Cultural Diversity in Language and Belief on Students' Identity and Behavior in High School Students

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Abstract

This descriptive study was conducted in a private international school in Abu Dhabi, UAE, the aim of this study was to investigate the students' understanding and acceptance of cultural diversity in the school environment and explain the impact of cultural diversity in language and belief on their behaviour and identity. A convenient sampling of 230 high school students (grades 9–12) was selected, and 85 students voluntarily participated to respond to an electronic self-concept questionnaire, whose validity and reliability were confirmed. Quantitative data was collected on students' agreement or disagreement using the 5-Likert Scale to answer the research's main questions: What is the level of students' understanding of cultural diversity in school? What is the impact of cultural diversity in language on students' identity and behaviour? What is the impact of cultural diversity in beliefs on students' identity and behaviour?. Data was analyzed statistically using SPSS, and the results pointed to a generally favourable view toward cultural diversity in language and belief in school. It revealed that the majority of students showed a high level of understanding and acceptance of cultural diversity, and that was clearly reflected in their responses and how they reacted to some situations. On the other hand, results showed that there was no clear evidence of a significant impact of language cultural diversity on students' identities, while it was clear enough to show that it had an impact on their behaviour to show that language is not a barrier to communicating and to being interested in learning other languages. The last part of the results and findings explained that there was a positive impact of cultural diversity in beliefs on students' identity and behaviour. The study intended to contribute to the effectiveness of cultural diversity and communication diversity in school environments in the United Arab Emirates by investigating the current situation.

Introduction

School education tends to provide society with uniform citizens. Students wear school uniforms, use the same textbooks, and are usually taught as a whole class with the same approach. However, individuals are never the same. There is a wide range of cultural diversities (ethnicity, language, and belief) between students in international schools. Students come to international schools from different backgrounds, which should be managed well by the school management and teachers inside the classroom because cultural diversity can raise several challenging issues within the classroom and create cultural barriers or learning disadvantages.

As there are many advantages to diversities in educational organizations in expanding and sharing knowledge between students, creating variety and abundance, accepting tolerance, and enhancing personality, there could be disadvantages as well if they are not managed well. Diversities can lead to negative effects in the educational process, grouping in classrooms, and students' behaviours. It is significant to understand the effect of diversity and to be managed well by the school management to

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avoid disturbance of the school atmosphere, to benefit from the advantages, and to diminish the disadvantages to the least possible level.

This research attempted to highlight students' understanding of cultural diversity and how language and belief diversity impact their identity and behaviour.

Background

When discussing cultural diversity in the classroom, it is common to look at cultural differences that have been historically ignored or marginalized. The role of any educator is to ensure that neglect a major aspect of a student's identity and to foster an environment where differences are accepted and understood, particularly if those differences have historically been ignored or disparaged.

No two students are the same, even if they share a lot in common. To foster cultural awareness, there should be consideration given to all the different aspects of culture (race, language, ethnicity, etc.) that can influence students' perceptions, attitudes, and behaviours.

Cultural diversity in the classroom is becoming an increasingly important issue for educators throughout the education system. Ignoring the increase in diversity is not a helpful response. Instead, educators are embracing diversity and fostering culturally inclusive classrooms designed to help every student succeed.

Statement of the Problem

Cultural diversity in schools can lead to negative effects in the educational process, grouping in organizations, and students' behaviours. It is significant to investigate the students' understanding of cultural diversity and its impact on their identity and behaviour. This activity will enable the school management to manage the positive and negative effects well inside and outside the classroom. There should be diversity awareness among the students and the school members to avoid disturbance of the school atmosphere, to benefit from the advantages, and to diminish the disadvantages to the least possible level.

Therefore, this research will add to the body of literature by asking high school students to respond to 21 items through an electronic self-concept questionnaire to analyze their understanding and acceptance of cultural diversity in school and its impact on their identity and behaviour, focusing on diversity in language and belief.

Objective of the Study

The objectives of this study are

1- To investigate the level of students' understanding of cultural diversity in school.
2- To analyze the impact of cultural diversity in language on students' identity and behavior.
3- To analyze the impact of cultural diversity in belief on students' identity and behavior.

Research Questions

Under the general purpose of this research, the following research questions are to be explored:
1. What is the level of students' understanding of cultural diversity in school?
2. What is the impact of cultural diversity in language on students' identity and behavior?
3. What is the impact of cultural diversity in belief on students' identity and behavior?

Research Hypotheses

The research tested the following *Null* hypotheses:

☐ **H0:** *there will be no significant impact on student identity due to cultural diversity (language, and belief)*

☐ **H1:** *there will be no significant impact on student behavior due to cultural diversity (language, and belief)*

Significance of the Study

The significance of this study comes from its purpose: to examine the high school students understanding and acceptance of cultural diversity and its impact on their identity and beliefs at an international private school in Abu Dhabi. Therefore, the results of this study will offer teachers and school management a deeper understanding of how to implement inclusion learning and promote school policies that ensure education equality.

Definition Terms: *Culture*, *Diversity, Belief, Identity, Behaviour*

Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people during generations through individual and group striving (*Florence & Barkston, 2019*).

According to *Loden and **Rosener** (1991),* diversity is defined as "those human qualities that are different from our own and outside the groups to which we belong, yet present in other individuals and groups."

Belief is the attitude that something is true or that some proposition about the world is true (*Primmer, Justin 2018).* Following insights from social cognitive theory *(Bandura, 1997),* beliefs are individual cognitive conceptions in constant relation to behavior and the external environment. Bidirectional relationships exist between personal beliefs, behavior, and the external environment, but their influence and reciprocal effects vary for different activities and under different circumstances.

Identity is defined as the totality of one's self-construal, in which how one construes oneself in the present expresses the continuity between how one construes oneself as one was in the past and how one construes oneself as one aspires to be in the future (*Weinreich, 1986).*

Behavior is the actions and mannerisms made by individuals, organisms, systems, or artificial entities in conjunction with themselves or their environment, which includes the other systems or organisms around them as well as the (inanimate) physical environment. It is the computed response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary *(Minton, 2014).*

Literature Review

The review of literature will be organized into three main sections that refer to the impact of culture on learning, the advantages and disadvantages of cultural diversity, and recommendations to manage and deal with cultural diversity in schools.

Impact of Culture on Learning

"Several research studies have shown that the students' geographical regions could affect their online learning behaviours. This can be due to the culture and habits of that specific region.

Vatrapi (2008), as cited in Tlili, A. et al. (2021), 2021) argued that culture greatly influences social behaviour, communication, cognitive processes, and pedagogical technologies, all of which are key components in online education. Therefore, culture should be considered a key element when designing education in terms of how students learn and what they perceive as important to learn *(Gómez-Rey et al., 2016; cited in Tlili, A. et al., 2021).* Understanding the set of cultural and learning/teaching features will help the educational community to provide better quality yet also culturally sensitive instruction."

Advantages and Disadvantages of Cultural Diversity

This literature will discuss the advantages and disadvantages of cultural diversity, which will support the purpose of the study, and how to manage cultural diversity to benefit from its positive impact.

"The cultural and ethnic profile of student populations is rapidly changing in many parts of the world." "Such an increase in the cultural and ethnic diversity in education has the potential to promote human development, growth, and creativity (*UNESCO, 2021*), but also to give rise to new challenges."

The results in terms of advantages and disadvantages of diversities are examined under two main themes, which are educational and organizational. "Having diversities has advantages for management, teachers, students, and the school, while it brings some hardships for the management of the school. Teachers stated that diversities will affect students positively and improve the success of the school" (Memduhoglu, 2011).

In addition, it was also concluded that "teachers with diverse interests, skills, and competencies, from different sociocultural backgrounds working in schools, contribute to the development of schools and students as well as easing for schools to reach their goals" *(Memduhoglu, 2011)*. n addition, it was also concluded that "teachers with diverse interests, skills, and competencies, from different sociocultural backgrounds working in schools, contribute to the development of schools and students as well as easing for schools to reach their goals" *(Memduhoglu, 2011)*.

"The benefits of diversities to organizations in terms of organizational performance found a positive correlation between management of perceived diversities and organizational performance" (*Choi and Rainey, 2010*). Moreover, "teachers indicated that diversities create variety and abundance (*Cakir, 2011; Aksu, 2008; Yanasma, 2011*), increase creativity (*Cox and Blake, 1991; Millikan and Martins, 1996; Austin, 1997; Bassett-Jones, 2005; Lattimer, 1998; Roberge and van Dick, 2010*), and provide gratification" (*Pitts, 2009; Buckingham, 2010*).

As there are many advantages to diversifying organizations, there could be disadvantages when they are not managed well. Teachers reported that diversities can lead to negative effects in the educational process, grouping in organizations, negative effects in teachers' performances, disturbances in the atmosphere, conflicts, etc. In the study of *Jehn et al. (1999)*, "a positive correlation was found between social category and value diversities and relational conflicts". It is reported in the study by *Pelled et al. (1999)* that" diversities cause conflict, whereas *Hobman and Bordia (2006)* found a positive correlation between value diversities and conflict". In the study of *Aksu (2008)*," the participants stated the most important problem that can occur in a team with different aspects as miscommunication or disagreement, and the second as conflict". Similarly, in the study of *Yanasma (2011)*, "the employees have also indicated that the biggest problem that diversities cause is miscommunication and disagreement".

Managing Cultural Diversity

International educational organizations will face challenges for cultural diversity, but in the end, its benefits cannot be overlooked. The management of such schools should focus on unity and support. Promoting respect for cultural diversity in the school is an inseparable part of education.

"Organizations should manage diversities well to benefit from these advantages and to diminish the disadvantages to the least possible level. At that point, the role of the managers cannot be denied. The attitudes of the managers towards diversity have an important effect on the success of diversity attempts" *(Buttner et al., 2006).* "Effective management of diversity is based on recognition of commonalities and awareness of differences" *(McMahon, 2010).* Managing cultural diversity involves identifying the best practices.

Previous studies like CDRI strategies are about modifying the strategies of teaching and learning according to the context of students' home, community, and society's culture, keeping all children active in the classroom, maintaining all children are engaged with learning, ensuring all children are equally benefitted by cultural instructional approaches regardless of caste or ethnicity, culture, gender, religion, language, geography, empowering marginalized children along with others through education, and so forth *(Vygotsky, 1930; Bizzell, 1991; Banks et al., 2001; Walker, 2003; Freire, 2005; Banks, 2006; Banks &(Banks, 2010; Gay, 2010; Gay, 2013; Dooly & Rubinstein, 2018; Dhungana, 2018).*

It requires being culturally situated and responsive, instilling hope and reward in those who are marginalized, and utilizing classroom time for effective learning. However, current instructional practices are not regarded as CDRIs to address the issues of students' cultural diversity. CDRI is also recognized as a multicultural education that tends to raise the voice against social discrimination, exploitation, and injustice to achieve social transformation *(Mcwhinney & Markos, 2003).* It is not solely a matter of cultural mosaic but also strives to achieve the social goal of empowerment in society *(Banks, 2006;*

Joskin, 2013). Moreover, individuals today are required to be familiar, comfortable, and willing to engage in multicultural and international contexts *(Dooly & Rubinstein, 2018).* Therefore, I wonder to examine the current CI and its relation to diverse cultures through the lived experiences of students of the basic school in order to understand the role of CI, which is becoming a tool of social empowerment.

Recommendation to Deal with Diversity in School

The school can use many approaches to manage diversity and support it positively by minimizing its negative impact. For example, showing students everyday photographs of people of different ethnicities, shapes, sizes, and garb gives students the opportunity to see people that look very different from themselves and their family engaging in the same types of activities that they and their family participate in; this activity can help humanize types of people that a student has never had the opportunity to interact with personally. Welcoming guest speakers into the class who hail from differing backgrounds and have all made a positive contribution to important fields can also help dispel any preconceived notions that students might possess about the relative competence and value of people from different cultures.

Teaching students about multicultural role models also serves as an effective method for demonstrating that people of all genders, ethnicities, and appearances can have a positive influence on the world and deserve to be respected and emulated. It is important to avoid teaching students about the same minority role models repeatedly.

In addition to tailoring classroom activities and lessons toward multicultural appreciation, it is critical that the educator provide students with a culturally responsive learning environment. Wall spaces can be used to display posters depicting cultural groups in a non-stereotypical way.

In a similar fashion, students can mark the countries from which their ancestors immigrated on a world map, and classroom signs can be hung in several languages. Such touches will help promote an environment in which students from diverse backgrounds feel more comfortable being themselves and will help insulate students from the cultural and ethnic stereotypes that pervade television and other mass media outlets.

Another important goal of culturally responsive education is to teach students to respect and appreciate their own culture and heritage. Minority students can sometimes feel pressured to discard their cultural norms, behaviors, and traditions to fit in with the prevalent social order. When this happens, it can create a significant disconnect between the culture of the student's school and community life and interfere with emotional growth and social development, frequently resulting in poor performance in social and academic domains. Providing opportunities for students to investigate unique facets of their community

is one effective way to help students gain a greater appreciation for their own culture. Having students interview family members about cultural practices and traditions or write about important learning experiences that the student has experienced in his home community are just two of the many ways that students can explore their heritage.

Using a culturally centered instructional approach can help facilitate cultural pride among diverse students. Providing diverse students with examples of diverse contributors to these fields and using culture-specific subject matter when teaching core topics will help them perform better in these highly scrutinized and important domains. Placing ethnically diverse students in a situation that emphasizes the strengths of their culture's preferred means of learning may help provide them with a greater sense of self-efficacy and achievement.

Consistent exposure to positive role models is another excellent way to emphasize respect and admiration for the diverse student's own culture. All too often, students are exposed to ethnic stereotypes on television and in movies. Providing diverse students with role models who demonstrate exceptional leadership qualities and make social contributions in a non-stereotypical way helps students recognize the limitless ways in which they can have a positive impact on society.

Teachers should take the time to learn more about the background, values, histories, practices, and traditions of these students and their families. By doing this, they have the potential to change how they provide instructions. Teachers who embrace a fuller understanding of their students' backgrounds and personal experiences can use them as a tool to make connections for all their students. This is known as culturally responsive teaching. Teachers are culturally responsive when they: Acknowledge and respect different cultural heritages.

- Teach students to understand and appreciate their own and others' cultures.
- Recognize the strengths and contributions of individuals from historically underrepresented
- Activate students' prior knowledge and connect what they know to what they are learning.
- Use a wide variety of instructional techniques (e.g., role-playing exercises, storytelling) that align with the way in which the student is taught in his or her own
- Expand the traditional curriculum to ensure that diverse perspectives are embedded by incorporating multicultural knowledge, resources, and materials in all

It is also important to understand that students might have different cultural values, beliefs, and ways of interacting than their parents and grandparents. By getting to know the students and their families, teachers are more likely to better communicate and create positive relationships.

Teachers need to ensure that they incorporate methods of teaching in their classrooms that accommodate the various beliefs and cultural notions students bring to school. This requires each teacher to not only develop an understanding of their students' cultures but also to know who their students are as individuals. It is important for teachers to ensure that they treat all students the same and have high expectations for each one so that they may all strive to reach their full potential.

There are a wide range of classroom activities that can help students recognize the essential humanity and value of different types of people. For instance, providing students with an opportunity to share stories of their home life, such as family holiday practices, provides fellow students with a window into their peers' cultural traditions.

 School management should be able to manage the cultural diversity in the school to benefit from it, as it is an important factor in enhancement that, at the end, should also meet the country's culture and norms, as mentioned in the literature review.

Methodology

Research Design

This study was a descriptive study that used a quantitative approach to answer the main research questions to analyze high school students' understanding of cultural diversity in school and the impact of the differences in language on their behavior and identity. Data was collected using

electronic self-concept questionnaire shared with high school students at a private international school in Abu Dhabi.

population of the study

The population for the study was a private international school in Abu Dhabi, which has students K–12 from variant nationalities, totalling 1750 students from more than 45 different nationalities.

Sample and Sampling Techniques

A convenient sample for the study was selected of 230 students from high school for grades 9–12 who are from 20 different nationalities.

Demographic Data about the Sample
Table 1 and Figure 1 below show sections of high school categorized by *number of students and gender*.

Table1: Number of students by Gender.

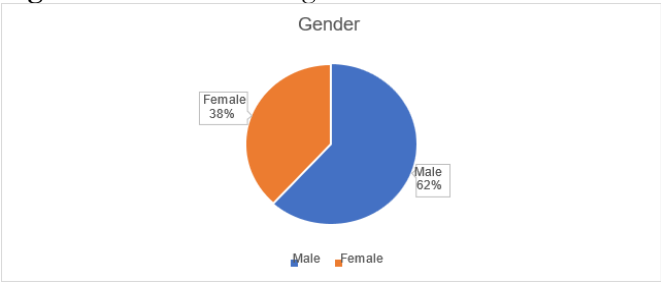| Class	Number of Students	Male	Female
Grade 9	73	42	31
Grade 10	65	45	20
Grade 11	47	31	16
Grade 12	45	24	21
Total	230	142	88

Figure1: Gender Percentage.

Table 2 and Figure 2 below show sections of High school total *number of students Arab and Non-Arab:*

Table2: Number of Students Arab and Non-Arab.

Class	Number of Students	Arab	Non-Arab
Grade 9	73	58	15
Grade 10	65	54	11
Grade 11	47	31	16
Grade 12	45	36	9
Total	230	179	51

Figure2: Arab and Non-Arab Percentage
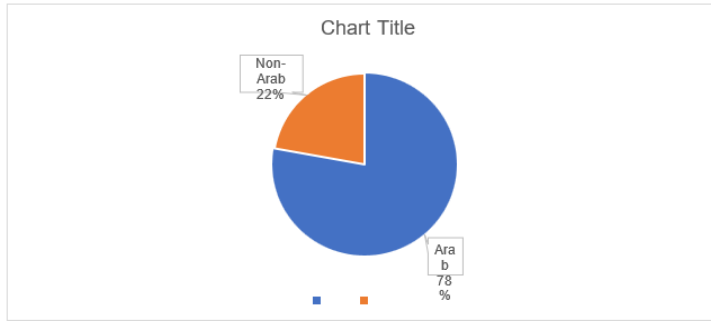
Participants

Only 85 students voluntarily participated in filling out and responding to the self-concept questionnaire electronically. The data collected and analyzed from their responses was used to reveal the final findings.

Instrumentation

The instrument used to collect the data was an electronic structured self-concept questionnaire of 21 items measured on a 5-point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree) using Microsoft Forms shared with the students through their high school coordinator. Through analyzing literature, the self-concept questionnaire items were made up of four main parts intended to collect quantitative data, starting with demographic information about the students like gender, nationality, and grade, and the other three parts were statements to answer the three main research questions.

Validity and Reliability

The self-concept questionnaire was externally validated by three experts from Abu Dhabi University, where it was vetted, and feedback was provided for the quality of the items in answering the research questions, their relevancy to the topic, and the language formatting and grammar. Also, pilot testing was done on a sample of 7 students, and to ensure reliability, the sample was trial tested using the test-retest method.

The researcher also used the Statistical Package for the Social Sciences (SPSS) tool to find the internal correlation index to ensure reliability using two different measurements: Cronbach's alpha and Gultman split-half coefficient. Both measurements showed acceptable results. 78, which was because of the small sample size and time limitation for data collection.

Ethical Consideration

The research ensured various processes for ethical consideration. All information about the researcher, the purpose of the study, and the procedure was provided clearly to the participants. The information was kept confidential for them, and so forth. In the consent form, the school administration permitted their students to participate in the research process, and the researcher attempted to build rapport with the participant before asking for any information. The data was used only for study work. The privacy of respondents was respected by not disclosing the names of the participants. The questionnaire protocol was clearly described at the beginning.

Data Collection and Analysis

The quantitative data collected from Self-Concept questionnaire was analyzed statistically using Statistical Package for the Social Sciences (SPSS) through different plans, categories and statistical measurements. SPSS was chosen because of its popularity within both academic and business circles,

making it the most widely used package of its type. SPSS is also a versatile package that allows many different types of analyses, data transformations, and forms of output - in short, it will more than adequately serve our purposes.

Descriptive Analysis

To describe and explain the students' perceptions about their understanding of cultural diversity and how it has an impact on them, they were asked to answer a 21-item online questionnaire on a 5-point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree) to show to which extent they agree or disagree and how they react in some situations.

For example, to see how they view and understand cultural diversity, they were asked to choose their extent of agreement or disagreement with such statements:

I have multiple friends from a variety of ethnicities and cultures. I include people who are culturally different from myself on my team.
I believe that cultural diversity allows me to exchange ideas and expand my knowledge.
Another example to study the impact of diversity on students' language or beliefs:
I believe being in a multicultural environment affects my mother tongue.
I am interested in the ideas and beliefs of people who do not think and believe as I do, and I respect their opinions even when I disagree with them.
I feel confused when I compare the differences between my own beliefs and those of others. I believe that cultural diversity in schools makes me fluent in the English language.

Collecting the students' agreement or disagreement by measuring how much they agree or disagree and analysing it statistically by finding the average, mode, mean, and standard deviation for the responses reflected a good understanding of how diversity impacts them positively or negatively.

T- Test Analysis

Filtering and modeling were supposed to be used to narrow the responses into subgroups categorized by gender (male or female) and nationality (Arab or non-Arab) to make a comparison in their way of thinking about diversity. However, this wasn't applicable in this study because the sample of students who participated in the study didn't meet this test; the majority of participants were female Arab students, so there was no variance in the participants' demographics to show a clear difference.

Therefore, it was stated in the recommendation for future studies to employ a t-test to decide whether the differences between the groups of participants categorized by their gender or by their nationality are statistically significant using SPSS.

This tool statistically analyzes the sample via statistical calculation. A t-test calculated the t-statistics, degrees of freedom, and t-distribution in order to measure any difference between the two groups (*Altakhaineh and Zibin, 2014; Altakhaineh and Alnamer, 2018; Alnamer, 2017*)

Data Analysis Procedure

The data collected from 85 participants from a closed-ended questionnaire was analyzed using the SPSS tool using different statistical measurements (mean, median, mode, and standard deviation) to evaluate and compare the students' understanding of cultural diversity, language diversity, and belief diversity's impact on their behaviour and identity.

Findings and Results

The results were analyzed statistically from the participants responses presented in graphs, charts, and tables in percentages and numbers to demonstrate the student's understanding, acceptance, and impact of cultural diversity within the school environment using a self-concept questionnaire that is made up

of four main parts intended to collect quantitative data starting with demographic information about the students like gender, nationality, and grade, and the other three parts were statements to answer the three main research questions.

Self-Questionnaire Results

Participants Demographic Statistical Analysis

Through the two weeks assigned to collect the quantitative data, 85 participants from high school students in grades 9–12 responded to the self-questionnaire with no missing data as all items were defined as mandatory to be filled, and the majority of the participants were female Arab students from Grade 9, as detailed below in tables 3 and 4.

Table 3: Statistics of Data Collected.

		Gender	Class	Nationality
N	Valid	85	85	85
	Missing	0	0	0

Table 4: Gender, Class and Nationality Frequency.

Gender

	N	%
Male	39	45.9%
Female	46	54.1%

Class

	N	%
Grade 9	32	37.6%
Grade 10	12	14.1%
Grade11	15	17.6%
Grade12	26	30.6%

Nationality

	N	%
Arab	69	81.2%
Non Arab	16	18.8%

Research Question 1: Students' Understanding and Acceptance of Cultural Diversity In order to answer the first research question, what is the level of students' understanding of cultural diversity in school? The second part of the questionnaire was analyzed, which.

consisted of six items using the statistical descriptive measurements mean, mode, and standard deviation. It was interesting that the results revealed that the majority of students strongly agree that they understand and accept cultural diversity in their school. They believed that having multiple friends from different cultures would benefit them by expanding their knowledge by exchanging ideas and allowing them to communicate better by understanding other cultures. A standard deviation (*SD*) value between 0.5 and.7 showed low dispersion in participants' responses, while the mean (*M*) value was between 4.2 and 4.5, which strongly ensured students agreed to understand, accept, and positively benefit from cultural diversity, as indicated in Table 5.

Table 5: Statistics Analysis - What Is the Level of Students' Understanding of Cultural Diversity in School Table.

Statistics

		I have many friends from a variety of ethnicities and cultures.	I include people who are culturally different from me in my team.	I believe that learning about others' culture is important to deal with them effectively.	I believe that the acceptance of others' culture provides the capability to communicate better with them.	I believe that cultural diversity allows me to exchange of ideas and expand knowledge.
N	Valid	85	85	85	85	85
	Missing	0	0	0	0	0
Mean		4.32	4.52	4.20	4.54	4.48
Mode		5	5	5	5	5
Std. Deviation		.759	.629	.784	.589	.766

On the other side, there were neutral responses regarding taking the physical appearance and characteristics into **consideration** when dealing with others from different cultures or making decisions about them. That was clearly shown by calculating the mean (*M*), mode that was equal to 3, and high standard deviation (*SD*) that was 1.282, as shown in Figure 3:

Figure 3: Statistics to Physical Characteristics Consideration Graph.

I take physical characteristics into consideration when interacting with others or when making decisions about others' competence or ability.
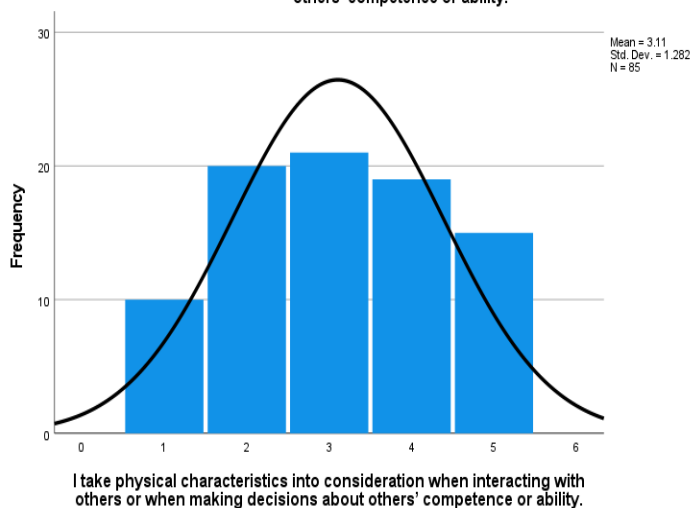
Research Question 2: Impact of Cultural Diversity in Language on Students' Behavior and Identity

Diversity in language is considered part and parcel of cultural difference. In order to answer the first research question, *What is the impact of cultural diversity in language on students' identity and behavior?* The third part of the questionnaire was analyzed, which consisted of four items using the statistical descriptive measurements frequency and mode. Less favorably, the results revealed that there was no clear evidence to reach a final decision if being in a multicultural school has an impact on students' identity and affects their mother tongue, as the responses to agree or disagree were too close: 31% of students disagreed and 33% agreed, while 19% were neutral, as shown in Table 6.1 below:

Table 6.1: Statistical Analysis - Impact of Cultural Diversity on Students' Mother Language Table.
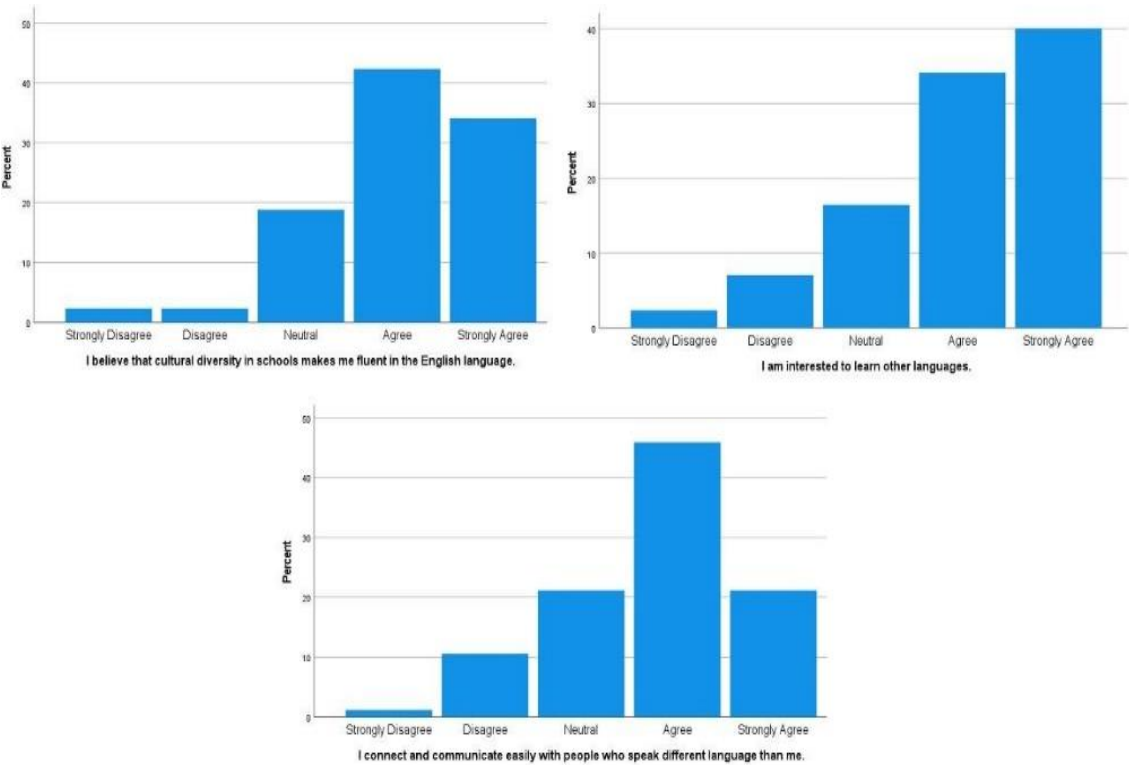
I believe being in a multicultural environment affects my mother language.

	N	%
Strongle Disagree	8	9.4%
Disagree	23	27.1%
Neutral	21	24.7%
Agree	19	22.4%
Strongly Agree	14	16.5%

Although the results didn't show a significant impact of cultural diversity in language on students' identities, it was clear that it had an impact on their behavior. By analyzing results statistically, it showed that the majority of students agreed that cultural diversity in language made them fluent in English as a common language used to communicate with diverse others; they are also interested in learning other languages from other cultures, and they can connect easily with other students who speak different language than them as show below on Table 7 Mean ranged 3.75 to 4 and the Mode 4 to 5.

Table 6.2: Statistical Analysis - Impact of Cultural Diversity in Language on Students' Behavior and Identity Table.

Statistics

		I believe that cultural diversity in schools makes me fluent in the English language.	I am interested to learn other languages.	I connect and communicate easily with people who speak different language than me.
N	Valid	85	85	85
	Missing	0	0	0
Mean		4.04	4.02	3.75
Mode		4	5	4
Std. Deviation		.919	1.035	.950

Figure 4: Graphs - Impact of Cultural Diversity in Language on Students' Behavior and Identity.

I believe that cultural diversity in schools makes me fluent in the English language.

I am interested to learn other languages.

I connect and communicate easily with people who speak different language than me.

Research Question 3: Impact of Cultural Diversity in Beliefs on Students' Behavior and Identity

Table 7: Statistical Analysis - Impact of Cultural Diversity in Belief on Students' Behavior and Identity Table.

		I speak up if I witness another student being humiliated or discriminated against or cannot communicate easily.	I believe cultural diversity improves my self-identity and confidence.	I am interested in the ideas and beliefs of people who do not think and believe as I do, and I respect their opinions even when I disagree with them.	I don't feel like I am "the only one" and I feel free to share my beliefs and opinions.	I feel confused when I compare differences between my own beliefs and that of others.	I feel like my colleagues understand who I really am and respect my beliefs.	I can assess what I can adopt from other cultural beliefs.	I do not participate in jokes that I consider derogatory to any individual group or culture.
N	Valid	85	85	85	85	85	85	85	85
	Missing	0	0	0	0	0	0	0	0
Mean		4.14	4.02	4.26	4.05	2.60	4.14	3.93	3.76
Mode		5	4	5	4	2	4	4	5
Std. Deviation		.902	.951	.819	.858	1.104	.847	.884	1.269

In order to answer the third research question What is the impact of cultural diversity in belief on students' identity and behavior? The fourth part of the questionnaire was analyzed, which consisted of eight items using statistical descriptive measurements. The results revealed that cultural diversity in beliefs had a positive impact on the majority of students identities. It improved their ability to have strong confidence in their identity and beliefs, not feel isolated or alone, and compare different cultures beliefs to decide what to adopt. Also, results revealed that cultural diversity had a positive impact on students' behavior: they speak up if they witness any humiliation or discrimination toward other students from other cultures; they don't participate in jokes about any individual cultural group; and they are

interested in and respectful of the ideas and beliefs of people who may not think in the same way. It was clear when calculating the mean (*M*) and mode; however, the standard deviation (*SD*) that ranged between 0.9 to 1.2, which showed high dispersion in participants' responses, which means that there are students who had opposite opinions and should be taken into consideration to lessen the negative impact of cultural diversity as mentioned in previous literature. Table 7 below shows the statistical measurements in more detail.

Discussion, Conclusion and Recommendation

Discussion

This section will provide an in-depth analysis of the results obtained by the questionnaire. It will provide detailed, crucial answers to the research questions and a rationale for the confirmation of the research hypotheses. The main research questions were:

1. What is the level of students' understanding of cultural diversity in school?
2. What is the impact of cultural diversity in language on students' identity and behavior?
3. What is the impact of cultural diversity in beliefs on students' identity and behavior?

The results from high school students pointed to a generally favorable view toward cultural diversity in language and belief in school. This answered the first research question, as the majority of students showed a high level of understanding and awareness about cultural diversity, to have diverse friends, to work with them, and to benefit from other cultures to expand their knowledge and learn from others, as cultural diversity may possibly act as a good vehicle for the exchange of ideas. This strongly agrees with the advantages of cultural diversity as discussed in the literature of previous studies and scholars.

Also, results answered the second research question to show that there was no significant impact of language cultural diversity on students' identity like their mother language, which was clear enough to show that it had an impact on their behavior to show that language is not a barrier to communicating and to being interested in learning other languages. This partially supported the first hypothesis assumed at the beginning of the study.

. The last part of the results and findings answered the third research question; they also showed a positive impact of cultural diversity in beliefs on students' identity and behavior. Students improved their self-identity and confidence; they don't feel alone, and they can express their beliefs and ideas easily. They showed a positive attitude and behavior toward cultures by not participating in jokes and discrimination and speaking up if they witnessed any humiliation.

The study was intended to contribute to the effectiveness of cultural diversity and communication diversity in school environments in the United Arab Emirates by investigating the current situation. Based on the results, the question arises: what can school administrators do to leverage the potential benefits of diversity while keeping its negative impact to a minimum? Which will be discussed in the conclusion and recommendation section.

Conclusion and Recommendations

The findings and results answered the main research questions intended to be investigated, despite the low participation and instrumentation used. The results revealed can be used to help school administrators and teachers plan effectively to deal with cultural diversity positively.

Understanding cultural diversity in school environments and managing it has an important impact on

students' learning and teaching features, which will help the educational community provide better quality. There is no doubt that **i**nternational educational organizations may face challenges due to cultural diversity, but in the end, its benefits cannot be overlooked. The management of such schools should focus on unity and support. Promoting respect for cultural diversity in the school is an inseparable part of education. As previous studies in the literature advocated, in order to make a difference in a classroom that has students from different Cultural backgrounds bring their own knowledge and life experiences to the academic setting. School leaders should create a nurturing and welcoming atmosphere for all students from different cultures. Provide multicultural education that provides equal opportunities and learning equality.

A recommendation for this study in the future is to improve data collection by using a qualitative approach using semi-structured interviews and close observations randomly for students' classes and recess time to give the research a deeper understanding to generalize results. "Semi-structured interviews, the most commonly used type of interviews in qualitative studies" (Holloway and Wheeler 2010), provide a deep analysis of the data elicited through other means like questionnaires; they allow for much discussion and negotiation, which, in turn, further expands the interviewees' responses (Hitchcock and Hughes 1989). Moreover, in a semi-structured interview, the interviewer controls the process of eliciting information from the interviewee and is free to start new discussions about different topics as they arise (Bernard, 1988).

In addition, future research can be conducted on a larger sample size to get more reliable data that represents the majority of the population. This will also allow the researcher to have a high-variance sample that will allow comparisons in participants responses based on their gender and nationality, which was a limitation in this study.

Cultural diversity is not limited to differences in language or belief; future research can be expanded to include more variables to study the impact of cultural diversity in ethnicity, race, religion, and more.

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