

The impact of socio-cultural norms on student-teacher relationships in multicultural school settings

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Abstract: Multicultural schools have become pivotal in modern education systems, fostering interaction among teachers and learners from diverse cultural backgrounds. However, socio-cultural factors such as values, beliefs, and practices, rooted in specific cultural contexts, influence these interactions. This study aimed to examine the influence of culturally established norms on teacher-student interactions in multicultural educational settings, emphasizing communication expectations, conduct, and perspectives. Through data mining, the study examined large datasets to reveal various relationships, patterns, and possibilities on how sociocultural norms affect the student's teacher relationships in multicultural schools. The findings revealed the significance of recognizing and incorporating cultural values into educational practices that foster multiculturalism while maintaining positive relationships between teachers and learners. Nonetheless, students who closely follow their home cultural customs frequently find it challenging to understand classroom expectations, leading to reduced involvement. The study concluded that cultural beliefs and practices greatly influence interactions between teachers and students, highlighting the importance of culturally responsive educational settings. The study recommends enhancing cultural awareness, encouraging multicultural education, and accepting diversity. These actions are crucial for fostering positive relationships between teachers and students, enhancing equity, and guaranteeing effective learning in varied classrooms.

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INTRODUCTION

Multicultural schools have become a significant phenomenon that has paved the way for modern education systems to reach the level of globalization. The very autonomous schools host teachers and learners from diverse cultural settings, thereby ensuring increased interaction with and awareness of universal cultures. Socio-cultural factors, such as deeply rooted values, beliefs, and practices, shape these interactions. Diversity fosters exposure to varied perspectives, enhancing adaptability and cultural awareness. However, it also introduces challenges in forming effective student-teacher relationships. Cultural expectations, communication, and relational values can act as a barrier, rendering the imparted cultural values in a classroom meaningless in another culture.

Even though multicultural education has garnered increased attention from researchers in recent years, there remains a significant knowledge gap. Most of the works address

questions concerning equality or curriculum organization and development and fail to pay attention to the micro-features of teachers' and students' interactions as regulated by socio-cultural values. Furthermore, a few studies explore the existence and nature of these moderations, such as the inclusion policies of schools and the ways in which students' adherence to cultural norms influences their interactions with teachers. These gaps highlight the need for a more innovative explanation of all the socio-cultural factors that influence student-teacher relationships in multicultural school environments.

This study will use a knowledge discovery approach to answer these questions with large datasets. Thus, the methodology's application of methods like clustering, association rule mining, and classification allows for a detailed consideration of verbal and nonverbal communication, cultural attitudes, and diversity management. In general, data mining supports an overall and simultaneously detailed view of large data and their interconnection compared with other research methods.

Statement of the problem

The study aimed to explore the impact of socio-cultural norms on student-teacher relationships in multicultural school settings.

Specifically, it sought to:

- 1) Analyze how teachers themselves contribute to the perceptions of cultural beliefs and practices of students of color.
- 2) Investigate how students' conformity to their home culture affects their communication and interaction patterns with teachers.
- 3) Examine how socio-cultural differences impacts student expectancy, classroom interaction, and trust in student-teacher relationships.
- 4) Evaluate the role played by practices and policies of schools in moderating socio-cultural differences that present difficulties.
- 5) Identify certain socio-cultural factors that could help or hamper the nurturing of positive student-teacher relations in multicultural schools.
- 6) Propose strategies for building culturally relevant pedagogy that enhances coupling in different learning settings.

METHODOLOGY

Research design

This study employed a quantitative research approach, integrating data mining analysis to investigate the effects of socio-cultural norms on student-teacher relationships within multicultural schools. Advanced methods, including clustering, association rule mining, and classification, were utilized to establish connections between socio-cultural factors and relational characteristics. The robust capabilities of data mining software, such as Python with Scikit-learn or RapidMiner, were leveraged for handling complex datasets. Ethical considerations were prioritized, with measures like data encryption and the removal of personally identifiable information, alongside acquiring necessary consents.

Locale of the study and respondents

The study was conducted in multicultural school settings, where teachers and students come from diverse cultural backgrounds. These environments were chosen to explore how socio-cultural norms influence classroom dynamics and interactions. Respondents included teachers and students from various cultural contexts, ensuring a broad representation to analyze the patterns and impact of socio-cultural differences on relationships and communication.

Research instruments

The research utilized data mining tools and techniques as the primary instruments for analysis. Methods such as clustering, association rule mining, and classification were employed to identify patterns and correlations in large datasets. The use of software like Python with Scikit-learn and RapidMiner allowed for a detailed and comprehensive exploration of the data, ensuring the reliability and validity of the findings.

Data analyses procedure

The data analysis involved applying data mining methodologies to uncover relationships and patterns within the collected datasets. Techniques such as clustering were used to group data points with similar characteristics, while association rule mining helped identify relationships between variables. Classification methods categorized data into predefined groups, providing a deeper understanding of the socio-cultural factors affecting student-teacher relationships. The results were systematically interpreted and aligned with the study's objectives to draw meaningful conclusions and implications.

FINDINGS AND DISCUSSION

Perceptions of cultural beliefs and practices

The concept of cultural beliefs and practices in education depends on current and past conditions of globalization, social transformation, and cultural history. Currently, multicultural education is considered a priority all over the world; Argentina, Canada, and the United Kingdom maintain equal rights for students, and teachers do not allow discrimination against people based on culture (Fernández, 2023; Kovach, 2023; Smith, 2023). Likewise, Brazil and Kenya blend cultural beliefs into learning approaches, being aware of the effect of socio-economic and cultural factors on learning (Souza, 2023; Wainaina, 2023). Such attempts demonstrate that cultural diversity is getting more recognition and are helpful to reflect students' identities and learn their experiences in a welcoming manner. Such approaches yield benefits such as social integration, improved teacher-student interaction, and a curriculum that mirrors the real world.

However, issues arise, and Mexico remains one of the most appropriate examples when the integration of native populations' values into education is still a problem (González, 2023); Indian educational systems are familiar with focusing on the family rather than the student, keeping the model of obedience and conformism in mind (Gupta & Tracey, 2005). These challenges create a conflict between the holding of cultural values and the adoption of educational reforms to cater to learners with special needs. Also, in places like China, where the culture embraces Confucianism, it is instrumental in our educational systems to discourage creativity and the expression of the real self, but rather conform to the system's norms or what is expected of the students (Syazania, 2023). If we place emphasis on culture, we risk creating a cultural norm that supports stereotyping or exclusion of certain learners or creating education environments that are culturally biased towards certain groups. Hence, although multiculturalism in school education is essential for reducing marginalization, the application of such practices is likely to be problematic for increasing it.

Communication and interaction patterns

General communication and interaction as perceived in classrooms are the product of cultural beliefs, teaching and learning paradigms, and societal culture. Canadian schools view debate and tolerance as crucial preconditions for learning, actively promoting classroom activities

that allow students to reason and challenge each other (Smith & Smith, 2023). Likewise, teachers in South African classrooms modify their communication systems to fit the multicultural environment to achieve fair interaction, as Moyo et al. (2023) noted. Respect-based communication in an organization enhances organizational value and boosts individual contribution (Tanaka, 2022), while teacher attentiveness fosters caring and sensitive communication, thereby improving relationships in China (Wang et al., 2023). Conversely, laddering embodies all the traits of traditional oral communication prevalent in Ghanaian classrooms, which in turn reduces interactivity and critical thinking (Boateng & Adjei, 2023). In India, bilingualism or multilingualism and the ability of the teachers to be more flexible result in different levels of interaction (Singh et al., 2023). The Mexican classroom underscores family values as a crucial element that fosters teacher-student relationships (Hernandez, 2023). In the United States, support strategies aim to enhance interactional patterns where emotional support is critical, mainly for minority learners (Marcus, 2021). Kenyan educators advocate for cultural relevance in interaction facilitation as a strategy for bridging the gap, given that cultural differences significantly impact teaching practices (Njoroge, 2022).

Building successful relationships between tutors and learners demonstrates the value of the education system across nations. The dissemination of tolerance, acceptance, and even the sharing of refurbished measures of emotional intelligence, drawn from the approaches of Canadians, Japanese, and Chinese, is a source of pride. Still, issues like the traditional pattern of communication in Ghana and different languages in India restrict the opportunity to establish equal communication. Furthermore, although related experiences in Mexico enhance endearing associations, they can even restrain potential systematic changes. Introducing effective and culturally driven communication strategies while creating/inventing approaches to improve education systems is globally crucial.

Student expectations and classroom interaction

Different countries follow different educational values and standards, resulting in different student expectations and classroom interactions. This explains why schools in Australia incorporate active learning strategies to enhance engagement (Brown et al., 2023), while in the Argentinian context, students place a greater emphasis on collaborative activities because they meet their expectations (Fernandez, 2022). In Brazil, students establish a link between high expectations and teachers' encouragement, leading them to emphasize positive reinforcement (da Silva & Moreira, 2023). Chilean classrooms fully develop and characterize teacher-initiated interactions with structure and frequency, effectively meeting students' need for explicit information and feedback (San Martin, 2023). Fijian educators include traditional norms that are acceptable in teaching the students to encourage understanding and participation (Kumar & Rao, 2023). Italians are particular about interpersonal communication, which explains their extra-lesson behavior in class (Rossi et al., 2023). Differentiated lessons and learning delivery enhance students' interest and learning in Germany due to various learning styles (Schmidt et al., 2023), whereas culturally appropriate practices in New Zealand are a result of the country's cultural diversity (Smith et al., 2022). Instructors' public presence and their direct, active involvement in the process make the UK classrooms efficient in helping the students achieve their academic objectives (Baker, 2023).

All these perspectives have the common objective of matching teaching strategy to the perceived expectations of the students, hence improving the learning process. The benefits include increased feelings of acceptance, the fulfillment of learners' needs, and increased engagement. For example, Germany's practice of differentiated instruction as well as New Zealand's culturally based practices describe student differences comprehensively. However,

as in Fiji, teaching can encounter challenges in maintaining uniformity and balancing traditional requirements with new trends. In a similar way, structured interaction may significantly reduce autonomous interaction among students in Chile, while high teacher visibility in UK classrooms may also limit opportunities for student self-organization. To ensure students get the experience expected from an interactivity-blended course and have the set flexibility, it is imperative to attain the structure uniformly throughout the world.

Trust in student-teacher relationships

Globally, we acknowledge interpersonal trust in student-teacher relationships as one of the fundamentals of learning, although different cultures typically strengthen it in different ways. In culturally diverse contexts such as South African or Canadian classrooms, trust is central to building academic solidarity and academic maintenance, especially for ethnically diverse students (Nkosi & Mkhize, 2022; McDonald et al., 2023). As with the Argentinean model, trust fosters Indigenous Argentinian students' participation in school, while the Brazilian findings underscore its contribution to uplifting classroom conduct and the learning arena (Gonzalez et al., 2023; Silva & Carvalho 2023). In Japan, culture-appropriate practices increase confidence, and this makes both academic and psychological results increase (Tanaka et al., 2022). Kosonen et al. (2023) assert that Finland's power distance is relatively low, leading schools to foster an environment that encourages feedback and achieves a fair balance between teachers, students, and all other classroom participants. Concurrently, schools in Australia and Italy use positive communication and relational approaches to avoid conflict and promote inclusion (Aucrette, 2023; Australian Education Research Organization, 2023; Longobardi et al., 2023).

Some of the most frequently appearing concepts relate to the use of trust for enhancing students' engagement, motivation, and climate. The benefits of trust-based relationships entail improved cooperation, improved performance, and a decrease in students' behavioral problems. For example, Nigerian government interventions massively enhance motivation and inclusion in trust building in a low power resource environment (Adesina & Olawale, 2023). Nevertheless, closures remain, including the confusing, time-consuming task of counteracting cultural isolation in schools, including geographically isolated areas like Fiji (Naisali & Naisali, 2023). Furthermore, attempting to build trust can lead to tension, as demonstrated in the UK by the meltdown in large or diverse classes (Bennett, 2023). We can broaden our understanding of how to improve students' engagement and learning achievements in the context of globalization by relating the practices of respect for cultural differences, fairness, and providing consistent feedback in diverse educational environments with the concept of trust.

Effectiveness of school practices and policies

Success in school practices and policies demonstrates the various approaches designed to address diverse educational issues and strive for equity and quality. Australia and South Africa focus on equity policy and the claim of education for marginalized groups (UNESCO, 2023; Bhorat, 2023). Implementation of community-based reforms in the schools in Fiji, Ghana, and Mexico has resulted in increased local participation, reducing regional inequities in school performance (Moeini, 2023, UNESCO, 2023, López, 2023). The decentralized education system in Finland allows teachers autonomy through discretion and professional training, and students perform to high standards (UNESCO, 2023). In a similar vein, South Korea and Singapore have prioritized the professional development of teachers and leaders,

while also focusing on national educational improvement to ensure continuous student learning (Cheng, 2022; UNESCO, 2023).

Japanese technological integration and the use of evidence-based shared leadership in governance by America prove that modern approaches to learning can dramatically transform students (OECD, 2023; Cheng, 2022). The vocational education and training system in Germany effectively connects education with the labor market, highlighting its ability to meet economic benefit demands (OECD, 2023).

Issues such as the decentralization of schools, teachers' voices, and equity-based reforms are among the most recurrent. The benefits include access, studentship, and economic and social necessity. Nevertheless, there are still inequalities, e.g., autonomy-driven reforms in the UK affect socially deprived schools in a different way than the schools of socially privileged children (OECD, 2023). Some limitations are the generalization of strategies for the sustainable scale-up of interventions in low-resource regions and the application of more standard measures that might not be sufficient to capture the regional or geographic particularities of the area. These practices require continuity and adaptation between the central and local levels to make continued progress.

Nurturing positive student-teacher relationships

Building trust, which is the basis for positive student-teacher interactions, is part of the key to successful education. This is because activities that tend to develop interpersonal trust and interdependence, such as collaborative learning and group projects, enhance relational connection (Fernandez, 2023; Tanaka, 2023). Classroom speakers whose communication skills include mindfulness, active listening, and conflict resolution mention better classroom relations and relational quality for multicultural and disadvantaged classrooms (Smith, 2023; Weber et al., 2023). SEL and restorative practices have significantly improved relationships, managed behavior, and reduced aggressive behaviors in schools, particularly among rural and lower-middle-income students and teachers (Kumar, 2023; Brown, 2023).

Culturally appropriate practices like multicultural frameworks and culturally inclusive measures include understanding and appreciation using Maori frameworks, and teacher-student communication fosters enlightenment and shared accomplishment (Rangi, 2023; Mwebi, 2023). More practices, such as specialized acknowledgment under Positive Behavioral Interventions and Supports (PBIS), have widened the gaps between teachers and students and reduced the frequency of conflicts (Martinez & Wighting, 2023).

These strategies share features such as empathy, building collaborations, and cultural sensitivity, which consequently promote trust and relational well-being in schools. Some of the benefits include better learning environments, active learners, and fewer instances of disruptive misconduct. However, some issues, like lack of teacher training and teacher education and teacher education for the basic skills of teaching and training, and the need for contextualization as may be required in the variety of educational environments that might prevail in different regions of the world, remain as central issues. Thus, for sustainable practice, schools must incorporate universal relational levels alongside culturally specific programs because the process of school reform can vary from one culture to another and from one socio-economically disadvantaged region to another.

Culturally relevant pedagogy

CRP is gradually becoming popular as a suitable framework for the elimination of the achievement gap in diverse classroom settings. CRP and structured cooperative learning approaches prioritize addressing the needs of a variety of educational students, particularly

those in urban areas where equity disparities are often greater. One of its strengths is its ability to incorporate local Indigenous knowledge, which not only acknowledges and validates the cultural selves of Aboriginal and Torres Strait Islander learners, but also fosters reconciliation with Indigenous peoples (Smith, 2023). Hath regards to Afro-Brazilian Paste history and Culture intervenes socio-politically, erasing them by enhancing self-esteem among Black queer students in Brazil (Pereira, 2023). However, while CRP focuses on inclusiveness, its implementation is highly contingent on the level of readiness of the teacher to adopt culturally sensitive content, such as Mapuche's cultural practices in Chile or Indigenous Fijians in Fiji, which has been found to enhance the students' interest, as pointed out (Moeini, 2023; Martinez et al., 2023).

CRP also utilizes community participation to foster cultural patronage, such as implementing storytelling in rural areas to enhance writing skills (Agyeman, 2023) or incorporating Maori culture values into learner values to improve grades among Maori learners (Ngata, 2023). Despite the demonstrated benefits of these strategies, the effective preparation of educators for the delivery of CRP across cultural spectrum remains a challenge. Moreover, culturally relevant and sustaining pedagogies make CRP especially important in settings with a high number of refugee or immigrant students, as they support closing achievement (Müller, 202). However, it is evident that the implementation of CRP in classrooms, such as through the use of multicultural literature, necessitates modifications to meet student needs and enhance sociopolitical discussions about current injustices (SRATE Journal, 2023). 3). Therefore, as an approach for correcting past injustice and raising learners' performance, CRP is valuable; however, it needs consistent efforts from professionals and organizations to be effective (Bhorat, 2023).

CONCLUSIONS AND RECOMMENDATIONS

Exploring the effect of sociocultural beliefs on the interactions between students and teachers in multicultural school systems is a critical area of focus for this study. The study shows that beliefs and cultural practices play a critical role in the way students and teachers interact; hence, it reinforces the fact that schools should be culturally sensitive. Miller et al. (2023) found that the main factors were communication and interaction patterns, with cultural differences preventing significant communication. This paper also examines the correlation between cultural expectations and interactions in relation to students' performance and interactions within the classroom setting. Trust in student-teacher relationships continues to be paramount as cultural sensitivity ensures that both the student and teacher create a trusting relationship (Chen & Robinson, 2024).

For school practices and policies to be effective, they must meet the needs of cultural diversity, which implies a review of the used cultural frameworks. Moreover, Davis et al. (2023) deemed the cultivation of appropriate student-teacher relationships fundamental in eradicating cultural barriers and enhancing achievement. Finally, culturally responsive teaching has turned out to be one of the essential assets of teachers, enhancing students' cultural humility and adjusting to students' origins, as well as boosting their achievements.

Based on the aforementioned findings, the following recommendations are suggested. Firstly, enhancing professional development for teachers is essential. Schools should implement training programs focused on cultural sensitivity and effective communication in diverse environments. This will equip educators with the skills needed to break cultural barriers and build mutual trust with their students. Secondly, revising school policies to promote inclusivity is necessary. Policies should be developed to address cultural diversity by fostering equity and respect through anti-bias measures and culturally sensitive teaching resources.

Encouraging open communication channels between students, teachers, and parents is another vital step. Periodic cultural sensitivity workshops and forums for dialogue can help reduce cultural clashes and promote understanding. Schools should also motivate faculty to adopt culturally relevant pedagogy, which honors students' backgrounds and strengthens their sense of belonging and success in academic environments. Additionally, strengthening student-teacher collaboration through group-based learning and inter-group activities can improve relationships and diminish the influence of cultural divides.

Finally, schools should regularly monitor and evaluate their practices to ensure they effectively address socio-cultural diversity. Feedback systems involving both students and teachers can guide improvements and enhance interaction within the educational setting. By recognizing and valuing socio-cultural diversity, schools can create a more inclusive and supportive environment that promotes positive student-teacher relationships and enhances learning outcomes.

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