



Exploring the experiences of British Muslim teenagers in predominantly white schools: school influences on teenagers who are negotiating ethnic and British identities [

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British Muslim (BM) teenagers negotiate British and ethnic identities (EIs) against a back drop of discrimination, negative media portrayal and government policies aimed at reducing radicalisation and increasing social cohesion. In addition, expectations from the family are overriding influences for these teenagers and may conflict with the expectations of school. Exploring the experiences of BM teenagers in school is under researched. In particular, there is no research exploring the influence of school for BMs managing dual identities in the UK. The current research aims to address this gap. Interpretative phenomenological analysis (IPA) was employed to explore the lived experiences of BMs attending predominantly white schools. Five themes emerged from the data: experience of negotiating dual identities, psychological adaptation, value of religious identity, the influence of others and school supporting negotiation of dual identity. Teenagers were found to have integrated identities with religion being at the core of their identity. The nature of identity differed for some pupils between home and school. It is argued therefore, that the acculturation strategies adopted are attempts at matching the expectations of the contexts. The implications for educational psychology are also discussed

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