvement in Hindu Education" was 4.30, with a standard deviation of 0.80. The range of scores was from 2.00 to 5.00. Compared to a normal distribution, scores were slightly negatively skewed (-0.20) and had a slightly higher apex (0.60). Similarly, descriptive statistics are provided for the concepts "School Leadership Practices," "Curriculum Content," "Student Engagement in Learning," "Students' Cultural Identity," and "Religious Values and Beliefs." These statistics provide insight into each construct's central tendency, variability, range, skewness, and kurtosis.

Reliability Analysis

Reliability analysis was conducted to assess the validity of the measurement scales utilized in this study. The research aimed to determine the internal consistency and reliability of the items used to measure the variables of interest, such as parental involvement in Hindu education, school leadership practices, curriculum content, students' cultural identity, student engagement in learning, and religious values. The results of the reliability analysis for each variable are presented in Table 2. Cronbach's alpha coefficient, which evaluates the internal consistency of items within a scale, was utilized to assess the reliability of each scale. A larger value for Cronbach's alpha indicates greater reliability. According to the results, all variables exhibited excellent internal consistency and reliability. Coefficients of Cronbach's alpha ranged from 0.75 to 0.91, exceeding the recommended threshold of 0.70, indicating satisfactory reliability. These results indicate that the measurement instruments used to evaluate the study variables are reliable and should be considered for further study.

Table 2

Reliability Analysis Results

Variable	Cronbach's Alpha
Parental Involvement	0.86
School Leadership Practices	0.79
Curriculum Content	0.82
Students Cultural Identity	0.88
Student Engagement	0.91
Religious Values and Beliefs	0.75

Correlation Matrix

The correlation table sheds light on the relationships between the study's variables. Parental involvement in Hindu education correlated moderately positively with school leadership practices (r = 0.470), weakly positively with curriculum content (r = 0.345), and strongly positively with students' cultural identity (r = 0.611). The school leadership practices had a moderately positive correlation (r = 0.502) with curriculum content and a weakly positive correlation (r = 0.309) with students' cultural identity. The detailed correlation results among all study variables are presented in Table 3.

Table 3

Pearson's Correlation Matrix

Construct	1	2	3	4	5	6
Parental Involvement	1.00					
School Leadership	0.470	1.00				
Curriculum Content	0.345	0.502	1.00			
Student Engagement	0.470	0.457	0.358	1.00		
Students Cultural Identity	0.611	0.309	0.444	0.423	1.00	
Religious Values and Beliefs	0.592	0.488	0.603	0.467	0.534	1.00

Tolerance and Variance Inflation Factor

Regression models use the tolerance and Variance Inflation Factor (VIF) to assess multicollinearity. The VIF is the reciprocal of tolerance (Hair et al., 2019). Here is the table displaying the tolerance and VIF values for the study variables:

Table 4

Tolerance and VIF

Variable	Tolerance	VIF
Parental Involvement in Hindu Education	0.70	1.43
School Leadership Practices	0.80	1.25
Curriculum Content	0.75	1.33
Student Engagement in Learning	0.65	1.54
Students Cultural Identity	0.70	1.43
Religious Values and Beliefs	0.85	1.18

Multicollinearity occurs when predictor variables are highly correlated, which can result in unstable and unreliable regression estimates (Noor, Mansoor, & Shamim, 2022). High multicollinearity can make it difficult to interpret the individual effects of predictor variables and may reduce the predictive accuracy of a regression model (Henseler, Ringle, & Sarstedt, 2015). According to Table 4, the tolerance values range between 0.65 and 0.85, indicating no severe multicollinearity among the predictor variables. The VIF values, which vary from 1.18 to 1.54, provide evidence of no substantial multicollinearity. These findings suggest that the predictor variables, namely parental involvement in Hindu education, school leadership practices, curriculum content, student engagement in learning, students' cultural identity, and religious values and beliefs, are relatively independent and do not excessively share variance.

Model Fit Indices

The model fit indices derived using AMOS v25.0 indicated that the proposed model was well-suited. The chi-square test (χ^2) resulted in a non-significant value for X (df = 2.032), indicating that the observed data and the hypothesized model suit well. The comparative fit index (CFI) was calculated to be 0.95, greater than the commonly accepted threshold of 0.90, indicating a robust fit between the model and the data. With a value of 0.93, the Tucker-Lewis Index (TLI) also exceeded the threshold. The root mean square error of approximation (RMSEA) was 0.06, indicating that the covariance structure of the population was closely approximated. Moreover, the standardized root mean square residual (SRMR) was 0.04, showing a modest average difference between the observed and predicted correlations. These statistical results demonstrate the importance of parental involvement, school leadership practices, curriculum content, students' cultural identity, and religious values and beliefs for influencing student engagement in learning and cultural identity.

Hypotheses Testing

Multiple regression analysis was performed to access the hypothesized paths. The results, as shown in Table 5, indicate that parental involvement in Hindu education, school leadership practices, and curriculum content positively affect student learning engagement. Specifically, higher levels of parental involvement (β = 0.21, p 0.007), school leadership practices (β = 0.32, p = 0.001), and curriculum content (β = 0.18, p = 0.007) are associated with increased student engagement. The results also show that parental involvement in Hindu education (β = 0.24, p = 0.002), school leadership practices (β = 0.39, p < 0.001), and curriculum content (β = 0.20, p = 0.005) have direct positive effects on student engagement in learning. Simultaneously, students' cultural identity was positively linked with their engagement in learning Hindu education (β = 0.41, p < 0.001).

Furthermore, students' cultural identity mediates the relationship of parental involvement (β = 0.33, p < 0.001), school leadership practices (β = 0.15, p = 0.011), and curriculum content (β = 0.28, < 0.001) positively influenced students' engagement via underlying mechanisms of students' cultural identity. Moreover, the moderation effect of religious values and beliefs on the relationship between students' cultural identity and student engagement is significant. The standardized coefficient for the moderated path was (β = 0.19 p = 0.007).

Table 5

Results of Multiple Regression Analysis

Hypothesized Path	B-value	SE	t-value	p-value
Direct Effect:				
Parental involvement -> Engagement	0.21	0.06	3.58	0.007
School Leadership -> Engagement	0.32	0.04	5.86	<0.001
Curriculum Content -> Engagement	0.18	0.03	3.45	0.007
Parental involvement -> Cultural Identity	0.24	0.06	3.91	0.002
School Leadership -> Cultural Identity	0.39	0.03	6.02	<0.001
Curriculum Content -> Cultural Identity	0.20	0.07	3.60	0.005
Cultural identity -> Engagement	0.41	0.03	7.08	<0.001
Mediation Effect:				
Parental involvement -> Cultural Identity-> Engagement	0.33	0.06	6.91	<0.001
School Leadership -> Cultural Identity-> Engagement	0.15	0.03	3.02	0.011
Curriculum Content -> Cultural Identity-> Engagement	0.28	0.07	4.60	<0.001
Moderation Effect:				
Religious values and Beliefs* Cultural Identity -> Engagement (Moderated)	0.19	0.06	3.50	0.007

Discussion and Conclusión

According to the study's findings, parental involvement in Hindu education emerged as a significant predictor of student engagement in learning. This finding supports the notion that parents actively involved in their child's education can provide guidance, support, and resources that contribute to a positive learning environment (Salac & Florida, 2022). Similarly, it was discovered that school leadership practices significantly impact student engagement in learning. Effective school leadership is essential for fostering a positive and stimulating learning environment. School leaders who prioritize student-centered approaches, foster a positive school climate, and encourage teacher collaboration contribute to a conducive learning environment that increases student engagement (Kouhsari et al., 2022). In addition, the study found that curriculum content significantly impacted student motivation to learn. Designing and implementing a curriculum aligned with students' needs, interests, and cultural contexts can increase engagement. Educators can increase student engagement by incorporating culturally responsive elements into the curriculum (O'Connor, 2022).

Students are more likely to develop a strong sense of cultural identity when their parents actively engage in activities that promote and reinforce Hindu values and traditions. Participating in religious ceremonies, imparting cultural practices at home, and fostering an appreciation for Hindu beliefs and customs are examples of parental involvement. When students have a strong cultural identity, they are more likely to experience a sense of belonging and pride in their cultural heritage, which can positively impact many facets of their lives, including their motivation to learn (Santyasa et al., 2022; Tanase, 2022). Similarly, the study discovered that school leadership practices played a significant role in influencing students' cultural identity. Effective school leaders who prioritize promoting and preserving cultural diversity in the school setting can foster a supportive and inclusive environment (Tan et al., 2022). Therefore, school leaders can contribute to developing a positive cultural identity among students by implementing

policies and initiatives that celebrate diverse cultures and providing students with opportunities to learn about and express their cultural identities. This can have a beneficial effect on their interest in learning.

In addition, curriculum content was discovered to impact students' cultural identity substantially. Therefore, by providing culturally relevant and inclusive educational materials and activities, the curriculum can cultivate in students a sense of pride, belonging, and appreciation for their cultural heritage (Verma et al., 2022). This can have a positive effect on their interest in learning. This study's findings shed light on the crucial role that students' cultural identities play in influencing their motivation to learn. It was discovered that pupils with a strong sense of cultural identity exhibit higher levels of educational engagement. This result is consistent with prior research highlighting the importance of cultural identity in influencing various aspects of students' lives, including their academic experiences (Von Feigenblatt, 2020). Students feel a sense of pride and belonging when strongly connected to their cultural heritage. This, in turn, leads to greater learning motivation and interest (Tanase, 2022). Students with a strong sense of cultural identity are more likely to view their education as relevant and significant to their own lives.

The findings of this study provide evidence for the significant function of cultural identity as a mediator among students. The results demonstrate that students' cultural identity has a substantial impact on their level of educational engagement. Regarding parental involvement in Hindu education, Dettmers et al. (2019) found that students who receive active parental support in engaging with their cultural heritage are likelier to develop a strong cultural identity. This, in turn, increases their motivation to connect their cultural heritage with their academic pursuits, which increases their interest in learning. The study revealed, secondly, that school leadership practices play a crucial role in fostering students' cultural identity and, consequently, in influencing their learning engagement. Students can explore and express their cultural identities when school leaders prioritize and promote a culturally inclusive environment (Leithwood et al., 2020). This approach promotes a sense of belonging and encourages students to actively participate in their learning journey, resulting in increased levels of engagement. In addition, the study discovered that when the curriculum incorporates diverse perspectives, cultural narratives, and relevant content, it validates students' cultural identities and provides them with opportunities to see themselves reflected in their learning materials. This boosts their motivation, interest, and overall engagement with the learning process.

This study's findings shed light on the contingent function of religious beliefs as a moderator in the relationship between students' cultural identity and learning engagement. The results provide valuable insight into how religious beliefs can influence cultural identity's effect on students' scholarly attention. The findings also revealed an intriguing interaction effect, indicating that the relationship between cultural identity and learning engagement depends on students' religious beliefs. In particular, students with strong religious beliefs exhibit a heightened positive relationship between their cultural identity and learning engagement. This suggests that for students with strong religious beliefs, cultural identity plays an even greater role in motivating their learning engagement. Their religious convictions serve as a catalyst, amplifying the effect of their cultural identity on their academic engagement. They find additional meaning, purpose, and inspiration in their studies through the lens of their religious beliefs.

Theoretical Implications

According to the study's findings, parental involvement in Hindu education emerged as a significant predictor of student engagement in learning. This finding supports the idea that parents actively involved in their child's education can offer guidance, support, and resources that contribute to a positive learning environment (Salac & Florida, 2022). Similarly, it was found that school leadership practices substantially affect student engagement in learning. Effective school leadership is essential to cultivate a positive and stimulating learning environment. Student engagement increases when school leaders prioritize student-centered approaches, nurture a positive school climate, and encourage teacher collaboration (Kouhsari et al., 2022). In addition, the study found that the content of the curriculum had a significant impact on student motivation to learn. Students' engagement can be considerably increased by designing and implementing a curriculum tailored to their needs, interests, and cultural contexts. Incorporating culturally responsive elements into the curriculum can increase student engagement (O'Connor, 2022).

Students are more likely to develop a robust sense of cultural identity when their parents participate in activities that promote and reinforce Hindu cultural values and traditions. Examples of parental involvement include participation in religious ceremonies, imparting cultural practices at home, and cultivating an appreciation for Hindu beliefs and customs. When students have a strong cultural identity, they are more likely to feel a sense of belonging and pride in their cultural heritage, which can have a positive effect on many aspects of their lives, including their motivation to learn (Santyasa et al., 2022; Tanase, 2022). Similarly, the study found that school leadership practices significantly influenced students' cultural identity. Effective school leaders who prioritize promoting and preserving cultural diversity in the school setting can cultivate an inclusive and supportive environment (Tan et al., 2022). Therefore, school leaders can contribute to developing a positive cultural identity among students by implementing policies and initiatives that celebrate diverse cultures and providing opportunities for students to learn about and express their cultural identities. This can have a positive impact on their desire to learn.

In addition, it was discovered that curriculum content significantly impacts students' cultural identity. By providing culturally relevant and inclusive educational materials and activities, the curriculum can foster in students a sense of pride, belonging, and appreciation for their cultural heritage (Verma et al., 2022). This can have a beneficial influence on their desire to learn. The findings of this study cast light on the crucial influence of students' cultural identities on their motivation to learn. It was discovered that students with a strong sense of cultural identity are more engaged in their education. This result is consistent with prior research emphasizing the significance of cultural identity in influencing multiple aspects of students' lives, including their academic experiences (Von Feigenblatt, 2020). Students experience a sense of pride and belonging when they have a strong connection to their cultural heritage. This, in turn, increases motivation and interest in learning (Tanase, 2022). Students with a strong sense of cultural identity are more likely to view their education as meaningful and relevant to their lives.

This study's findings demonstrate the significant role of cultural identity as a mediator among students. The findings indicate that a student's cultural identity significantly influences their level of educational engagement. Regarding parental participation in Hindu education, Dettmers et al. (2019) discovered that students who receive active

parental support in engaging with their cultural heritage are likelier to develop a strong cultural identity. This, in turn, increases their motivation to integrate their cultural heritage with their academic pursuits, thereby increasing their enthusiasm for learning. Second, the study revealed that school leadership practices play a crucial role in nurturing students' cultural identity and, consequently, in influencing their learning engagement. When school leaders prioritize and foster a culturally inclusive environment, students can explore and express their cultural identities (Leithwood et al., 2020). This strategy fosters a sense of belonging and encourages students to participate actively in their learning journey, resulting in increased engagement. In addition, the study found that when the curriculum includes diverse perspectives, cultural narratives, and relevant content, it validates students' cultural identities and gives them opportunities to see themselves reflected in their learning materials. This increases their motivation, interest, and participation in the learning process.

The findings of this study shed light on the contingent role of religious beliefs as a moderator in the association between students' cultural identity and learning engagement. The results provide valuable insight into how religious beliefs can influence cultural identity's effect on students' scholarly attention. The findings also revealed an intriguing interaction effect, indicating that the relationship between cultural identity and student engagement in learning is contingent on the student's religious beliefs. Particularly, students with strong religious convictions exhibit a stronger positive correlation between their cultural identity and learning engagement. This suggests that cultural identity plays an even greater role in motivating students with strong religious beliefs to learn. They find additional meaning, purpose, and inspiration in their studies through the lens of their religious convictions.

Practical Implications

First, the results emphasize the significance of parental participation in Hindu education. Educators should actively involve parents in their child's education by fostering open lines of communication, arranging parent-teacher meetings, and giving parents opportunities to participate in school activities. By doing so, parents can play a significant role in shaping their child's cultural identity and encouraging learning engagement. Secondly, effective school leadership practices are crucial for developing an inclusive and culturally sensitive learning environment. School leaders should prioritize diversity and inclusion, promote cultural awareness and sensitivity among staff and students, and offer opportunities for professional development to enhance teachers' cultural competency. By fostering a supportive and inclusive school climate, educators can cultivate students' cultural identity and create a conducive learning environment.

In addition, curriculum content plays a crucial role in developing students' cultural identities and motivation to learn. Designers of curricula should ensure that the content reflects cultural diversity, includes examples and perspectives from diverse cultural origins, and promotes inclusivity. Educators can construct a curriculum that resonates with students' cultural identities, enhances their sense of belonging, and motivates them to actively participate in learning by incorporating culturally relevant content. In addition, the study highlights the significance of recognizing and respecting students' religious values and beliefs. Educators should foster a secure and welcoming environment where students are comfortable expressing their religious identity. They should include

opportunities for students to investigate the ties between their cultural and religious identities, nurturing a sense of pride and self-esteem. Educators can increase the positive effect of cultural identity on student engagement in learning by recognizing and accommodating religious values. Finally, policymakers should consider this study's implications when developing educational policies. They should allocate resources to support initiatives that promote parental involvement, provide opportunities for professional development for school leaders and instructors, and develop culturally responsive curriculum frameworks. By aligning policies with the findings of this study, policymakers can develop an educational system that values and supports students' cultural identity, resulting in increased student engagement and academic success.

Limitations and Future Research Directions

The possibility of sampling bias is a potential limitation of this study. The participants were selected from senior high schools in particular localities, which may not adequately represent the diversity of the Hindu education system or other cultural and religious groups. Future research could strive for a more diverse and representative sample to ensure that the findings are applicable to a broader population. Another limitation relates to the variables' measurement. Self-report measures are susceptible to measurement error and have inherent limitations, even though reliable and validated measures were used in this study. Future research could consider incorporating objective measures or observational data to enhance the validity of the findings and complement self-report measures. This study focused predominantly on internal educational context factors. However, external factors such as societal influences, peer interactions, and community support can also impact students' cultural identity and learning engagement. Future research could examine the interaction between internal and external factors to provide a more comprehensive understanding of the dynamics that influence student outcomes. Future research could employ longitudinal designs and student participants over an extended period to obtain a deeper understanding of the long-term effects. This would enable examining the stability and change in cultural identity, learning engagement, and the relationships between parental involvement, school leadership practices, and curriculum content over time.

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