

The Impact of Teaching Strategies on Student Identity Formation in a Multicultural Classroom Setting

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Abstract: The study was based on the influence of teaching strategies on student identity formation within multicultural classroom settings. The study aimed to understand how different teaching strategies can make an impact on student identity formation in multicultural education. The study implemented Erikson's psychosocial development theory to understand how student identity is formed through social relationships with other elements, such as teacher-student interaction or teaching strategies. The study used a qualitative method for analysing secondary sources to answer the research question. The findings of the study revealed that culturally responsive teaching strategies were important for understanding the diverse cultural backgrounds of the students in the multicultural classroom. Prejudice reduction strategies of teachers have been taken into consideration to understand how teachers' student interactions contribute to reducing stereotyping in multicultural classroom settings, to inspire positive identity formation of the students. The study also found a positive impact of inclusive teaching Strategies for shaping sales identity within students in diverse educational backgrounds. Therefore, it could be concluded that the teaching strategies have the potential to impact student identity formation in the multicultural classroom system.

1. Introduction

1.1 Background

Multicultural classrooms are the hub of cultural diversity, which requires effective teaching strategies to involve students in the teaching-learning process for forming their identities. According to Parkhouse & Massaro (2019)[1], multicultural educational system reform the educational setting by providing more inclusive and unbiased educational experiences to the children. The cultural inclusiveness makes the education system more socially integrated. The society, regions, traditional communities, nations, schools and others help to form social identity (Nakaya, 2018)[2]. However, language barriers or cultural differences between students and teachers can impact identity formation in multicultural settings. The effective teaching strategies can help in this situation to create student identity in a multicultural classroom.

1.2 Research Questions

- How do culturally responsive teaching strategies affect the social, cultural or academic dimensions of student identity formation?
- How do teacher-student interactions contribute to or contradict student identity formation in diverse educational settings?
- What impact does inclusive teaching play in shaping the self-perceptions of the students in multicultural education?

1.3 Rationale

The research is important because it connects the research strategies with student identity formation in multicultural settings. The research aims to examine how diverse teaching strategies are required for forming students' identities in a diverse educational system. The paper explores the capabilities of teachers needed for a diversified classroom setting. The research topic focuses on

understanding the way students can become self-reliant and competent in a classroom setting comprising students from different social, ethnic, cultural, and linguistic backgrounds.

2. Literature Review

2.1 Multicultural Education and Teaching Techniques

Multicultural education is an effective method in the age of globalisation highlighting culturally responsive teaching strategies which can help students to get over the socio-cultural boundaries. According to Karacabey et al. (2019)[3], the positive attitudes of the educators are very important for multicultural education, which teaches to become tolerant of diverse cultures to affirm equal opportunity to education. This shows that the perspective of the educators is the most important factor in multicultural educational settings. Their open-mindedness explores the possibility of effective learning in diverse classroom settings. The teaching-learning process becomes more successful if competent teaching strategies can be applied to the classroom, which obliterates ethnic, social, racial, linguistic, or class-based discrimination in the multicultural classroom (Suri & Chandra, 2021)[4]. This proves that diversive teaching strategies take a leading role in making substantial efforts to address the different needs of the students. In the multicultural educational setting, culturally responsive teaching and culturally relevant pedagogy are two reliable approaches for making students socio-politically conscious to promote equity in education (Parkhouse & Massaro, 2019)[1]. This determines that cultural responsiveness in teaching techniques enhances student engagement. It reflects social inclusivity within students from diverse socio-cultural backgrounds. Thus, teaching strategies act as a regulator for the effective teaching-learning process in the multicultural classroom.

2.2 Impact of Teaching Strategies on Student Identity Development

Teaching strategies play a crucial role in shaping student identities by focusing on their cultural and personal learning experiences. Identity is a kind of stable sense of individuality (Gupta & Shah, 2024)[5]. This states that identity formation is a method of finding self-uniqueness. If students can be confident of their identity, they can achieve high value in their personal and professional world. According to Khan et al. (2024)[6], effective modern teaching strategies influence the self-esteem of students by positively impacting their professional career growth. This proves that the teaching approaches not only enhance the personal development of the students but also ensure professional success. When students get an education in a flexible and understandable manner, their self-confidence automatically increases. While effective teaching strategies foster identity development through providing high self-esteem, the proper identity formation of students also leads them to ensure personal and professional success. Therefore, it can be said that there is a direct link between teaching strategies and identity formation.

2.3 Theoretical framework

An in-depth understanding of Erikson's theory of psychosocial development is important for understanding how teaching strategies can activate identical formation of the students in the multicultural classroom setting. Comprising eight stages, Erikson's theory posits that an individual establishes the ideas of self on the basis of their prior experiences, values and future aspirations (Scheepers & Ellemers, 2019)[7]. This states that positive experiences can make a person self-sufficient and hold positivity for identity development. In the multicultural educational setting, the classroom plays an important role in shaping student identity. As identity development or crisis happens during adolescence, it is a unique time for using effective teaching strategies in school to support positive identity formation. Therefore, teaching strategies applied by the educators in a multicultural classroom setting psychologically influence students' identity formation.

3. Methodology

In this research paper, a qualitative secondary research approach is followed by taking into consideration secondary materials like reports, journals, books and others. According to Busetto et al.

(2020)[8], qualitative research is required for identifying the reasons for some apparent patterns which is quite unexpected or invisible. This indicates that the qualitative research mainly discovers the proper data to make the research findings stronger. Secondary data, such as research articles, books, or reports, are used in the research to analyse how various teaching strategies are used in multicultural classrooms for forming student identities. This will enable the research to gain insights into the teacher-student interaction with a multicultural educational system and what factors are responsible for identifying diverse teaching strategies for students. The research uses an interpretivist research philosophy for conducting secondary data-based thematic research to explore the relationship between teaching approaches and identity formation of the students. There are three kinds of research designs, namely descriptive, exploratory, and explanatory, and this current study undertakes a descriptive research design to investigate the data for the research paper. In the descriptive research design, the people or events are explained without altering any variables (Siedlecki, 2020)[9]. In this study, the secondary data is described to get the research findings without any alteration of variables. While there are three kinds of research approaches, such as namely deductive, inductive and abductive, this study is formulated on an inductive research approach. The inductive research approach aims to achieve research progress by depending on the research aim, objectives and questions (Patel & Patel, 2019)[10]. In the same way, the present study answers the research aim and questions by formulating in-depth research. In this research, research ethics are maintained with transparency so that the research findings and analysis become trustworthy. The secondary materials used for this research cite the authors of the books and journals. The originality of the study is maintained without copying any information from any sources. The research publication does not encourage plagiarism and adheres to the academic integrity norms of the university.

4. Findings

4.1 Culturally Responsive Teaching in Student Identity Affirmation

Culturally responsive teaching is an important methodological approach to facilitate student identity formation in multicultural classroom settings. According to Votava et al. (2024)[11], culturally responsive teaching strategies require teachers to directly engage with the students from the students' cultural perspectives to grasp the students' understanding and experiences. This shows that the teacher views the world from the students' cultural perspective to personally connect with them to facilitate learning. In these strategies, students feel valued and recognised in the classroom as teachers incorporate cultural histories into the lesson according to the students' cultural backgrounds. Culturally responsive teaching ensures active engagement of the students from different cultural backgrounds by involving their cultural experiences (Chaika, 2024)[12]. This determines that students can get opportunities to open their true selves, and also be tolerant of their classmates' socio-cultural backgrounds and experiences increases the sense of empathy within them. Emphatic attitude is a key factor for multicultural education. The cultural visibility within the content or teaching-learning process makes every student equally valued, enhancing their self-esteem and identical development. According to Suri & Chandra (2021)[4], there is an intricate relationship between culture, individual identity, self-concept, and educational achievement. This proves that students' cultural background directly influences their identity formation, accompanying educational success. Identity is the projection of the self, which can be explored in the right manner if cultural identification is maintained in teaching strategies. One who can respect others' cultural attitudes can be more flexible to establish positive identical development in the multicultural educational settings. Thus, it can be said that culturally responsive teaching makes the student self-determinant, influencing their identity formation in the multicultural classroom.

4.2 Reduction of Prejudices for Student Identity Development

Reduction and removal of prejudices are important for smoothing the teaching-learning process in multicultural classroom settings. According to Janakiraman et al. (2019)[13], prejudice reduction-

based teaching strategies help students to lower the impact of negative stereotyping by developing welcoming attitudes to others who have different characteristics. This proves that raising awareness within teaching strategies can influence students' social behaviours and attitudes. Cultural biases and misconceptions create biases, stereotypes and prejudices within students, which they absorb from their surroundings. On the other hand, Ansari & Siddiqui (2021)[14] state that lower chances of intergroup biases allow the students to spend more time on new learning exercises by reducing the fear of ethnocentric threats. This determines that intergroup biases negatively impact student identity development. They can feel mentally and psychologically unstable due to the complexity of interpersonal relationships. Prejudices can even lead them to marginalisation of the students, diminishing their self-confidence and impacting the classroom coherence. Without overlooking the issues of discrimination in the classroom, teachers need to engage the students to participate in a deep conversation to know about each other's cultural experiences (Abacioglu et al., 2019)[15]. This states that open discussion removes the stereotypes by forming a mutual understanding between students. Mutual respect between the students improves their psychological sense of safety within the students, which empowers them to develop their identities. In a multicultural educational setting, teachers can act as coordinators for developing critical thinking within the students to encourage collaborative learning (Gupta & Shah, 2024)[5]. This shows that thinking critically can empower students to question their prejudices and perceptions and become more open-minded. Thus, teachers serve as key agents to contribute to student identity formation within diverse educational settings.

4.3 Inclusive Teaching Strategies for Student Identity Exploration

Inclusive teaching strategies not only enrich educational experiences but also incorporate diverse perspectives within the classroom instruction, inspiring student identity formation. Inclusive teaching opportunities meet the needs of the students by incorporating them in the learning process so that everyone's voice can be heard (Yale *Poorvu Center for Teaching and Learning*, 2017)[16]. This shows that inclusion in teaching strategies not only creates diverse attitudes in classroom settings but also develops cross-cultural awareness within the students. Teachers take a leading role in creating this inclusive classroom setting, from structuring diverse course content to encouraging comfortable class participation. Instead of general curriculum instruction, inclusive teaching approaches facilitate individualised educational strategies for influencing the learning process (Cate et al., 2018)[17]. This implies that inclusive educational approaches prioritise the diverse needs and learning styles of the students so that the learning process becomes individualised. By focusing on a personalised approach, it supports the personal development of the students in the multicultural classroom. No one feels alienated in the inclusive teaching strategies as it includes individualised interests, strengths, and cultural differences. In an inclusive teaching-learning environment, students can express their views comfortably and safely, facilitating them to engage deeply in respectful classroom conversations (Votava et al., 2024)[11]. This proves that students feel empowered in expressing their individual opinions in the inclusive curriculum-based teaching, inspiring them to form high self-esteem and healthy identities. Therefore, it can be stated that inclusive teaching strategies assist students in developing identities in multicultural educational settings.

5. Discussion

5.1 RQ1: How do culturally responsive teaching strategies affect the social, cultural or academic dimensions of student identity formation?

Teaching strategies dependent on cultural responsiveness have remarkably impacted the social, cultural and academic perspectives of student identity formation. Culturally responsive teaching and culturally relevant pedagogy raise socio-political awareness within the students to promote fairness in education (Parkhouse & Massaro, 2019)[1]. This strategy not only advocates cultural inclusion but also considers social and academic dimensions for identity formation. Culturally responsive teaching welcomes students from diverse cultural backgrounds with their diverse cultural experiences (Chaika, 2024)[12]. The accumulation of diverse experiences of different students from different cultural

backgrounds made them more acceptable to others' cultures. This indicates Erikson's theory of psychosocial development, which claims that identity forms through social relationships with others, which can be easily achieved in multicultural classroom settings. Suri & Chandra (2021)[4] also point out that students' cultural frameworks can help them with successful identity formation, facilitating their academic success. This can be directly matched with the first step of Erikson's psycho social theory- the stage of identity vs confusion, as students form a complete sense of identity by proposing their social beliefs, values, and cultural contexts. Therefore, it can be acknowledged that culturally responsive teaching approaches influence identity development by considering the social, cultural and educational contexts of the students in diverse educational settings.

5.2 RQ2: How do teacher-student interactions contribute to or contradict student identity formation in diverse educational settings?

Teacher-student interactions contribute to student identity development in multicultural classroom settings. Multicultural education can be more effective if the positive attitude of the teachers is confirmed, for they are the only resources for providing equal educational opportunities for the students from diverse cultural backgrounds (Karacabey et al., 2019)[3]. This shows that the role of the teacher is very important for making a positive identity for the students in multicultural education. Teaching strategies based on reducing prejudices remove the negative impact of stereotyping and biases within the students' mental preposition by promoting a sense of tolerance and acceptance (Janakiraman et al., 2019)[13]. Strategies aimed at removing prejudice and stereotyping help students to achieve a more empathetic attitude towards their peers from different social, cultural or academic backgrounds. If the intergroup bases can be mitigated, there will be a higher chance for spending more time on learning experiences that can help the students with identity formation (Ansari & Siddiqui, 2021)[14]. This reclaims Erikson's psychosocial theory, which claims that sales exploration happens in a convenient and trustworthy environment. Therefore, effective teacher-student interactions empower students for their individualised identity exploration and development in multicultural settings.

5.3 RQ3: What impact does inclusive teaching play in shaping the self-perceptions of the students in multicultural education?

Inclusive teaching strategies play a crucial role in shaping the self-perceptions of students in diverse educational settings. Gupta & Shah (2024)[5] identify that identity is a consistent sense of self-uniqueness. This proves that identity formation makes students aware of their representation in society, and the inclusive teaching strategies have enough potential to shape the identity of the students in multicultural classroom settings. Inclusive teaching approaches reconfirm diversity in the teaching-learning process so that all students can actively engage and propose their opinions in front of others. This inclusive approach allows the students from diverse cultural backgrounds to feel recognised and validated, which can be analysed with Erikson's theory, which suggests that validation is the most important aspect for making a strong self-perception. Rather than depending on general instructional teaching, inclusive teaching strategies enable teachers to provide individualised educational strategies for meeting the diverse needs of the students (Cate et al., 2018)[17]. This individualised educational strategy in an inclusive curriculum facilitates students' self-perception and identity formation, as their cultural identities are not only valued but they are also celebrated within this teaching-learning process. The teacher uses diverse content to personalise approaches to align the students with their learning capabilities so that the learning outcome can be supportive of their individual representation. Therefore, it can be stated that the inclusive teaching strategies enable students to express their self-perception, ushering identity formation in multicultural education.

6. Conclusion

The study aimed to analyse the use of teaching strategies for student identity development in a multicultural classroom setting. The study had been divided into six consecutive chapters, which were developed based on research questions. The first research question was developed to analyse the

importance of culturally responsive teaching strategies on student identity formation. The second research question was formulated to understand the importance of teacher-student interactions for contributing to student identity development in the multicultural classroom setting. Thirdly, the study explored the importance of inclusive teaching strategies for shaping student identity formation in multicultural education. Though the study provided an exclusive development on the educational research ground by linking the teaching strategies and student identity formation in the context of a multicultural educational setting, there were some limitations identified in the study. As the research only relied on secondary resources, it cannot completely enable to capture of the real condition of teaching learning processes in the multicultural classrooms. The findings were only based on the information found in the secondary materials, thereby having no chance to experiment with empirical data, face-to-face interviews or classroom observation.

Based on the findings, the study recommends that future research should provide more focus on the primary data sources for exploring real-time classroom observation for understanding how different teaching strategies impact student identity formation. In addition, comparative studies between different countries would be helpful for examining how different regional settings impact teaching strategies, which again influence student identity formation. The interconnection between cultural divisiveness and country-wise teaching strategies can make the student more specific.

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