

## **The Impact of Teachers' Cultural Background on the Quality of the Educational Process: a Field Study on Selected Primary Schools in the Municipality of Djelfa**

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### **Abstract:**

This study aims to highlight the impact of teachers' cultural backgrounds on the quality of the educational process. A teacher's cultural background is a significant factor influencing classroom education, as the culture in which a teacher is raised plays a crucial role in shaping their teaching methods and interaction with students. The impact of cultural background manifests in various dimensions, including communication styles, understanding students' diverse needs, and classroom management strategies. It also influences how teachers address cultural differences among learners and determine appropriate teaching methods that accommodate such diversity. A teacher with broad cultural awareness can deliver educational content that aligns with students' backgrounds, fostering effective classroom interaction. Furthermore, it enhances mutual understanding and strengthens students' ability to engage actively in the learning process.

**Keywords:** Culture, Cultural Background, Educational Process, Learner, Quality, Teacher

## 1. Introduction

The educational process represents a comprehensive system of teaching methods, strategies, and learning techniques. It is a scientific study concerned with organizing learning environments where students interact to achieve specific cognitive goals. As a branch of educational sciences, the educational process relies on fundamental principles and theories related to curriculum components, teaching methods, classroom environment, and educational objectives.

Through cultural diversity, teachers can contribute to enriching students' understanding of various issues and linking knowledge to cultural and social realities. However, challenges may arise if a teacher's cultural background conflicts with students' needs or expectations, potentially negatively impacting the quality of education and the achievement of educational goals.

Based on this perspective, the study explores the issue of how teachers' cultural backgrounds influence the quality and effectiveness of the educational process.

### Study Objectives:

- To explore the topic in-depth and comprehend its various dimensions as thoroughly as possible.
- To provide comprehensive answers to the research questions, supporting previous studies and shedding light on new aspects of the subject.
- To investigate and analyze the reality of teachers' cultural backgrounds in depth.

### The Problem Statement

The educational process has long been a subject of interest for researchers and scholars, as human beings, created in the best form and endowed with intellect and willpower, strive to acquire knowledge. Knowledge serves as a powerful tool for nations in the modern era—a vast ocean explored by scientists and researchers to attain truth and understanding. It is the foundation of all advancements and developments witnessed globally.

However, the success of the educational process requires the adoption of effective teaching methods that align with contemporary needs and cater to learners' requirements. The teacher remains the central figure responsible for guiding the educational process and ensuring the effective achievement of its scientific objectives.

The teacher is the cornerstone of the educational system, entrusted with transferring knowledge to learners, simplifying concepts, and facilitating comprehension. However, their role extends beyond mere information delivery; they act as intellectual leaders who empower learners to solidify their acquired knowledge and apply it practically in their daily lives. This, in turn, enhances students' abilities to navigate real-world challenges and develop essential skills.

Learners are at the core of the educational process, with the teacher guiding them through various experiences within a continuous and integrated framework. Teaching is a dynamic activity designed to stimulate and facilitate learning. It involves a series of communicative actions and strategic decisions employed by the teacher within an educational context. Among the key competencies required for successful teaching is **effective communication**, which plays a fundamental role in achieving educational goals.

A teacher's cultural background significantly influences the educational process. Their personality and interaction with students directly shape learners' attitudes towards their future. Therefore, it is crucial for teachers to embody humanistic qualities, such as fairness, encouragement, a positive demeanor, and a passion for working with students.

A teacher's persona is highly respected in society. In this context, our study seeks to **examine the impact of teachers' cultural backgrounds on the educational process**. Accordingly, we propose the following central research question:

### **Main Research Question:**

- To what extent does a teacher's cultural background affect the quality of the educational process?

**Sub-questions:**

- Are there obstacles related to teachers' cultural backgrounds that hinder their ability to manage the educational process effectively?
- Does a teacher's cultural background influence classroom dynamics and instructional effectiveness?

**Research Hypotheses:**

- There are obstacles related to teachers' cultural backgrounds that limit their ability to manage the educational process effectively.
- A teacher's cultural background influences the progression of the educational process within the classroom.

**Definition of Key Terms:**

- **Culture:** The term "culture" originates from the Arabic root, which can mean intelligence, refinement, knowledge acquisition, and quick learning. Historically, it was used to describe a knowledgeable and perceptive young man. Culture is defined as a set of values, customs, traditions, ethics, and cognitive frameworks that distinguish one society from another. It also includes symbols and meanings created by individuals through communication and interaction, forming a comprehensive system that reflects a society's identity and heritage. (*Toumi, 2016/2017, p. 40*)
- **Cultural Background:** This refers to the framework that shapes an individual's life experiences and reflects their membership in a particular human group based on factors such as gender, ethnicity, socioeconomic status, language, religion, and geographic region.
- **Thought:** Thought refers to the mental processes that enable individuals to conceptualize and organize the world around them, enhancing their ability to interact effectively to achieve goals and aspirations. (*Al-Dubaikhi, 2022, p. 47*)
- **Learner:** The learner is the core element of the educational process and its primary beneficiary. Schools are established and expanded to provide learners with all necessary resources to facilitate their educational journey. (*et al., 2002, p. 52*)

- **Teacher:** The teacher is responsible for instructing students in various subjects or a specific discipline. Often referred to as a "subject specialist," they oversee curriculum planning, classroom activities, and instructional strategies, ensuring alignment with modern educational trends. (*Al-Rahman, 2018, p. 10*)
- **Quality:** Quality is defined as "the degree to which an institution achieves its objectives according to specified standards of efficiency and excellence, with a focus on performance improvement and continuous fulfillment of stakeholders' needs." (*Amara, 2013, p. 22*)
- **Educational Process:** The educational process encompasses a series of activities and procedures conducted within the classroom to develop students' practical skills, enhance theoretical knowledge, and instill positive attitudes. It operates within an educational system that follows an input-processing-output model. (*Mustafa, 2018, p. 372*)

## 2. The Impact of Cultural Background Elements on Social Perceptions

The term cultural perception is closely related to the concept of culture, as social perceptions are shaped by fundamental cultural elements such as religion, which is a closed system of values, rituals, and practices. Religion, by influencing culture and shaping its dynamics, plays a significant role in instilling meanings, values, and symbols into society.

Social perceptions act as a medium that absorbs religious values and beliefs, influencing individuals' behaviors and understanding of social and psychological phenomena. The same applies to other cultural elements, including traditions, myths, beliefs, and symbols, all of which play a critical role in shaping social perceptions. The integration of these cultural components contributes to collective thinking, which, in turn, influences individual thought patterns and behaviors.

These diverse cultural elements affect perception, understanding, and awareness, both at an individual and collective level, in interpreting surrounding phenomena, including health-related issues and their treatment approaches. (*Al-Qader, 2016/2017, p. 47*)

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### **3. The Reality of the Educational Process in the Algerian Educational System**

#### **3.1. Teaching Staff (Teachers)**

Teachers serve as one of the fundamental pillars of the educational process. As a result, educational institutions have placed significant emphasis on teacher training programs, integrating innovative methodologies focused on modern teaching strategies. Traditional training methods have been replaced with advanced training modules designed to enhance teachers' competencies. These programs now cover various aspects of education, including professional practice, pedagogical knowledge, and professional engagement.

Studies indicate that teachers have a substantial impact on students' learning outcomes, with effective teachers playing a crucial role in improving learners' academic performance.

#### **3.2. Knowledge Content**

The educational curriculum has undergone continuous reforms to align with students' needs and contemporary societal demands. The shift towards pragmatic learning has ensured that educational content not only equips learners with theoretical knowledge but also prepares them to face real-life challenges. Moreover, curricula are designed to reflect socially accepted values within the community.

#### **3.3. Teaching Methods**

The effectiveness of the teaching-learning process depends on the strategies employed to deliver knowledge to learners. Given the limitations of traditional methods, which focus primarily on rote memorization and passive learning, educational reforms have introduced active learning strategies that place students at the center of the learning experience. These methods emphasize practice and interaction and have been integrated into teacher training programs as well as revised curricula.

This pedagogical shift is driven by several key factors:

- Restoring the learner's active role in the educational process.
- Transitioning from a memorization-based model to a critical thinking-oriented approach. (*Zemam, 2021, p. 696*)

- Preparing learners to develop lifelong competencies by fostering independent learning, adaptability, and problem-solving skills.

To implement these pedagogical changes, reforms have necessitated adjustments in curriculum design, teacher training, and administrative frameworks.

### **3.4. Educational Resources**

Modern educational systems increasingly rely on technological tools to enhance learning experiences. The integration of audiovisual materials, digital platforms, and interactive content has significantly improved communication and instructional delivery.

Unlike past approaches that relied on simplistic and outdated resources, the Algerian educational system has witnessed notable advancements in this area, as mandated by Education Orientation Law No. 08/04 (January 23, 2008, Articles 89-94).

### **3.5. Assessment and Evaluation**

Assessment is a fundamental process in education, aimed at gathering information to inform decision-making about learning progress. With the competency-based approach adopted in Algerian education, traditional assessment methods have been re-evaluated.

A new evaluation model has been introduced, focusing on measuring the actual acquisition of competencies and skills rather than solely testing theoretical knowledge. Teachers now use qualitative criteria to assess performance, enabling a more comprehensive evaluation of students' learning progress.

### **3.6. Communication**

Effective teacher-student communication is one of the primary determinants of a successful educational process. Studies show that a strong teacher-student relationship significantly enhances learning quality.

To improve communication, recent curriculum reforms have incorporated pedagogical communication techniques, including:

- Mediation skills to resolve classroom conflicts.

- Instructional design strategies tailored to diverse learning styles.
- Classroom management techniques to optimize student engagement.

These aspects have been integrated into teacher training programs in accordance with the Ministerial Decree of the Algerian Ministry of National Education (August 24, 2015).

### **3.7. Interaction**

Teacher-student interaction is a core element in enriching the educational experience and ensuring smooth adaptation within the learning environment. Interaction facilitates knowledge exchange and encourages active participation, thereby strengthening the learning process.

Educational reform policies have recognized the importance of fostering dynamic teacher-student relationships, leading to the development of strategies that promote meaningful interactions within classrooms. These initiatives aim to enhance the overall effectiveness of the educational process and create a stimulating learning environment. (*Zemam, 2021, p. 697*)

## **4. Requirements for the Success of the Educational Process in the Algerian Educational System**

To ensure the effectiveness and quality of the educational process, several key requirements must be met within the Algerian educational system:

- **Qualified Teachers:** The presence of teachers equipped with the necessary pedagogical and professional skills to effectively perform their educational duties.
- **Well-Structured Curricula:** The development of well-designed curricula that align with learners' needs and reflect the characteristics of their environment. These curricula should be prepared with input from experts and professionals to ensure their relevance and effectiveness.
- **Modern Educational Tools:** The integration of technological tools such as computers and other digital learning aids to enhance the learning experience.

- **Stakeholder Engagement:** Encouraging participation from parents, educational administrators, and policymakers in discussions aimed at overcoming challenges in the educational process.
- **Advanced Evaluation Systems:** The establishment of assessment frameworks that align with modern educational trends and ensure the effectiveness of student evaluation methods.
- **Teacher Autonomy:** Allowing teachers flexibility in adapting curricula to meet the unique needs of their students while ensuring alignment with educational objectives.
- **Lesson Planning:** Teachers should carefully plan their lessons, considering student characteristics, instructional methods, content delivery, time management, and appropriate teaching aids.
- **Flexibility in Teaching:** Teachers should be adaptable, modifying their lesson plans as needed to emphasize key learning points based on student needs, even if this requires revising their initial instructional approach.
- **Field Research and Practical Activities:** Teachers should engage in field studies, research, and practical activities such as conducting experiments and writing reports. These activities provide valuable learning opportunities that enhance student engagement and encourage active participation in the educational process. (*Zemam, 2021, pp. 697-698*)

## 5. Challenges Facing the Educational Process in the Algerian Educational System

Despite ongoing educational reforms, several obstacles hinder the efficiency and success of the learning process:

- **Frequent Curriculum Revisions:** The constant modifications to curricula and textbooks have disrupted the continuity of the educational process. The adoption of the **competency-based approach** has required **specialized teacher training and adequate pedagogical resources**, which remain insufficient in many cases.

- **Knowledge-Centered Teaching Approach:** The emphasis on **rote memorization and knowledge retention** over **critical thinking and analytical skills** limits students' ability to develop higher-order cognitive abilities.
- **Traditional Assessment Methods:** Educational evaluation continues to rely on **outdated assessment techniques** that focus solely on **academic performance**, disregarding the diverse competencies and skills of students.
- **Ineffective Implementation of Evaluation Frameworks:** The **lack of systematic assessment mechanisms** limits teachers' ability to accurately measure students' progress and learning outcomes.
- **Insufficient Teacher Training:** Many educators are recruited **directly from universities** without receiving specialized training tailored to the requirements of modern teaching practices. Given that teachers are **the backbone of the educational process**, inadequate preparation affects the quality of instruction.
- **Neglect of Essential Educational Elements:** Several fundamental components, such as **teaching aids, structured pedagogical guidance, and instructional supervision**, are often overlooked, leading to an uninspiring learning environment.
- **Weak Educational Documentation:** The lack of **proper pedagogical documentation**, including instructional materials, lesson plans, and official reference documents, hampers effective teacher-student interaction and reduces the overall efficiency of the educational process. (*Zemam, 2021, p. 698*)

## Applied Study

### 6. Research Methodology

Scientific research methodology refers to the rules, principles, and procedures established by experts, which researchers follow to achieve accurate and reliable scientific results. The researcher must define the methodological approach used in their study, clarify the research tools and techniques employed, and justify their selection of the chosen methodology.

## 6.1. Descriptive Method

The descriptive method is a scientific approach that focuses on studying a phenomenon as it exists in reality, aiming to describe it accurately. This method can express the phenomenon in either:

- **Qualitative terms**, by identifying its characteristics and features.
- **Quantitative terms**, by measuring its extent and correlation with other phenomena. (*Al-Dhanibat, 1995, p. 129*)

## 6. Population and Sample Selection

### 6.1. Target Population

- **Definition of Research Population:** In the field of social sciences, a research population is defined as "a predetermined set of elements, either finite or infinite, that serves as the basis for observations." (*Angers, 2004, p. 298*)
- The target population of this study consists of primary school teachers in the municipality of Djelfa.

### 6.2. Sample Selection

- According to Saïd Saboun, sample selection is "the process of extracting a portion from the whole to test research hypotheses, as researchers cannot examine all units of the study population." Thus, sampling is considered a reduction of the research universe by selecting a representative subset. (*Grady, 2012, pp. 135-136*)
- Based on the study's objectives and the nature of the research topic, the study adopted a simple random sampling technique to ensure objectivity in the selection process.

## 7. Data Collection Tools

### 7.1. Questionnaire (Survey)

The questionnaire is one of the most commonly used tools in social research. It is defined as "a direct method of posing questions to individuals in a structured manner, where responses are pre-determined, facilitating

quantitative processing to uncover statistical relationships and comparisons." (Angers, 2004, p. 204)

## 7.2. Statistical Analysis Methods

Following data collection through the selected tools (questionnaire and interviews), the data was analyzed using SPSS (Statistical Package for the Social Sciences). This allowed for processing and testing research hypotheses, computing statistics, and deriving conclusions from the study results. (Nadia, 2017, p. 427)

The following statistical formula was applied:

- **Percentage Calculation:**  $(\text{Number of occurrences} \times 100) / \text{Total sample size}$  (Salvatore, 1997, p. 102)

**8. Presentation and Discussion of the First Hypothesis: "There are obstacles that affect teachers' cultural background and limit their ability to manage the educational process effectively."**

**Table (1): Relationship Between Gender and Error Handling in the Classroom**

Response		Gender		Total
		Male	Female	
How do you deal with mistakes in the classroom	Correcting the mistake	11 68.75%	8 38.09%	19 51.35%
	Talking to the student and advising them	4 25%	10 47.61%	14 37.83%
	Re-explaining	1 6.25%	3 14.28%	4 10.81%
	Total	16 100%	21 100%	37 100%

The table illustrates the **relationship between gender and methods of handling errors in the classroom:**

- **51.35%** of the total sample preferred to **correct the mistake directly**, with **males representing the majority (68.75%)**, while **females accounted for 38.09%**.
- **37.83%** of respondents preferred to **talk to the student and offer guidance**, with this approach being **more common among females (47.61%) than males (25%)**.
- **10.81%** of the sample preferred **re-explaining the concept**, with **females (14.28%) employing this strategy more than males (6.25%)**.

The majority of participants correct errors directly, with male teachers being more likely to adopt this approach. Error correction is an essential part of the learning process, as it helps students identify and rectify mistakes. This strategy aligns with modern pedagogical principles, which consider error correction as an educational tool that enhances the learning experience.

**Table (2): Relationship Between Age and Communication with Students**

Response		Age			Total
		From 25 to 35 years old	From 35 to 45 years old	Above 45 years old	
<b>Do you find it difficult to communicate with students</b>	Yes	3 18.75%	3 18.75%	3 60%	9 24.32%
	No	13 81.25%	13 81.25%	2 40%	28 75.67%
	Total	16 100%	16 100%	5 100%	37 100%

The table illustrates the **relationship between age and teachers' communication with students**:

- The **majority of respondents (75.67%)** reported **no difficulty in communicating with students**. The highest percentage of this response came from teachers aged **25–35 years and 35–45 years (both 81.25%)**, whereas only **40% of teachers aged 45+** reported no difficulties.

- **24.32% of the sample** admitted facing **challenges in communication**, with the **highest percentage (60%)** observed among teachers **aged 45 and above**. In contrast, only **18.75% of teachers aged 25–45 years** reported communication difficulties.

The results suggest that most teachers do not face difficulties in communicating with students, particularly those between 25 and 45 years old. Communication between teachers and students is a fundamental aspect of effective education, as information alone cannot be effectively absorbed without an engaging and clear instructional style.

Effective teacher-student interaction plays a key role in student success, as the teacher should act as a mentor and guide, ensuring that knowledge is conveyed in an understandable and motivating manner.

**Table (3): Relationship Between Teaching Experience and Communication Difficulties**

Response		Seniority in education			Total
		From 1 to 5 years	From 5 to 10 years	More than 10 years	
<b>Do you find it difficult to communicate with students</b>	Yes	3 27.27%	2 16.66%	4 28.57%	9 24.32%
	No	8 72.72%	10 83.33%	10 71.42%	28 75.67%
	Total	11 100%	12 100%	14 100%	37 100%

The table examines the **relationship between teaching experience and communication difficulties**:

- **75.67% of the respondents** reported **no communication difficulties**, with the **highest percentage (83.33%)** found among those with **5–10 years of experience**. This was followed by **teachers with 1–5 years of experience (72.72%)** and those with **10+ years of experience (71.42%)**.
- Conversely, **24.32% of respondents** admitted experiencing **communication difficulties**, with the **highest percentage (28.57%)** recorded among teachers **with over 10 years of experience**,

followed by **27.27% among those with 1–5 years of experience**, and **16.66% among those with 5–10 years of experience**.

The findings indicate that most teachers, particularly those with 5–10 years of experience, do not struggle with communication. This suggests that early-career teachers and highly experienced teachers may face more challenges in effectively engaging with students.

Effective communication in education is crucial, as it facilitates idea exchange, fosters cooperation, and enhances the overall learning environment. Teachers who maintain strong communication skills can create a harmonious and interactive classroom, reducing potential learning barriers and ensuring a smooth educational process.

**Table (4): Relationship Between Student Participation in Lesson Construction and Teacher Rewards for Contributions**

Response	Rewarding Students		Total
	Yes	No	
<b>Do you like students to participate in lesson development?</b>			
<b>Yes</b>	33 (97.05%)	1 (33.33%)	34 (91.89%)
<b>No</b>	1 (2.94%)	2 (66.66%)	3 (8.10%)
<b>Total</b>	34 (100%)	3 (100%)	37 (100%)

This table examines the **relationship between student participation in lesson construction and the teacher's approach to rewarding students for their contributions**:

- **91.89% of respondents** encourage **student participation** in lesson-building and reward them for their contributions.
- The highest percentage of teachers who **reward students (97.05%)** actively encourage participation.
- In contrast, **66.66% of teachers who do not reward students** also discourage their participation in lesson-building.

The findings suggest that **most teachers prefer to involve students in constructing the lesson and reward them for their contributions**. Modern

educational strategies emphasize **active student engagement**, shifting away from **traditional teacher-centered instruction**.

By making lessons **interactive and participatory**, classrooms **become dynamic spaces** for intellectual and logical exchanges, where learning is not just about transmitting information but also about **co-constructing knowledge**.

## 8. Analysis and Discussion of the Second Hypothesis: "A Teacher's Cultural Background Influences Classroom Dynamics and the Learning Process"

**Table (5): Relationship Between the Use of Diverse Teaching Strategies and the Teacher's Influence on Student Understanding**

Response	Do you think the delivery of information to students depends only on the teacher's method?		Total
	Yes	No	
Do you rely on a diverse strategy for effective teaching?			
Yes	6 (85.71%)	22 (75.86%)	28 (75.7%)
No	1 (14.28%)	8 (27.58%)	9 (24.3%)
<b>Total</b>	7 (100%)	29 (100%)	37 (100%)

This table examines the **relationship between employing diverse teaching strategies and the perception that student comprehension depends solely on the teacher's instructional style**:

- **75.7% of respondents use diverse teaching strategies and believe that student understanding is not solely dependent on the teacher's style.**
- **Among those who believe that student comprehension depends solely on the teacher's approach, 85.71% still employ diverse teaching strategies.**

- **24.3% of respondents** do not use varied strategies, with **27.58% of them** believing that student understanding is not entirely dependent on the teacher’s approach.

The results indicate that **most teachers use diverse teaching methods** and acknowledge that **student learning is not solely determined by the teacher’s style**.

Effective teaching involves a **combination of instructional strategies**, integrating **various pedagogical models** to maximize learning outcomes. The learning process is **not limited to the teacher’s delivery** but also **depends on the curriculum, student engagement, resources, and classroom dynamics**.

Modern **teaching strategies** extend beyond direct instruction to include **interactive discussions, group work, problem-solving exercises, and multimedia resources**, ensuring a **comprehensive and engaging educational experience**.

**Table (6): Relationship Between Educational Objectives and Time Allocated for Teaching**

Response		Is the allocated time for teaching the subject in terms of presentation and application?			Total
		Enough	To some extent	Insufficient	
Are the educational objectives in the curriculum	Investigator?	0 00.00	5 %27.77	1 %11.11	6 %16.21
	Detective some of them?	8 %80	13 %72.22	6 %66.66	27 %72.97
	Unverified?	2 %20	0 %00.00	2 %22.22	4 %10.81
	Total	10 %100	18 %100	9 %100	37 %100

This table examines the **relationship between educational objectives as outlined in the curriculum and the time allocated for teaching**:

- **72.97% of respondents** indicated that **only some of the objectives** were achieved. Among them:

- **80%** found the allocated time **sufficient**.
  - **72.22%** believed it was **somewhat sufficient**.
  - **66.66%** felt the time was **insufficient**.
- Only **16.21% of respondents** believed that **all objectives were fully achieved**, mostly among those who considered the allocated time **somewhat sufficient (27.77%)** or **insufficient (11.11%)**.
  - **10.81% of respondents** reported that **none of the objectives were met**, with the highest percentage (22.22%) in the group that found the time **insufficient**.

Most teachers believe that **only part of the educational objectives** are met within the given time, suggesting that while time constraints exist, they are not the only determining factor.

Educational objectives **define what students should learn** and translate into **observable and measurable behaviors**. Thus, **clear objectives and appropriate time allocation** are critical to **the success of the learning process**.

**Table (7): Relationship Between Teaching Methods, Educational Tools, and Lesson Quality**

Response	Is your presentation of educational lessons within the department in accordance with			Total
		Program	According to the student's level	
Do you use modern methods and means in your teaching?	Yes	11 %61.11	16 %84.21	27 %72.97
	No	7 %38.88	3 %15.78	10 %27.02
	Total	18 %100	19 %100	37 %100

This table explores **the relationship between the use of modern teaching strategies and the quality of lesson delivery**:

- **72.97% of respondents use modern teaching methods and tools.** Among them:
  - **84.21% tailor their lessons to students' levels.**
  - **61.11% deliver lessons based on the curriculum requirements.**
- **27.02% of respondents do not use modern methods.** Among them:
  - **38.88% follow the curriculum strictly.**
  - **15.78% adjust lessons according to students' levels.**

Most teachers **incorporate modern teaching tools and strategies**, adapting their methods **to suit students' abilities** rather than relying solely on **the structured curriculum**.

**Modern teaching techniques** optimize **lesson delivery and time management**, ensuring that students **grasp content effectively** while considering **psychological and social factors** that influence learning.

## 9. Discussion of the Findings:

- **Limited Cultural Awareness:** Teachers who lack experience or sufficient knowledge about the diverse cultural backgrounds present in their classrooms may struggle to connect with students from different cultural contexts. This can hinder effective communication and reduce their ability to understand students' unique needs.
- **Unconscious Bias:** Some teachers may hold unconscious biases toward certain cultures or social backgrounds, which can influence their classroom behavior. This could manifest as favoritism, unequal treatment, or using teaching methods unsuitable for all students, potentially limiting student engagement and participation.
- **Mismatch Between Curriculum and Student Reality:** The curriculum may not align with students' cultural backgrounds or local societal needs, making it difficult for teachers to convey knowledge effectively. If the curriculum fails to reflect classroom diversity, students from different backgrounds may feel excluded, leading to lower engagement in learning activities.

- **Social and Economic Conditions:** Some teachers' cultural and social backgrounds may prevent them from fully understanding the challenges faced by students from disadvantaged or economically struggling families. A better understanding of these socio-economic realities can help teachers adapt their teaching methods to better support all students.
- **Teaching Strategies and Student Interaction:** A teacher's cultural background shapes their teaching style and classroom interactions. Those raised in specific cultural environments may adopt traditional or group-oriented teaching methods, which might work well for some students but may not be suitable for all learning styles.
- **Classroom Communication:** Effective classroom communication requires a deep understanding of students' diverse backgrounds. Teachers whose cultural experiences differ significantly from those of their students may struggle to express ideas effectively or misinterpret students' behaviors, leading to communication barriers.
- **Motivation and Discipline:** Teachers' motivational techniques are often shaped by their cultural upbringing. However, certain methods of encouragement (such as public praise or social rewards) may not be effective for students from different cultural settings, potentially leading to discomfort or disengagement.
- **Adaptability to Student Needs:** Teachers with strong cultural awareness are more likely to adjust their teaching approaches to meet diverse student needs. Those who possess flexible cultural perspectives can better adapt to different learning styles, fostering a more inclusive and effective educational environment.

## Conclusion

The teacher's cultural background plays a crucial role in determining the quality of the educational process. As the central figure in the learning environment, the teacher's cultural experiences influence their teaching methods, communication styles, and evaluation strategies. This impact extends beyond instructional techniques to student motivation, engagement, and the ability to manage cultural diversity within the classroom.

A teacher's cultural awareness is essential for creating an inclusive and interactive learning environment. A deep understanding of students' backgrounds enhances positive teacher-student interactions, while a lack of cultural sensitivity can lead to communication gaps and misinterpretation of student needs, ultimately affecting learning outcomes.

By promoting cultural awareness and continuous professional development, teachers can enhance their adaptability, making them more effective in addressing the needs of diverse learners. Additionally, adopting flexible and inclusive teaching strategies that consider students' cultural differences can significantly improve educational quality and effectiveness.

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