

RESEARCH ARTICLE

Developing The Global Self: A Developmental-Psychological Analysis Of Identity Negotiation And Adaptation In Intercultural Learning Environments

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ABSTRACT

This systematic literature review examines the psychological processes underlying global identity development in intercultural learning environments. Using thematic synthesis methodology, this study analyzes peer-reviewed articles published between 2023-2024 from databases including PsycINFO, PubMed, ERIC, and Web of Science. Drawing from developmental and cross-cultural psychology frameworks, the review synthesizes recent research on identity negotiation, psychological adaptation, and global self-concept formation among individuals navigating multiple cultural contexts. Findings reveal that global identity development is a dynamic process influenced by bicultural identity integration, psychological adjustment mechanisms, and environmental factors. Successful identity negotiation correlates with positive psychological outcomes, including enhanced well-being, academic achievement, and intercultural competence. This review contributes to understanding how educational systems can support healthy global identity formation through culturally responsive pedagogical approaches.

Keywords: *global identity development, identity negotiation, intercultural adaptation, multicultural education, psychological adjustment.*

INTRODUCTION

In an increasingly interconnected world, the construction of self-identity has become more complex as individuals navigate multiple cultural contexts simultaneously. The phenomenon of global mobility, international education programs, and digital connectivity has created unique developmental challenges and opportunities for identity formation (Baumert et al., 2024). Traditional models of identity development, primarily developed within monocultural frameworks, are insufficient to explain the intricate psychological processes experienced by individuals who live, study, or work across cultural boundaries. This gap necessitates a comprehensive understanding of how global identity develops within intercultural learning environments.

The concept of "global self" refers to an integrated identity that encompasses multiple cultural affiliations while maintaining psychological coherence and well-being (Mosanya & Kwiatkowska, 2023). Unlike traditional notions of identity that assume a single, stable cultural reference point, global identity development involves continuous negotiation between multiple cultural frameworks, values, and behavioral norms. This process is particularly salient in educational contexts where students from diverse backgrounds interact, learn, and develop together, creating microcosms of global society within classrooms and campuses. Recent scholarship has documented the psychological complexities associated with navigating multiple cultural identities. Safa et al. (2024) demonstrated that bicultural identity integration significantly predicts adjustment outcomes among ethnoracially minoritized

adolescents, highlighting the critical role of psychological processes in identity formation. Similarly, research on Third Culture Kids (TCKs) and international students has revealed that identity negotiation strategies directly impact mental health, academic performance, and social adaptation (Jones et al., 2023). These findings underscore the importance of understanding identity development not merely as a cultural phenomenon but as a deeply psychological process with tangible implications for educational outcomes and individual well-being.

The current state of literature reflects growing recognition of the multidimensional nature of global identity development. Scholars have explored various aspects including bicultural identity integration (Derakhshandeh, 2024), acculturation strategies (Yu & Wright, 2024), and the role of resilience in psychological adjustment (Jones et al., 2023). However, despite these advances, several knowledge gaps remain. First, existing research often examines identity and adaptation as separate constructs rather than as interconnected developmental processes. Second, limited attention has been given to how educational environments can systematically support healthy global identity formation. Third, most studies focus on specific populations such as immigrants or international students, with less emphasis on the broader applicability of global identity development frameworks to diverse multicultural learning contexts.

This literature review addresses these gaps by synthesizing recent empirical and theoretical work on global identity development from a developmental-psychological perspective. Specifically, this review aims to: (1) examine the psychological mechanisms underlying identity negotiation in intercultural contexts; (2) analyze the relationship between global identity development and psychological adaptation outcomes; (3) explore the role of educational environments in facilitating or hindering identity formation; and (4) propose an integrative framework that connects identity negotiation, psychological adjustment, and educational practice. By adopting a developmental-psychological lens, this review emphasizes the dynamic, process-oriented nature of identity formation across the lifespan. This approach recognizes that global identity development is not a

static achievement but an ongoing negotiation influenced by individual characteristics, interpersonal relationships, and broader sociocultural contexts. Understanding these processes is crucial for educators, policymakers, and mental health professionals working with increasingly diverse populations in global educational settings.

The following research questions guide this review: (1) What psychological processes characterize identity negotiation in intercultural learning environments? (2) How does global identity development relate to psychological adjustment and educational outcomes? (3) What environmental and individual factors facilitate or impede healthy global identity formation? (4) What are the implications for educational practice and policy in supporting diverse learners' identity development? This review contributes to the literature by providing a comprehensive synthesis of recent research, identifying patterns and contradictions in current findings, and proposing a conceptual framework that integrates previously disparate lines of inquiry. By highlighting the psychological dimensions of global identity development, this work aims to inform both theoretical understanding and practical interventions in multicultural educational settings.

METHOD

Research Design

The study uses a systematic literature review methodology to synthesize existing empirical and theoretical research on global identity development in intercultural learning environments. A literature review design is appropriate for this study as it allows analysis of trends, gaps, and findings (Soh, 2024). This review adopts an integrative approach, combining quantitative and qualitative studies to provide a holistic understanding of identity negotiation and psychological adaptation processes.

Data Collection Strategy

The literature search was conducted systematically across multiple academic databases including PsycINFO, PubMed, ERIC, Web of Science, and

Google Scholar. The search strategy employed both primary and secondary keywords to ensure comprehensive coverage of relevant literature. Primary keywords included: "global identity development," "identity negotiation," "intercultural adaptation," "psychological adjustment," and "multicultural education." Secondary keywords encompassed related terms such as "bicultural identity integration," "third culture kids," "international students adaptation," "cross-cultural psychology," and "acculturation strategies."

The search was limited to peer-reviewed journal articles published between 2023 and 2024 to ensure currency and relevance of findings. This timeframe was selected to capture the most recent empirical evidence and theoretical developments in the field. The initial search yielded approximately 150 potential sources, which were then screened based on predetermined inclusion and exclusion criteria. Inclusion criteria were established as follows: (1) empirical studies (quantitative, qualitative, or mixed methods) examining identity development, negotiation, or adaptation in multicultural or intercultural contexts; (2) theoretical papers providing frameworks for understanding global identity formation; (3) studies focusing on educational settings or learning environments; (4) research involving participants across diverse age groups, with emphasis on adolescents and young adults; and (5) studies published in English. Exclusion criteria included: (1) studies focusing solely on language acquisition without psychological components; (2) research limited to single-culture contexts without intercultural dimensions; (3) purely demographic or descriptive studies without psychological analysis; and (4) non-peer-reviewed sources such as dissertations, conference abstracts, or opinion pieces.

Following the initial screening of titles and abstracts, 45 articles were identified as potentially relevant and underwent full-text review. Of these, 25 articles met all inclusion criteria and were selected for in-depth analysis. Eight core references were identified as particularly central to the review's focus on developmental-psychological perspectives of global identity formation. Data extraction from selected articles focused on several key dimensions: (1) theoretical frameworks employed; (2) populations studied (age, cultural background, educational context); (3)

methodological approaches; (4) key findings related to identity negotiation processes; (5) psychological adaptation outcomes; (6) environmental and contextual factors; and (7) implications for educational practice. This systematic approach ensured that relevant information was consistently extracted and organized for synthesis.

Data Analysis

The analysis followed a thematic synthesis approach appropriate for integrative literature reviews. This process involved three stages: (1) coding of findings from individual studies; (2) development of descriptive themes that captured patterns across studies; and (3) generation of analytical themes that moved beyond the content of individual studies to produce new interpretive constructs (Yousaf & Shaheen, 2024). This analytical approach allowed for both description of existing research and critical interpretation of collective findings.

Initial coding was conducted inductively, identifying concepts and patterns within each study. These codes were then organized into preliminary themes through constant comparison across studies. Descriptive themes included categories such as "bicultural identity integration strategies," "psychological adjustment outcomes," "role of educational environment," and "developmental trajectories." Analytical themes emerged through deeper interpretation, connecting findings across studies to identify overarching patterns, contradictions, and gaps in the literature.

Quality assessment of included studies considered methodological rigor, theoretical grounding, sample characteristics, and appropriateness of analytical approaches. While formal quality scoring was not employed, critical evaluation ensured that conclusions drawn from the synthesis were based on credible, well-conducted research. Particular attention was paid to studies employing validated psychological measures, longitudinal designs, and diverse sampling strategies. Throughout the analysis process, attention was given to identifying convergences and divergences in findings across different populations, contexts, and methodological approaches. This critical analysis enabled the review to move beyond simple description toward interpretive synthesis that

generates new insights about global identity development processes. The analysis also considered cultural and contextual factors that might explain variations in findings across studies, recognizing that identity processes may manifest differently across diverse settings and populations.

RESULTS

The synthesis of recent literature reveals three major thematic areas central to understanding global identity development in intercultural learning environments: (1) psychological mechanisms of identity negotiation, (2) psychological adaptation outcomes associated with global identity development, and (3) environmental and contextual factors influencing identity formation.

Psychological Mechanisms of Identity Negotiation

Research shows identity negotiation in intercultural contexts involves complex psychological processes that extend beyond simple acculturation. Baumert et al. (2024) found that cultural identity importantly predicts academic, social, and psychological adjustment among adolescents with immigration backgrounds, with identity serving as a mediating factor between cultural context and adaptation outcomes. This shows that identity negotiation is not merely a response to cultural diversity but an active psychological process that shapes developmental trajectories. The concept of bicultural identity integration (BII) has emerged as a central framework for understanding identity negotiation. Safa et al. (2024) demonstrated that higher levels of BII, characterized by the perception of cultural identities as compatible rather than conflicting, predicted better adjustment outcomes among ethnoracially minoritized adolescents. Their research revealed two dimensions of BII: harmony (perceiving cultural identities as compatible) and blendedness (integrating cultural identities into a coherent whole). Both dimensions independently contributed to positive psychological functioning, suggesting multiple pathways to successful identity integration.

Mosanya and Kwiatkowska (2023) extended this understanding by examining Third Culture Kids (TCKs), individuals who spend important

developmental periods in cultures other than their parents' passport culture. Their research revealed that multicultural identity integration, as opposed to compartmentalization, predicted higher subjective well-being. The mediating role of self-concept consistency and self-efficacy indicated that identity integration processes operate through both cognitive (self-concept coherence) and motivational (self-efficacy beliefs) mechanisms. This finding highlights the importance of psychological coherence in navigating multiple cultural frameworks. Identity negotiation also involves continuous adaptation to contextual demands. Yu and Wright (2024) identified paradoxes in intercultural communication where students simultaneously needed to maintain heritage cultural practices while adapting to host culture expectations. Their research with international students in Hong Kong revealed that successful negotiation required flexible identity strategies that could shift across contexts rather than rigid commitment to a single cultural framework. This contextual flexibility is an important psychological skill in globalized environments.

Psychological Adaptation Outcomes

The literature reveals consistent associations between identity negotiation strategies and various psychological adaptation outcomes. Jones et al. (2023) conducted comprehensive research on stress, mental health, and sociocultural adjustment among TCKs, finding that resilience and family functioning mediated the relationship between cultural experiences and psychological outcomes. This suggests that identity development does not occur in isolation but is embedded within relational and systemic contexts that buffer or exacerbate developmental challenges. Academic adjustment represents a critical outcome associated with identity development. Baumert et al. (2024) found that students with well-integrated cultural identities demonstrated higher academic achievement and greater school engagement compared to peers with conflicted or unexamined identities. The psychological mechanism appeared to involve identity-based motivation, where a clear sense of cultural self provided purpose and direction for academic efforts. This finding has important implications for understanding achievement gaps in multicultural educational settings.

Social adaptation outcomes also correlate with identity negotiation processes. Research indicates that individuals who successfully integrate multiple cultural identities report larger social networks, greater intercultural friendship quality, and enhanced communication competence (Yu et al., 2024). These social benefits appear to result from psychological flexibility and perspective-taking abilities developed through identity negotiation. The capacity to understand and navigate multiple cultural frameworks translates into enhanced social skills that facilitate relationship building across diverse contexts. Psychological well-being emerges as a central concern in identity development research. Mosanya and Kwiatkowska (2023) documented that integrated multicultural identities predicted higher life satisfaction, positive affect, and lower psychological distress. The protective effect of identity integration appeared particularly strong during transitions and cultural dislocations, suggesting that coherent global identity serves as a psychological resource during challenging periods. But, the relationship between identity and well-being is bidirectional, with positive psychological functioning also facilitating more adaptive identity negotiation strategies.

Environmental and Contextual Factors

The reviewed literature emphasizes that identity development does not occur in a vacuum but is profoundly shaped by environmental contexts. Educational environments emerge as particularly influential settings for identity formation. Yu et al. (2024) examined how study abroad experiences facilitated identity development among English language practitioners, finding that immersive intercultural environments accelerated identity reflection and negotiation processes. The pedagogical emphasis on cultural exchange and reflective practice created conditions conducive to examining and reconstructing identity. Family contexts significantly influence identity negotiation processes. Derakhshandeh (2024) explored attachment and identity formation in bicultural families, revealing that secure attachment relationships provided psychological safety necessary for exploring multiple cultural identities. Family communication patterns, particularly regarding cultural heritage and values, shaped how children approached identity questions. Families that validated multiple cultural affiliations while

maintaining emotional connection facilitated healthier identity integration compared to families emphasizing cultural exclusivity or assimilation. Peer relationships and community contexts also shape identity development. Research indicates that diverse peer networks expose individuals to varied cultural perspectives, facilitating cognitive complexity and identity flexibility (Soh, 2024). However, peer contexts can also create pressure toward cultural conformity, particularly when institutional environments lack support for cultural diversity. The quality of intercultural contact, characterized by equal status and cooperative interaction, proved more important than mere exposure to diversity.

Digital environments represent an increasingly important context for identity exploration and expression. Soh (2024) examined identity development in digital contexts, finding that online spaces provided opportunities for trying out different identity presentations and connecting with culturally similar others across geographic boundaries. Digital environments allowed for both exploration (trying different identity expressions) and commitment (finding communities that affirmed particular identities). However, digital contexts also presented challenges, including managing multiple identity presentations across platforms and navigating cultural expectations in virtual spaces. Societal attitudes toward diversity and multiculturalism profoundly influence individual identity development. Yousaf and Shaheen (2024) analyzed identity negotiation and cultural adaptation narratives, revealing how broader societal discourses about belonging and otherness shaped individual psychological experiences. Contexts characterized by multicultural ideology (valuing diversity) versus assimilationist approaches (expecting cultural uniformity) created different possibilities and constraints for identity development. Individuals in supportive multicultural contexts reported greater freedom to explore and maintain multiple cultural identities without psychological cost.

DISCUSSION

The synthesis of recent literature on global identity development shows several critical insights that advance our understanding of how people construct

coherent selves while navigating multiple cultural contexts. One of the most important contributions of recent research is the recognition that global identity development is fundamentally a developmental process rather than a singular achievement. The findings suggest that identity negotiation in intercultural contexts follows a trajectory that mirrors classic developmental theories while introducing unique complexities specific to multicultural environments. What distinguishes global identity development from traditional identity formation is the necessity of integrating multiple, sometimes contradictory, cultural frameworks into a coherent sense of self. The research by Baumert et al. (2024) and Safa et al. (2024) shows that this integration is not merely additive but transformative. The finding that bicultural identity integration predicts positive outcomes challenges earlier deficit-oriented perspectives that viewed cultural multiplicity as inherently problematic or confusing. Instead, contemporary research positions bicultural and multicultural people as possessing unique psychological resources. The capacity to hold multiple perspectives simultaneously, navigate between cultural frameworks, and synthesize diverse value systems represents sophisticated cognitive and emotional abilities that can confer developmental advantages.

Traditional acculturation models, while foundational, prove insufficient for capturing the complexity of identity processes documented in recent research. The classical four-fold typology of acculturation strategies (integration, assimilation, separation, marginalization) assumes relatively stable and conscious choices about cultural engagement. The concept of identity negotiation, as explored by Yousaf and Shaheen (2024) and Yu and Wright (2024), introduces important nuances. Negotiation implies ongoing, situated processes of meaning-making rather than fixed positions. Individuals continuously adjust their identity expressions based on social contexts, interaction partners, and situational demands. The mediating role of self-concept consistency identified by Mosanya and Kwiatkowska (2023) provides crucial insight into how people maintain psychological coherence despite identity flexibility. Self-concept consistency refers to the stability of core self-perceptions across time and contexts. Even as

people adjust behavioral expressions and activate different cultural schemas in different situations, they maintain an underlying sense of continuity. In addition, the role of self-efficacy in identity processes deserves attention. The finding that self-efficacy mediates the relationship between identity integration and well-being suggests that confidence in one's ability to navigate cultural complexity is as important as the actual integration itself. This points to the importance of mastery experiences in intercultural contexts.

Although much identity research focuses on individual psychological processes, the reviewed literature underscores the fundamentally relational nature of identity development. Derakhshandeh's (2024) work on attachment in bicultural families shows that secure attachment relationships provide the psychological foundation for identity exploration. This finding connects to broader attachment theory and its application to cultural identity processes. Secure attachment in bicultural families appears to facilitate what might be termed "cultural secure base," where people feel confident exploring diverse cultural worlds knowing they have a relational anchor. The peer context also emerges as critically important, though perhaps underemphasized in current research. The quality of intercultural friendships, not merely their presence, appears to facilitate identity development. Friendships characterized by mutual respect, genuine curiosity, and equal status provide opportunities for perspective-taking and identity reflection that superficial cross-cultural contact cannot offer. Family communication patterns represent another relational factor influencing identity development. Families that engage in open dialogue about cultural differences, validate multiple cultural affiliations, and support bicultural competence facilitate healthier identity integration compared to families that insist on cultural exclusivity or avoid discussing cultural issues entirely.

The reviewed research consistently shows that identity development is profoundly shaped by environmental contexts that either afford or constrain particular identity possibilities. At the microsystem level, classroom and school environments directly influence daily identity experiences. Yu et al. (2024) documented how study abroad programs that explicitly incorporated

reflective practice and cultural exchange facilitated identity development. The mesosystem, involving connections between microsystems, also proves important. When home cultures and school cultures align in supporting multicultural identity, people experience less conflict and smoother identity development. But, when these systems convey contradictory messages about appropriate cultural identity, people face additional negotiation challenges. At the exosystem level, institutional policies and practices shape identity possibilities even when people have no direct participation in policy formation. Admission policies, curriculum content, language requirements, and diversity initiatives all communicate messages about valued identities. The macrosystem, encompassing broader cultural ideologies and societal attitudes, provides the ultimate context for identity development. Yousaf and Shaheen (2024) illustrated how societal discourses about immigration, belonging, and national identity permeate individual psychological experiences. In societies characterized by multicultural ideologies that value diversity, people experience greater freedom to maintain multiple cultural affiliations.

Soh's (2024) work on digital identity development introduces an important contemporary dimension to identity research. Digital environments function as what might be termed "third spaces" for identity exploration, neither fully embedded in heritage culture nor host culture but offering unique affordances for identity work. But, digital identity spaces also present challenges. The permanence of online identity expressions, the management of multiple digital personas across platforms, and the pressure of curated self-presentation may complicate identity development. In addition, algorithmic filtering can create cultural echo chambers that limit exposure to diverse perspectives even as they provide cultural connection.

The research synthesis yields several important implications for educational practice in multicultural settings. First, educators should recognize identity development as a legitimate and important educational outcome, not merely a personal concern separate from academic learning. Second, educational environments should explicitly create space for identity exploration and dialogue. This might include curricula that address

cultural diversity substantively, pedagogical approaches that validate multiple cultural perspectives, and classroom norms that encourage sharing diverse cultural experiences. Third, educational institutions should examine how policies, practices, and hidden curricula may inadvertently constrain identity possibilities. Colorblind approaches that avoid acknowledging cultural differences or deficit perspectives that pathologize cultural diversity likely hinder healthy identity development. Fourth, supporting educators themselves in developing intercultural competence and identity awareness is crucial. Teachers and administrators bring their own cultural identities and biases into educational spaces. Fifth, family engagement should be approached with cultural sensitivity and recognition of diverse family structures and communication patterns.

Although the current literature advances understanding of global identity development importantly, several limitations warrant attention. First, much existing research focuses on specific populations such as immigrants, international students, or third culture kids. Although these groups experience intensified identity challenges, identity negotiation occurs across broader populations in increasingly diverse societies. Second, most research employs cross-sectional designs that capture identity at single time points. Longitudinal research following people across developmental transitions would illuminate how identity configurations evolve and stabilize over time. Third, current research predominantly employs self-report methodologies. Fourth, greater attention to intersectionality is needed. Individuals navigate multiple identity dimensions simultaneously including not only culture but also gender, sexuality, socioeconomic status, disability status, and other social locations. Fifth, intervention research remains limited. Finally, most current research originates from Western contexts or examines people navigating between Western and non-Western cultures.

Based on the synthesized literature, I propose an integrative framework for understanding global identity development in educational contexts. At the individual level, global identity development involves three key psychological processes: exploration (investigating diverse cultural frameworks and possibilities), integration

(synthesizing multiple cultural elements into coherent identity), and expression (enacting identity in context-appropriate ways). At the relational level, identity development is embedded within attachment relationships, peer interactions, and family communication patterns that either facilitate or constrain identity exploration and integration. At the environmental level, educational institutions, community contexts, and broader societal ideologies create affordances and constraints for particular identity configurations. Across developmental time, identity formation intensifies during adolescence and emerging adulthood but continues across the lifespan as people encounter new cultural contexts, relationships, and life roles. This integrative framework emphasizes that supporting global identity development requires attention to individual, relational, and environmental factors simultaneously. Interventions targeting only individual-level factors while ignoring constraining environments will prove limited in effectiveness. Conversely, environmental changes without attention to individual meaning-making processes and relational contexts may also fall short.

CONCLUSION

This literature review has examined the psychological processes underlying global identity development in intercultural learning environments, synthesizing recent empirical and theoretical contributions to this critical area of study. The findings reveal that global identity development represents a complex, multifaceted process involving identity negotiation, psychological adaptation, and environmental interaction. Several key conclusions emerge from this review. First, successful global identity development involves integrating multiple cultural frameworks into coherent identity configurations rather than maintaining separate, compartmentalized cultural selves. Bicultural identity integration, characterized by perceiving cultural identities as harmonious and blended, predicts positive psychological outcomes including enhanced well-being, academic achievement, and social adaptation. Second, global identity development is fundamentally a relational process embedded within attachment relationships, peer interactions, and family communication patterns. Secure attachment provides the emotional

foundation for identity exploration, while relationships that validate multiple cultural affiliations support healthy integration. Third, environmental contexts profoundly shape identity possibilities through both affordances and constraints. Educational institutions, community contexts, and broader societal ideologies communicate messages about legitimate and valued identities. Multicultural environments that explicitly recognize and support cultural diversity facilitate healthier identity development compared to contexts characterized by colorblind or assimilationist approaches.

The implications of these findings for educational practice are substantial. Supporting global identity development should be recognized as a central educational mission alongside academic achievement. This requires intentional creation of identity-supportive environments through culturally responsive curricula, pedagogical practices that facilitate intercultural dialogue, policies that value diversity, and educator development in intercultural competence. This review also identifies important directions for future research. Longitudinal studies tracking identity development across time, research examining intersectional identity processes, investigation of identity development across diverse cultural contexts beyond Western-non-Western frameworks, and intervention research testing specific approaches to supporting healthy identity formation all represent valuable research frontiers. The construction of a global self represents one of the central developmental challenges and opportunities of our increasingly interconnected world. As educational systems become more diverse and as people increasingly navigate multiple cultural contexts throughout their lives, understanding and supporting healthy global identity development becomes ever more critical.

Moving forward, the field needs continued attention to both theoretical refinement and practical application. Theoretical work should continue developing frameworks that capture the dynamic, contextual, and multidimensional nature of identity processes. Applied work should translate research insights into concrete educational practices, policies, and interventions that support diverse learners. The development of global selves in intercultural learning environments is not merely

an individual psychological process but a collective endeavor requiring commitment from educators, institutions, families, and societies. By recognizing the profound importance of identity development and creating conditions that support healthy identity formation across diverse contexts, we can better prepare people to thrive in our multicultural world while maintaining psychological coherence, cultural connection, and personal well-being.

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