

A TEACHER-STUDENT Dynamics in Classroom in the Conventional Milieu: A Relational Dialectical STUDY

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ABSTRACT

Teacher and student interactions shape behavior and reflect internal and external school related tensions. Thus, this qualitative study used a relational dialectical design to explore the internal and external dialectics of teachers and students in classroom dynamics. Using purposive sampling, teachers and students underwent in-depth interviews separately. Using a priori themes based on the relational dialectic's theory the following emerged: expression-non-expression, openness-closedness, independence-interdependence, intimacy-isolation, inclusion-exclusions, freedom-constraints, and stability-change. The participants show toughness in managing the realities of interculturally related dialects amid the conventional milieu such as adapting to the communication style to fit the cultural context, engaging in intercultural education, and fostering open dialogue. Ultimately, making sense of the dynamics in the context of the cultural backgrounds. Viewing oneself as learners and adjusting to cultural norms are the insights shared to society.

KEYWORDS: *Education, public elementary school teachers, cultural backgrounds, relational dialectic, Philippines.*

INTRODUCTION

Relational dialectics in school shape classroom behavior, as teachers and students navigate competing demands, structural constraints, and the need for adaptability within the educational system, Suter et al. (2024). This perspective offers valuable insights into how teachers and students negotiate meaning and sustain relationships despite persistent tensions in the learning environment. Their interactions both reflect and influence internal and external school-related

dialectic tensions, highlighting the evolving nature of classroom communication Schwanke (2025). Thus, relational dialectics underscore the dynamic interplay of tensions within teacher-student relationships and broader classroom dynamics, reinforcing the importance of communicative adaptability in fostering meaningful educational experiences.

Comparably, internal dialectics in educational settings involve the ongoing tensions and contradictions that emerge in classroom interactions, shaping student-teacher relationships, peer dynamics, and institutional practices as Hofkens et al. (2023). Furthermore, those dialectical forces such as expression vs. nonexpression, intimacy vs. isolation, and independence vs. interdependence are essential in fostering engagement, adaptability, and inclusivity within the intercultural-related classroom Schwanke (2025). Conversely, external dialectical tensions within schools emerge from the dynamic interactions between classroom environments and broader societal influences, including cultural norms, institutional policies, and societal expectations Chen et al. (2024). These tensions actively shape the educational landscape, influencing student-teacher interactions, curriculum development, and school policies (Schwanke, 2025). Managing these opposing forces is crucial for fostering adaptability, inclusivity, and meaningful engagement in diverse educational contexts, ensuring that learning environments remain responsive to shifting educational and social demands.

Furthermore, relational dialectics are essential in both academe and society, providing a framework for understanding the tensions and contradictions that shape human interactions, Suter et al. (2024). Examining these dialectics offers valuable insights into how teachers and students navigate opposing forces in communication, fostering adaptability, inclusivity, and deeper engagement, Limani et al. (2023). While teachers must provide guidance, they also need to empower students with the freedom to express ideas and think critically, Tian (2024). Some students feel comfortable sharing personal experiences, while others prefer to maintain privacy (Elkhalid et al., 2024). Likewise, structured lessons provide stability, yet dynamic and engaging teaching methods are essential for fostering student motivation (Schwanke, 2025). Teachers cultivate strong relationships with students while maintaining professional boundaries, ensuring a balance between connection and instructional authority (Chen et al., 2024).

In San Marcos, California, USA, Cherifer (2022) examined elementary students' classroom behavior, identifying key issues such as off-task peer interactions, conflicts during games, and teasing among students. These behavioral challenges highlight the need for effective classroom management strategies, particularly in dispute management. Kishe (2023) similarly found that unruly behaviors such as leaving class mid-session, arriving late, and neglecting homework are prevalent among elementary students. These findings underscore the importance of structured interventions that help teachers foster a more supportive and disciplined learning environment.

In Panabo City, Philippines, Tagadiad (2023) examined relational dialectics among teachers in the academic workplace revealing that such tensions are not confined to exclusive or devoted relationships but are also present in professional settings. These dialectical tensions influence how educators adjust to interactions with students and colleagues, fostering adaptability within the workplace. Similarly, Chen (2015) highlighted specific classroom behaviors requiring additional support to manage disruptions effectively, emphasizing the need for structured interventions. Furthermore, Marzano and Marzano (2003) identified common behavioral issues among schoolchildren such as skipping class, inactivity, and improper conduct linking these challenges to factors like overprotective parenting, inadequate parental guidance, and family instability.

Even though the essence of the studies mentioned above predominantly focuses on teachers' perceptions and disciplinary strategies to mitigate unruly behaviors (Martinez & Wighting, 2024), this study expands the discourse by exploring the interactive and dynamic nature of teacher-student relationships within the classroom. Specifically, it investigates how both teachers and students navigate contradictions in behavior through internal and external dialectical tensions, address interculturally influenced classroom dynamics and construct meaning within conventional educational settings Nakayama (2021). By analyzing the discourse surrounding these behavioral dialectical tensions, the study aims to provide insights into effective strategies, interventions, and information-sharing mechanisms that support meaningful classroom interactions Pianta et al. (2023).

This relational dialectical study focuses exclusively on Grade six teachers and students, specifically academic performers and poor-performing students, rather than administrators, secondary students, or teachers. The

findings have a significant effect among teacher-student relationships in shaping classroom behavior and learning outcomes (Hofkens et al., 2023). Hence, this study will provide valuable insights for administrators, educators, school guidance counselors, parents, and students by deepening their understanding of the internal and external dialectical tensions that influence classroom interactions, Chen et al. (2021). By establishing well-defined teacher-student roles, productive schooling thrives through partnership and mutual respect, Hofkens and Pianta (2022). A strong, positive teacher-student relationship fosters a supportive learning environment where both educators and students feel motivated to achieve success.

Furthermore, this study aims to identify concrete actions and emerging trends that can strengthen classroom rules and regulations, mitigating both internal and external behavioral tensions. It explores how teachers and students construct meaning in synthesizing solutions to seemingly opposing truths regarding behavioral contradictions in public elementary school settings. The relational dialectical approach is particularly well-suited for this qualitative study, as it examines the dynamic interactions between teachers and students in navigating classroom tensions. This framework enables researchers to analyze how competing discourses and ideologies shape meaning within a specific dialectics experience. Ultimately, relationships are defined by dialectical tensions between opposing forces that pull individuals in different directions within a given context. The purpose of this study is to identify and implement concrete solutions and interventions that effectively address these tensions and contradictions in the classroom.

Research Questions. This qualitative relational dialectical study examines teacher-student dynamics by exchanging information about classroom dialectical tensions. It highlights the excitement, encounters, and interplay between the clashing tendencies of teachers and students within the district.

Specifically, the study seeks answers to the following research questions:

1. What internal and external dialectics do participants experience in the classroom?
2. How do these participants manage the realities of interculturally-related dialectics amid the conventional milieu?
3. How do they make sense of the dynamics in the context of the cultural background?

Theoretical Lens

This relational dialectical study is guided by the Relational Dialectics Theory (RDT) of Baxter and Montgomery (1988) and the Communication Accommodation Theory (CAT) of Howard Giles (1973). These theories provide a foundation for understanding teacher-student interactions, emphasizing how dialectical tensions and communication adjustments shape classroom dynamics. RDT highlights the contradictions within relationships, where tensions such as expression-nonexpression, openness-closedness, independence-interdependence, inclusion-exclusion, intimacy-isolation, freedom-constraints, and stability-change influence interpersonal and intrapersonal interactions (Baxter & Rawlins, 1988). These theories help address dialectical tensions in teacher-student interactions, particularly those arising from intercultural differences (Marginean et al., 2019). By fostering mutual understanding and supportive communication, educators can create an inclusive and harmonious learning environment.

METHODS

Research Design. This study employed a qualitative research approach, specifically a relational dialectical design. As Hennik et al. (2020) and Mack et al. (2005) explain, qualitative research provides a deeper understanding of people's experiences, uncovering themes such as morals, faith, and sociocultural contexts. Pathak et al. (2013) further emphasizes its role in analyzing individual exposure to experiences. Montgomery (2005) highlights relational dialectics as the interplay of contradictory yet interdependent impulses in relationships. Thus, I adopted a qualitative-relational dialectical design to explore participants' internal and external dialectics within the classroom. My aim was to understand how they navigated intercultural tensions shaping behaviors in social settings. I examined relationship dynamics across diverse backgrounds and employed in-depth interviews (IDI) to capture their experiences while setting aside my own perspectives.

Research Participants. This study employed purposive sampling to select participants for its relational dialectical design. The sample included ten teachers and ten grade six students from three schools within the same district. Specifically, one teacher and one high-performing student from School A participated in in-depth interviews, while School B contributed seven teachers and seven students, categorized as high and low academic performers. School C provided two teachers and two students, similarly classified. In total, ten teacher-student pairs engaged in interviews. Purposive sampling, as described by

Cresswell (2014), ensures the selection of participants who provide relevant data for the study. This method identifies individuals with the necessary knowledge to address the research inquiry. Participants were chosen based on their cultural positioning relative to one another, ensuring diverse perspectives. Etikan et al. (2016) emphasize that purposive sampling is guided by study objectives rather than predetermined theories or sample sizes. To mitigate potential risks, several ethical considerations were implemented. Informed consent was obtained from all participants, ensuring voluntary participation and awareness of risks and benefits. Confidentiality and anonymity were maintained to protect personal data. Risks were carefully weighed against benefits to minimize harm, and parental approval was secured for student participants. Additionally, teacher-student pairs retained the right to ask questions or withdraw from the study at any time without penalty, ensuring their autonomy and well-being.

Data Source. This study documented internal and external dialectics, intercultural tensions, and classroom dynamics using field notes. Additionally, three validated research questions guided audio-recorded in-depth interviews with ten teacher-student pairs, focusing on their experiences with dialectical tensions. Upon obtaining informed consent, interviews proceeded with verification measures before, during, and after to ensure accurate transcription of responses. Audio recordings were used to maintain data integrity throughout the process.

Data Collection. In this relational dialectical study, I first sought approval from the Office of the Dean in the Graduate School of the University of the Immaculate Conception (UIC) to conduct the in-depth interviews. Then, I submitted the manuscript along with the minutes of the proposal, oral defense, and other required documents to the UIC Research Ethics Committee (UIC-REC) for full board review and approval to obtain Ethical Clearance Certificates. Upon receiving the Ethical Clearance Certificates from the UIC-REC, the researcher requested the seal of approval from the division superintendent, district head, and school administrator to secure permission for their grade 6 teachers and students to participate in the study. Subsequently, the approved request letter from the personnel was handed to advisers, parents, or guardians of the selected three public elementary schools in the district. Parental or guardian approval was obtained through signed informed consent forms, allowing students to participate in in-depth interviews. Students then signed assent forms before interviews commenced. Teachers also voluntarily signed informed consent forms, ensuring their participation was not coerced. These

forms were collected through face-to-face discussions with each participant. During interviews, students and teachers were interviewed separately, with student participants accompanied by a guidance counselor for support. Information shared by students was not treated as confessions that could lead to school policy violations. Interviews were scheduled at convenient times, and participants were oriented on the study's purpose and procedures. After interviews, transcripts were reviewed by participants for accuracy, allowing them to modify responses as needed. Participants retained the right to ask questions or withdraw at any time without penalty or loss of benefits from the study. If any questions felt intrusive, they could decline to answer or withdraw from the study. Although this process extended data collection, it ensured precise documentation while maintaining anonymity. Codes were used to protect participant identities, and all data was gathered exclusively through in-depth interviews for transcription.

Data Analysis. Van Maanen's thematic analysis guided the data interpretation in this relational dialectical research. As outlined by Van Maanen (1979), thematic analysis identifies patterns within qualitative data through six key steps: data collection via interviews, observations, and texts; familiarization through repeated readings; initial coding to detect themes; theme identification by grouping codes; iterative theme refinement; and final interpretation within the study's context. This approach enabled researchers to uncover recurring patterns and dialectical tensions in classrooms with twenty participants. Staying faithful to participants, the researcher transcribed field notes, clustered emerging themes, and developed a comprehensive interpretation. Transcriptions were then returned to participants for review, incorporating their revisions into the results.

Trustworthiness of the Study. In this relational dialectical research, trustworthiness was established through ethical and effective research practices. The researcher ensured reliability by following strict procedures in data collection and verification. Interviews and discussions were conducted using a set protocol aligned with research objectives. The four key factors were considered in establishing the trustworthiness of findings within the relational dialectical design: credibility, transferability, dependability, and confirmability.

Ethical Statement

First, I verbally sought permission from teachers, parents, and students for their voluntary participation. Next, I obtained approval from the school administrator to study relational dialectical tensions in teacher-student

interactions. Participants were then informed about the study's purpose and their voluntary involvement. To ensure objectivity, I acknowledged diverse perspectives on classroom tensions, recognizing their significance to the study. Complete anonymity was guaranteed, and ethical considerations were prioritized, adhering to essential research standards. In this qualitative relational dialectical study, ethical principles were approached from a moral standpoint rather than solely a practical or logical perspective.

RESULTS

The results highlighted the internal and external dialectics that participants experience in the classroom, as well as the ways in which students and teachers manage the realities of interculturally related dialectics amid the conventional milieu. Additionally, it explores how participants interpret and make sense of these dynamics within the context of their cultural backgrounds.

Internal and External Dialectics that Participants Experience in the Classroom

Presented are the key themes and core ideas encapsulating the internal and external dialectics experienced by participants in the classroom. The internal dialectics consist of three essentials a priori themes: expression vs. nonexpression, openness vs. closedness, and independence vs. interdependence. Meanwhile, the external dialectics encompass four a priori themes: intimacy vs. isolation, inclusion vs. exclusion, freedom vs. constraints, and stability vs. change. These themes highlight the tensions and contradictions that arise between teachers and students within the classroom setting.

Student and Teacher in Managing the Realities of Interculturally-Related Dialectics Amid the Conventional Milieu

Presented are the outlines of the strategies and approaches employed by teachers and students to navigate the challenges of managing interculturally related dialectics within conventional settings. The thematic analysis identifies three essential themes: adapting communication styles to fit cultural contexts, engaging in intercultural education, and fostering open dialogue. These themes are systematically presented and correspond with their core ideas.

Making Sense of the Dynamics in the Context of the Cultural Background

Presented are the insights and perspectives shared by participants from the education sector and society. The thematic analysis identifies three essential themes. The first theme emphasizes that recognizing different backgrounds is

crucial for fostering an inclusive and supportive learning environment. The second theme highlights the importance of viewing oneself as a learner, acknowledging the ability to grow, adapt, and develop knowledge and skills through curiosity, effort, and reflection. Finally, the third theme explores students' adjustment to cultural norms, where they adapt their actions, communication, and interactions to align with the accepted practices, values, and expectations of their cultural context. This adaptation facilitates integration, promotes respect for others, and fosters meaningful relationships.

DISCUSSION

Internal and External Dialectics that Participants Experience in the Classroom

Expression–nonexpression. This internal essential theme highlights the ongoing tension between the desire to express thoughts, emotions, and experiences (expression) and the need to maintain personal boundaries (nonexpression). Park (2008) found that teachers foster inclusive classroom environments where students openly share their emotions, desires, and experiences while adhering to classroom structure and respecting personal boundaries. Furthermore, classroom participants shared that they both experience frustration within the classroom. These findings align with the research of Park and Ramirez (2022), which highlights that frustration can create barriers to communication, making it more difficult for students to seek guidance or support. However, teacher-student participants narrated that when tensions arose in the classroom, they both felt sad and guilty. Baxter (1996) noted that individuals who experience stress, such as sadness and guilt, often share their emotions with others. Similarly, Hagenauer et al. (2025) found that emotions such as sadness, anger, joy, and anxiety are influenced by both teacher and student engagement in the classroom.

Openness-closedness. This essential theme is a push-and-pull between the desire to be open and transparent with others versus the need to maintain personal boundaries and confidentiality which describes dialectics of participants narrated on how to engage seamless discussion in the classroom even though tensions arise. The results affirm the findings of the study of Chen Yehezkely (2020) where teachers need to balance openness to welcome and support students' needs, and balance closedness to maintain structure and authority in the classroom for the seamless flow of class discussions. The teacher encourage participation, but the students are hesitant to reveal their confusion about the subjects. This finding aligns with Coplan and Rubin (2010) states that

some shy children are adjusting to difficulties and are hesitant to reveal their answers, but others appear to do just fine. Even with clear instructions from the teachers, some wanted to join in but at the same time wanted to avoid embarrassment.

Independence-interdependence. This essential theme highlighted the struggle between the desire for personal freedom (independence) and the need for mutual reliance and support (interdependence) that exist among the experiences of participants. This anchored to the result of the study of Özgan's (2016), who highlighted that teachers often struggle with conflict resolution, as ineffective strategies can escalate tensions rather than alleviate them which identifies poor communication and teacher dominance as primary sources of tension, negatively impacting students' psychological well-being, social behavior, and academic success. The teacher narrates that the relationship shows a balance between authority (teacher) and shared learning like students preferred to collaborate with peers. These findings coincide with Montgomery and Baxter's (1998) explain how relationships, including those in classrooms, are influenced by opposing needs, such as students' desire for freedom and their seeking support from peers or teachers. This support to the findings of Premo et al. (2018) emphasizes the role of cooperative learning among students that can contribute to complete tasks, promoting teamwork and mutual respect inside the classrooms. This implies that teachers successfully integrate independence into the students since they make their own discussions to take responsibility for their exclusive learning progress.

Intimacy-isolation. This dialectic essential theme reflects the push-and-pull between the desire for closeness and connection (intimacy) and the need for independence or personal space (isolation). This aligns to the results of the findings of Adamczyk et al. (2022), patterns reflect how individuals navigate relational shifts, which can parallel the classroom struggle between fostering connection and maintaining personal space. Within the classroom the teacher openly shows her emotion while some students maintain their personal boundaries by sharing their feelings with their friends. This aligns with the study of Almanar (2020), which mentioned that students have a choice about how and where learning takes place based on their perspective. This anchored to the study of Salta et al. (2022) that self-regulated students can manage their own learning through planning, staying organized, and motivated.

Inclusion-exclusion. This essential theme is particularly relevant in intercultural education, where students and teachers navigate the balance between fostering inclusivity and recognizing individual differences. As stated by Patel (2023), it is mentioned that a teacher and student can navigate balance through multicultural education and fosters a balance between inclusivity and recognizing individual differences by promoting cultural awareness, equity, and intercultural understanding. In classroom settings, inclusion promotes engagement and collaboration, while exclusion whether intentional or unintentional can lead to isolation or disengagement Wildemeersch and Koulaouzides (2024).

Freedom-constraints. This essential theme examines the tensions within teacher-student relationships, social structures, and classroom communication. It highlights the interplay between the desire for self-determination (freedom) and the necessity of rules, norms, and constraints that shape educational interactions (Hofkens et al., 2023). Recent studies emphasize that effective teacher-student interactions significantly impact student engagement and learning outcomes across diverse cultural contexts (Manrique Tisnés, 2023). Moreover, the teacher allowed students to choose the topic that interests them while students felt constrained to listen to the teacher due to their grades. These results coincide with the study of Qiangqiang Ma (2021) who highlighted the tension between student choice and institutional constraints, such as grading systems and findings suggest that while students benefit from choosing topics of interest, they may still feel pressure to conform to teacher expectations due to academic performance concerns.

Stability-change. This essential theme existed among the participants where stability provides a sense of security and familiarity to the students and change that fosters intellectual curiosity and engagement to the student inside the classroom. This aligns to the theory of Self-Determination by Deci and Ryan (1985) that teachers can create a classroom that supports both stability and change where on class activities teachers should make sure that a student feel secure and familiar with the topics that enhance stability, and student given opportunities to explore curiosity and make choices in engaging the changes within the classroom. On the other hand, the teacher uses strategies to get the students' attention like using hand signals and ribbons while approaching students who are noisy. This anchored to the study of Eka Purwanti (2017), explained that teachers use visual and auditory cues, such as hand signals and ribbons, to manage classroom transitions and findings suggest that non-verbal

strategies effectively redirect student focus without disrupting the learning environment.

Student and Teacher in Managing the Realities of Interculturally-Related Dialects Amid the Conventional Milieu

Adapting to the communication style to fit the cultural context. This essential theme emphasizes the ability of teacher-student participants to adjust their interactions in response to cultural norms, values, and expectations within the classroom. By adapting communication styles, they effectively reduce tensions, fostering mutual understanding, inclusivity, and respect in diverse learning environments. This congruent to the study of Ismoilova (2025), mentioned that inclusive teaching practices ensure that students feel valued and respected in the classroom, reducing feelings of isolation and improving overall academic performance in response to the expectations in the classroom. Further, in adapting to the communication style to fit the cultural context the teacher participants remind the students of the classroom rules. This coincides with the findings of Haydon (2017), his research suggested that teachers must explain the classroom rules, and students should demonstrate expected behaviors, and ensure that there are consequences of not following or breaking the rules in the classroom. Hence, the teacher talks to students in a calm manner during class discussions. That anchored to the results of Mahdi (2023), who said that a calm, clear, and simple conversation helps the students better understand the lessons or any situations inside the classrooms.

Engaging in intercultural education. This essential theme highlights the importance of recognizing and respecting cultural differences while promoting collaborative learning. This anchored to the study of Abacioglu et al. (2023) who said that educators should focus on diverse students inside the classroom and carefully design intercultural practices to prevent unintended negative outcomes. Likewise, the teacher introduces a certain tribe before the start of the class. This result aligns with the findings of Talluri (2023), who highlighted the importance of the teacher introducing a certain tribe before the start of the class as part of the student belongs to the discussions. This leads to engaging the students in intercultural education and deepens the value or understandings of different cultures to foster empathy and builds own personal value to avoid misunderstanding inside the classroom. Moreover, allowing the students to speak using their own language has profound implications for both learning and inclusive learning. This corroborates with the findings of Huynh (2022), who states that using their native language makes students feel more included and

valued, which boosts their participation and interest in classroom activities. Which aligns with the findings of Alshayban and Alghammas (2021) mentioned that students are more likely to engage in discussions or activities when they can express themselves in their own native language.

Fostering open dialogue. This essential theme can foster and create values such as respect that leads to active honest participation of students in discussions in the classroom. This finding aligns to the study of Hoskins et al. (2016), who discussed that engaging in meaningful discourse, students can deepen their knowledge of the subject matter and actively participate in the discussions. Further, teacher participants explain to students the importance of respect. This coincides with the findings of the study of Banks and Emer Smyth (2021), students feel respected, they're more likely to exhibit positive behaviors, focus better, and achieve higher academic success. Likewise, teacher participants always Integrate values in the discussion. This congruent to the study of Dandan (2024), explores that educators embedding values into lessons, students are encouraged to reflect on their actions and adopt positive behaviors in their daily lives. Nonetheless, students in the classroom share their own experiences as teachers to allow the students to understand. As highlighted by the study of Lubicz-Nawrocka and Xiuxiu Bao (2025), it said that involving students in decision-making processes, students take ownership of their education and develop leadership skills. Lastly, providing an avenue for students to communicate and resolve their differences makes the classroom judgment-free that ensures students feel secure discussing their differences that work together and could find common ground. This anchored to the results of the study of Karasova and Kleckova (2024) examines how student and teacher develop communication strategies to address disruptive learner behavior and foster constructive dialogue to work together in the classroom.

Making Sense of the Dynamics in the Context of the Cultural Background

Recognizing different backgrounds. This essential theme is about to disclose how important it is to navigate cultural diversity of the students while staying and preserving their own cultural identities. This finding matched to the study of Tabanao (2024) mentioned that students' different culture between exposure to cultural diversity and ability to preserve their own cultural identities while adapting to diverse learning environments in school. Likewise, teachers explaining to the students why some students behave differently. As stated in the findings of Karasova and Nehyba (2023) who mentioned that teachers provide constructive explanations for behavioral differences, students develop a deeper

understanding of their own actions and those of their peers. Hence, emphasize respect for students despite different cultural backgrounds. This support of the study of Abacioglu et al. (2023) emphasized that students from diverse backgrounds develop mutual respect, leading to stronger peer relationships and a more supportive classroom atmosphere.

Viewing oneself as learners. This essential theme highlights that learning is an ongoing process, shaped by cultural influences, social interactions, and personal experiences. This anchored to the findings of Gaither & Rachel Wu (2024), which highlighted that individuals develop their understanding of the world through diverse cultural influences and social experiences, emphasizing the role of identity, behavior, and decision-making in shaping personal growth. Nonetheless, teachers reflect on their own mistakes because they realize that their own imperfections make them empathetic towards their students' learning challenges and mistakes. Likewise, on the personal growth of the teacher based on her own reflections. Deciding which behavior of the students needs to be tolerated or not.

Adjusting to cultural norms. This essential theme fosters students' adaptability and intercultural competence, allowing them to engage in multicultural classrooms while maintaining their own identities. This aligns with the findings of Foteini Kalogerogianni (2025) emphasizing that the students who participate in intercultural dialogue maintain their cultural identities while embracing new perspectives, fostering a balance between identity preservation. Moreover, the students realize that their behavior (unruly) affects their classmates. Brass et al. (2024), stated that students realizing the effect of their behaviors can create a positive impact on their peers in the classroom. Indeed, when the students realize that their classmates were hurt by the words they said. This concurred with the findings of Raenkwocha (2023), who explained that hurtful words can lead to emotional distress, affecting students' self-esteem, confidence, and overall mental health.

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