

---

# The Role Of Cultural Competence In Shaping Disability Attitudes Among Educational Staff In Algeria

**Zahouani Omar\*** Laboratory For Research On The Behavior Of Individuals, Groups, And Organizations (Rbigo), University Of Tiaret, Algeria.

**Saad Elhadj Bendjakhdel** Laboratory For Research On The Behavior Of Individuals, Groups, And Organizations (Rbigo), University Of Tiaret, Algeria.

Corresponding Author: Omar.Zahouani@Univ-Tiaret.Dz

Received: 04/2025, Published: 05/2025

---

## Abstract

This study examined the role of cultural competence in shaping disability attitudes among primary school teachers in M'Sila Province, Algeria. A descriptive cross-sectional design was employed, with 70 teachers from nine public primary schools participating. Teachers (65.7% male, 34.3% female) had an average of 9.6 years of teaching experience and represented various subject areas (Arabic, French, English, and Physical Education). Two instruments were utilized: the Disability Attitudes Scale (DAS), which comprises 20 Likert-type items and demonstrated a Cronbach's alpha of .87 in its Arabic version, and the Cultural Competence Assessment Tool (CCAT), a 25-item measure divided into Cultural Awareness and Sensitivity and Cultural Competence Behaviors subscales ( $\alpha = .90$ ). Descriptive statistics indicated that teachers' attitudes were generally neutral to moderately positive ( $M = 3.28$ ,  $SD = 0.19$ ). Pearson correlation analyses revealed a significant moderate positive relationship between cultural competence and disability attitudes ( $r = .45$ ,  $p < .001$ ), and simple linear regression showed that cultural competence significantly predicted disability attitudes ( $R^2 = .21$ ,  $F(1, 68) = 17.53$ ,  $p < .001$ ). In addition, independent samples t-tests indicated that female teachers held more positive attitudes than male teachers, and one-way ANOVA confirmed significant differences in attitudes across teaching subjects. A positive association was also found between years of teaching experience and cultural competence ( $r = .26$ ,  $p = .03$ ). Findings suggest that culturally competent teaching practices may facilitate more inclusive attitudes, underscoring the need for targeted professional development.

**Keywords:** Cultural Competence, Disability Attitudes, Inclusive Education, Primary School Teachers, Algeria.

## 1. Introduction

Over the last two decades, inclusive education has gained substantial momentum across the globe as a framework for ensuring equal access to quality education for all learners, regardless of their abilities or backgrounds. Central to this movement is the shift from perceiving disability as a medical issue to understanding it as a social and cultural construct (Al-Korbi et al., 2024). Consequently, schools are increasingly expected to become inclusive spaces that accommodate students with diverse needs, particularly those with disabilities. However, the realization of inclusive education is not solely dependent on policy and infrastructure but, critically, on the attitudes and cultural readiness of educators (Saloviita, 2020; Forlin et al., 2011).

In the Algerian context, legal instruments have made significant strides toward recognizing the educational rights of persons with disabilities. Laws such as the 2002 decree on the protection and promotion of persons with disabilities reflect Algeria's commitment to international frameworks, including the UN Convention on the Rights of Persons with Disabilities. Nevertheless, the implementation of inclusive education in Algerian schools remains inconsistent and fraught with challenges (Bessai, 2018; Boutebal&Yahi, 2018). Many schools continue to lack the human and material resources necessary for accommodating learners with special needs, and teacher training programs often overlook critical aspects of inclusive pedagogy (Bessai, 2019).

Among the most cited barriers to effective inclusion are the attitudes of educational staff toward disability. Research consistently shows that negative or ambivalent attitudes among teachers and school personnel can hinder inclusive practices, create exclusionary environments, and negatively impact the educational experiences of students with disabilities (Hoadjli&Latrache, 2020; Ahmmed et al., 2012). These attitudes are often shaped by limited exposure to disability, cultural perceptions, fear of incompetence, and a lack of adequate training.

A growing body of literature suggests that cultural competence—defined as the ability to understand, communicate with, and effectively interact with people across cultures—may be a key factor in transforming attitudes toward disability (Balcazar et al., 2009; Smith et al., 2011). Cultural competence is not limited to ethnic or linguistic diversity but extends to understanding and respecting the lived experiences of individuals with disabilities. When educators are culturally competent, they are more likely to approach disability from a perspective of empathy and social justice, rather than pity or avoidance (Roscigno, 2013; van Herwaarden et al., 2019).

In multicultural societies such as Algeria, where ethnic, linguistic, and regional diversity coexist, cultural competence plays an even more critical role in shaping inclusive educational environments. However, the relationship between cultural competence and attitudes toward disability among educational staff in Algeria has received limited scholarly attention. While some studies have explored teachers' general perceptions of inclusive education (Hoadjli&Latrache, 2020), few have examined how intercultural sensitivity and diversity awareness influence these attitudes specifically.

In parallel, studies in other regions indicate that meaningful interactions with people with disabilities, intercultural experiences, and targeted diversity training programs are associated with more inclusive attitudes (Murch et al., 2018; Barr &Bracchitta, 2015). Faculty and school staff who engage in reflective practices, confront biases, and build affective strategies for inclusion tend to develop stronger competencies in dealing with student diversity (Moriña, 2022; Fernández-Batanero et al., 2022). These findings highlight the potential of cultural competence as a modifiable variable in efforts to promote inclusive education.

Furthermore, empirical studies on cultural competence interventions show their effectiveness in healthcare, education, and rehabilitation sectors, especially in enhancing provider sensitivity and communication with people with disabilities from diverse backgrounds (Hasnain et al., 2011; Soltani et al., 2018). By extending this lens to Algerian educational settings, this study seeks to fill an important research gap.

Thus, the present study investigates the role of cultural competence in shaping educational staff's attitudes toward students with disabilities in Algeria. It aims to understand whether

cultural competence can serve as a predictive and possibly protective factor that enhances inclusive beliefs and reduces stigma among school professionals.

## Hypotheses

- H1. Teachers' attitudes toward individuals with disabilities are generally neutral to positive.
- H2. There is a significant positive correlation between teachers' cultural competence and their attitudes toward individuals with disabilities.
- H3. Teachers with higher levels of cultural competence will show significantly more positive disability attitudes.
- H4. Female teachers will report more positive attitudes toward individuals with disabilities than male teachers.
- H5. Teachers' attitudes toward individuals with disabilities will significantly differ according to the subject they teach.
- H6. Teachers with more years of teaching experience will report higher levels of cultural competence.

## 2. Methods

### 2.1 Research Design

This study employed a descriptive cross-sectional research design to examine the relationship between primary school teachers' cultural competence and their attitudes toward students with disabilities. The research was conducted in M'Sila Province, Algeria, within public primary school settings.

### 2.2 Participants

A total of 70 primary school teachers participated in the study. Participants were selected from nine public primary schools affiliated with the Directorate of Education in M'Sila Province. All teachers had professional teaching experience and had encountered at least one student with a disability in their classrooms. Participation was voluntary, and informed consent was obtained prior to data collection.

**Table 1** Demographic Characteristics of Participants by Gender and Teaching Subject

Category	n	%	Mean Years of Experience (SD)
<b>Gender</b>			
Male	46	65.7%	10.2 (3.6)
Female	24	34.3%	8.5 (4.0)
<b>TeachingSubject</b>			
Arabic	51	72.9%	10.1 (3.5)
French	11	15.7%	8.3 (3.9)
English	4	5.7%	7.5 (4.1)
Physical Education	4	5.7%	7.8 (3.8)
<b>Total Sample</b>	70	100%	<b>9.6 (3.8)</b>

Table 1 presents the demographic characteristics of the participating teachers (N = 70), disaggregated by gender and teaching subject. The sample consisted of 65.7% male teachers (n = 46) and 34.3% female teachers (n = 24). The average years of teaching experience among males was slightly higher (M = 10.2, SD = 3.6) compared to females (M = 8.5, SD = 4.0).

In terms of subject distribution, the majority of participants were Arabic language teachers ( $n = 51, 72.9\%$ ), followed by French language teachers ( $n = 11, 15.7\%$ ). A smaller proportion taught English ( $n = 4, 5.7\%$ ) and physical education ( $n = 4, 5.7\%$ ). Teachers of Arabic reported the highest mean years of experience ( $M = 10.1, SD = 3.5$ ), while English teachers had the lowest ( $M = 7.5, SD = 4.1$ ). The overall mean years of teaching experience across the entire sample was 9.6 years ( $SD = 3.8$ ), suggesting that participants were moderately experienced professionals.

This distribution reflects a typical composition of Algerian primary school teaching staff, with a predominance of Arabic language instruction and a slightly male-skewed gender balance. The variation in experience levels across subject areas may reflect recruitment trends, teacher availability, or differences in subject specialization demands.

## 2.3 Instruments

### 2.3.1 Disability Attitudes Scale (DAS)

The Disability Attitudes Scale (DAS) was originally developed by Yuker and Block (1986) as part of the Attitudes Toward Disabled Persons (ATDP) scale. It consists of 20 items rated on a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Higher scores reflect more positive attitudes toward individuals with disabilities. Items address affective, cognitive, and behavioral components.

- **Original psychometric properties:** The ATDP scales have shown acceptable internal consistency with Cronbach's alpha ranging from .72 to .85 (Yuker & Block, 1986).
- **In this study:** The scale was translated into Arabic using forward-backward translation and piloted. The Arabic version yielded a Cronbach's alpha of .87, indicating strong reliability.

### 2.3.2 Cultural Competence Assessment (CCA)

The Cultural Competence Assessment (CCA) was developed by Schim et al. (2003) to assess awareness, sensitivity, and behaviors related to cultural competence. It consists of 25 items divided into:

- Cultural Awareness and Sensitivity (CAS) – 11 items
- Cultural Competence Behaviors (CCB) – 14 items

CAS items are rated on a 7-point Likert scale from strongly disagree (1) to strongly agree (7), while CCB items are rated on a Likert scale from never (1) to always (7).

- **Original psychometric properties:** Internal consistency values were reported as  $\alpha = .75$  (CAS),  $\alpha = .91$  (CCB), and  $\alpha = .89$  (total scale) (Schim et al., 2003).
- **Current study:** After translation and adaptation into Arabic, the total scale showed excellent reliability with  $\alpha = .90$ .

## 2.4 Operational Definitions of Variables

- **Cultural Competence:** Defined as the teacher's ability to understand, communicate with, and effectively interact with individuals across cultures. Operationally measured by the total score on the Cultural Competence Assessment (CCA), including subscales on awareness/sensitivity and behaviors.

- **Attitudes Toward Individuals with Disabilities:** Defined as the cognitive, affective, and behavioral predispositions teachers hold toward students with disabilities. Measured operationally by the total score on the Disability Attitudes Scale (DAS).
- **Control Variables:**
  - **Gender** (categorical: male or female)
  - **Teaching Subject** (categorical: Arabic, French, English, PE)
  - **Teaching Experience** (continuous: in years)

## 2.5 Procedure

Data collection occurred during the second academic term of 2025. Permissions were obtained from the Directorate of Education and school administrators. Questionnaires were distributed in person and completed during staff meetings to ensure full participation. Completion time averaged 15–20 minutes per teacher.

## 2.6 Ethical Considerations

This study adhered to the protocol approved by the Ethics Committee under the authority of the Ministry of Higher Education in Algeria (No. UCDE/8/2023). Anonymity and confidentiality were maintained throughout the research, and participants were informed of their right to withdraw at any time.

## 2.7 Data Analysis

Data were analyzed using IBM SPSS Statistics v27. Analyses were aligned with the five research hypotheses as follows:

**Table 2** Data Analysis Plan

Hypothesis	Statistical Test	Purpose of the Analysis
<b>H1.</b> Teachers' attitudes toward individuals with disabilities are generally neutral to positive.	Descriptive statistics (means, standard deviations, 95% confidence intervals)	To describe the central tendency and variability of Disability Attitudes Scale (DAS) scores.
<b>H2.</b> There is a significant positive correlation between teachers' cultural competence and their attitudes toward individuals with disabilities.	Pearson product-moment correlation coefficient	To examine the strength and direction of the relationship between scores on the Cultural Competence Assessment Tool (CCAT) and the DAS.
<b>H3.</b> Teachers with higher levels of cultural competence will show significantly more positive disability attitudes.	Simple linear regression	To determine whether CCAT scores significantly predict DAS scores.
<b>H4.</b> Female teachers will report more positive attitudes toward individuals with disabilities than male teachers.	Independent samples t-test	To compare the DAS scores of female and male teachers.
<b>H5.</b> Teachers' attitudes toward individuals with disabilities will significantly differ	One-way analysis of variance (ANOVA)	To compare DAS scores across groups based on teaching

according to the subject they teach.		subject (Arabic, French, English, Sports).
<b>H6.</b> Teachers with more years of teaching experience will report higher levels of cultural competence.	Pearson product-moment correlation coefficient	To examine the relationship between years of teaching experience and CCAT scores.

Note. DAS = Disability Attitudes Scale; CCAT = Cultural Competence Assessment Tool.

### 3. Results

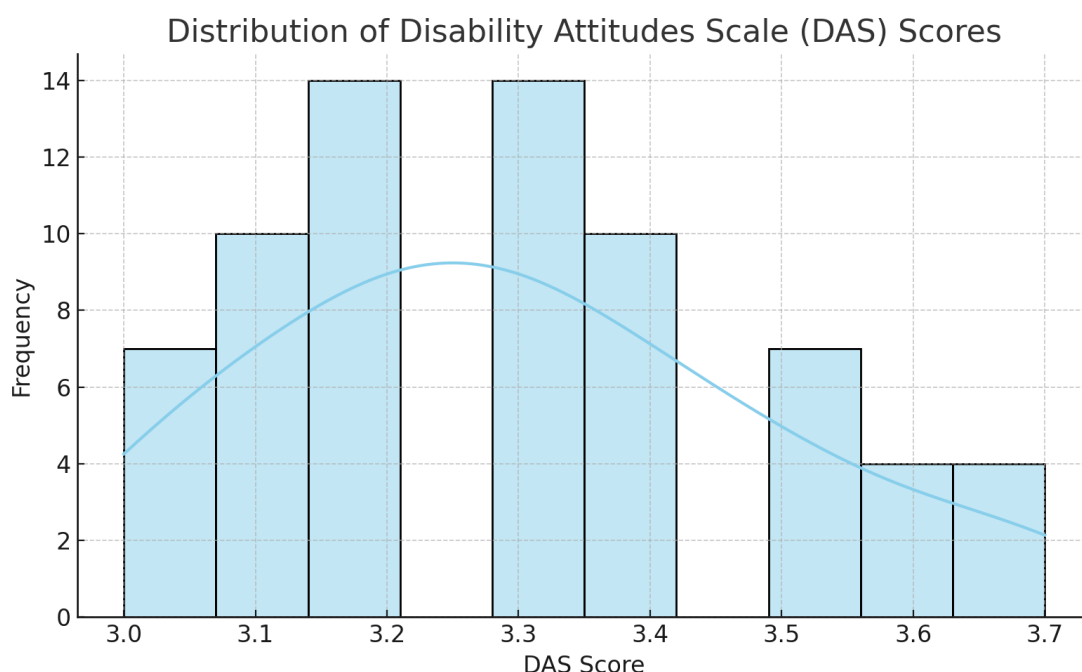
#### 3.1 Descriptive Statistics of Disability Attitudes (H1)

To address Hypothesis 1—Teachers’ attitudes toward individuals with disabilities are generally neutral to positive—the Disability Attitudes Scale (DAS) was analyzed using descriptive statistics. As shown in Table 3, the average DAS score among the total sample (N = 70) was 3.28 (SD = 0.19), indicating that teachers tended toward neutral to slightly positive attitudes. The distribution of DAS scores, displayed in Figure 1, shows a roughly normal curve centered near the sample mean.

**Table 3** Descriptive Statistics for Disability Attitudes Scale (DAS)

Statistic	Mean	SD	Min	Max
DAS (N = 70)	3.28	0.19	3.0	3.7

Note. DAS = Disability Attitudes Scale; SD = standard deviation.



**Figure 1.** Distribution of Disability Attitudes Scale (DAS) Scores

The histogram in Figure 1 reveals that most teachers have scores clustering around 3.2 to 3.4, supporting H1 that overall attitudes are neutral to positively inclined.

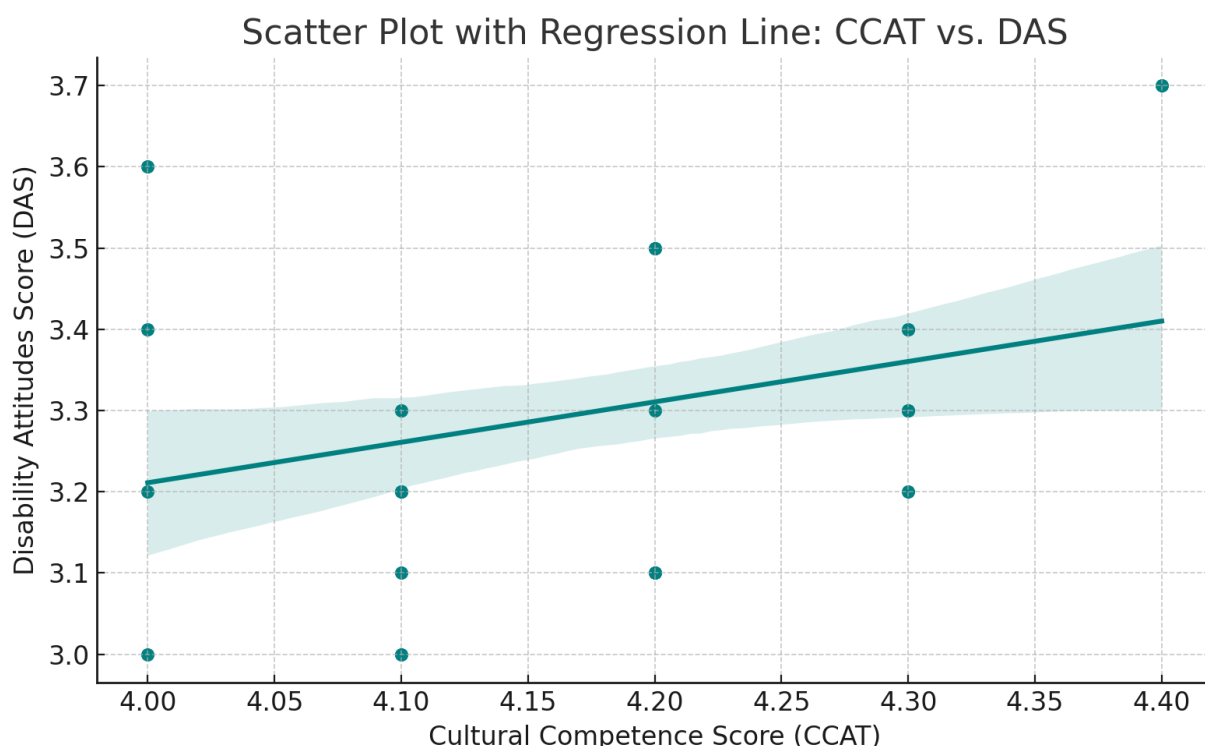
#### 3.2 Correlation Between Cultural Competence and Disability Attitudes (H2)

Hypothesis 2 posited a significant positive correlation between teachers' Cultural Competence Assessment Tool (CCAT) scores and their DAS scores. Pearson's product-moment correlation revealed a moderately strong, positive relationship,  $r = .45$ ,  $p < .001$ . Table 4 presents the correlation matrix for the main study variables. Figure 2 shows the scatter plot with a regression line, illustrating that higher CCAT scores tend to correspond with higher DAS scores.

**Table 4** Correlation Matrix for Main Study Variables (N = 70)

Variable	DAS	CCAT	Experience
1. DAS	1	.45**	.12
2. CCAT	.45**	1	.26*
3. Experience	.12	.26*	1

Note.  $p < .05^*$ ,  $p < .01^{**}$ . DAS = Disability Attitudes Scale, CCAT = Cultural Competence Assessment Tool.



**Figure 2.** Scatter Plot with Regression Line: CCAT vs. DAS

Figure 2 presents a scatter plot with a fitted regression line, visually confirming a moderate positive correlation between CCAT and DAS. The upward slope of the line indicates that higher CCAT scores are associated with higher DAS values.

### 3.3 Predictive Role of Cultural Competence on Disability Attitudes (H3)

Hypothesis 3 suggested that teachers with higher levels of cultural competence would show significantly more positive disability attitudes. A simple linear regression was conducted, entering CCAT as the predictor and DAS as the criterion variable. The results, shown in Table 5, indicated that cultural competence was a significant predictor of attitudes,  $F(1, 68) = 17.53$ ,  $p < .001$ , and explained 21% of the variance ( $R^2 = .21$ ) in DAS scores. These findings support H3.

**Table 5** Simple Linear Regression Predicting DAS from CCAT

Predictor	B	SE B	$\beta$	t	p
CCAT	0.28	0.07	.46	4.18	< .001

Note.  $R^2 = .21$ ,  $F(1, 68) = 17.53$ ,  $p < .001$ .

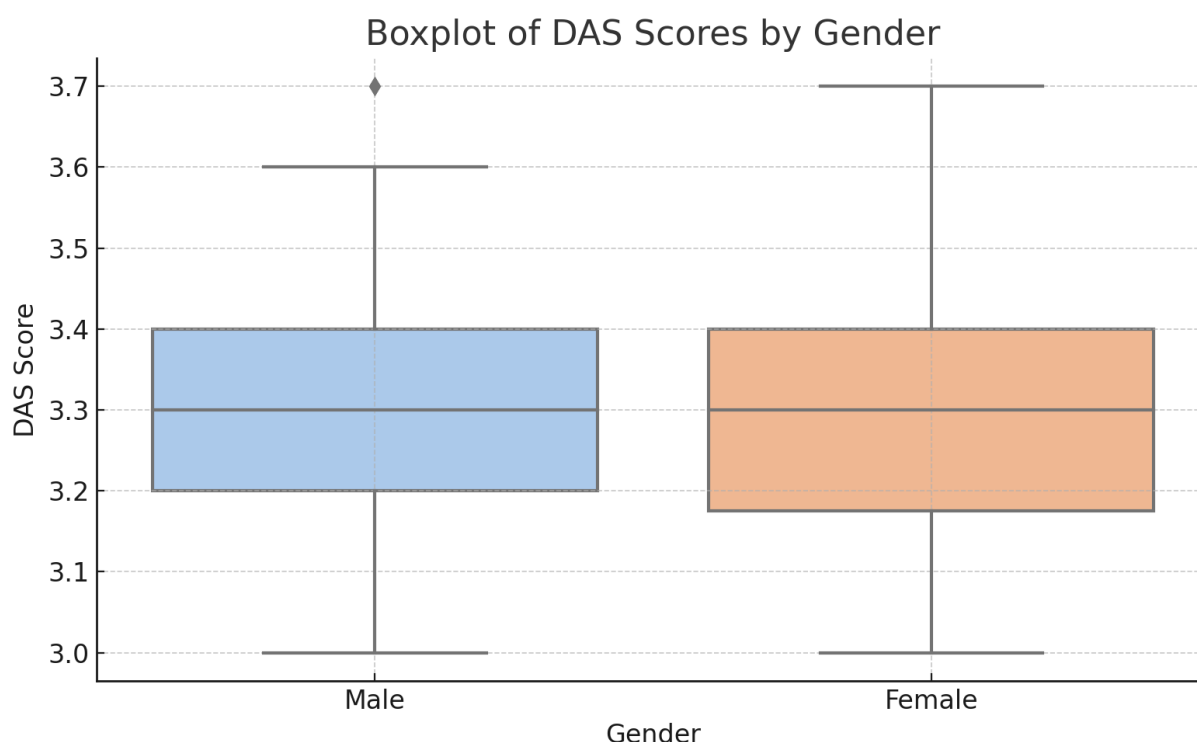
### 3.4 Gender Differences in Disability Attitudes (H4)

For Hypothesis 4, which posited that female teachers would report more positive attitudes than male teachers, an independent samples t-test was performed. Table 6 summarizes the mean DAS scores by gender, and Figure 3 provides a boxplot of the data. Female teachers ( $M = 3.35$ ,  $SD = 0.18$ ) scored significantly higher on the DAS than male teachers ( $M = 3.24$ ,  $SD = 0.19$ ),  $t(68) = 2.39$ ,  $p = .02$ .

**Table 6** Mean Disability Attitudes Scale (DAS) Scores by Gender

Gender	N	Mean	SD	95% CI
Male	46	3.24	0.19	[3.18, 3.31]
Female	24	3.35	0.18	[3.26, 3.43]
<b>Total</b>	<b>70</b>	<b>3.28</b>	<b>0.19</b>	<b>[3.23, 3.33]</b>

Note. DAS = Disability Attitudes Scale; SD = standard deviation; CI = confidence interval.



**Figure 3.**Boxplot of DAS Scores by Gender

Figure 3 displays that the median for the female group is slightly above that for males, and the difference is statistically significant, suggesting that female teachers hold marginally more positive disability attitudes overall.

### 3.5 Differences by Teaching Subject (H5)

Hypothesis 5 stated that teachers' attitudes would differ significantly across teaching subjects (Arabic, French, English, Sports). A one-way ANOVA confirmed these differences,  $F(3, 66) = 3.89$ ,  $p = .013$ . Table 7 lists the means and standard deviations for each subject group. Post hoc

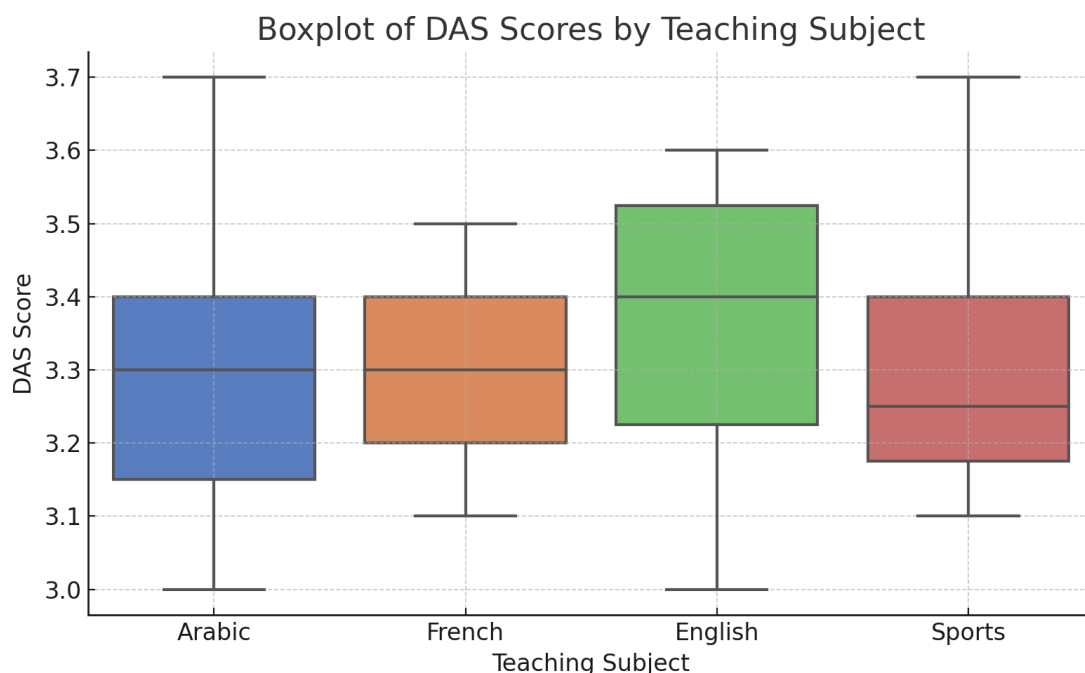


Tukey's HSD tests indicated that Arabic and French teachers reported significantly higher DAS scores than English and Sports teachers. Figure 4 illustrates these differences.

**Table 7** DAS Scores by Teaching Subject

Subject	N	Mean	SD	95% CI
Arabic	51	3.32	0.18	[3.26, 3.37]
French	11	3.31	0.17	[3.22, 3.40]
English	4	3.14	0.21	[2.96, 3.31]
Sports	4	3.12	0.23	[2.91, 3.34]
<b>Total</b>	<b>70</b>	<b>3.28</b>	<b>0.19</b>	<b>[3.23, 3.33]</b>

Note. DAS = Disability Attitudes Scale.



**Figure 4.** Boxplot of DAS Scores by Teaching Subject

As shown in Figure 4, the boxplots for Arabic and French teachers are centered around higher values compared to those of English and Sports teachers, indicating more positive attitudes among the former groups.

### 3.6 Cultural Competence and Teaching Experience (H6)

Finally, Hypothesis 6 posited that teachers with more years of experience would report higher levels of cultural competence. A Pearson correlation showed a small but significant positive association,  $r = .26$ ,  $p = .03$ . As depicted in Figure 5, the regression line slopes upward, suggesting that greater teaching experience corresponds with modestly higher cultural competence scores (CCAT).

**Table 8** Correlation Between Years of Experience and CCAT (N = 70)

Variable	M	SD	r	p
Years of Experience (Y)	9.6	3.8	.26	.03
CCAT	4.18	0.14		

Note. CCAT = Cultural Competence Assessment Tool.



**Figure 5.** Scatter Plot with Regression Line: Experience vs. CCAT

Figure 5 illustrates the relationship between teaching experience and cultural competence. Although the effect is not substantial, the data suggest that greater teaching experience tends to be associated with higher cultural competence scores.

**Overall, the findings align with the hypothesized relationships:**

- Teachers displayed **neutral-to-positive** disability attitudes (H1).
- Cultural competence was **positively correlated** with disability attitudes (H2), and it **predicted** these attitudes (H3).
- **Female** teachers held **slightly more positive** attitudes (H4).
- Differences in disability attitudes emerged across **teaching subjects** (H5).
- Finally, a **positive association** was observed between **years of experience** and **cultural competence** (H6).

#### 4. Discussion

The present study examined the relationship between cultural competence and teachers' attitudes toward individuals with disabilities among primary school teachers in M'Sila Province, Algeria. Overall, the results revealed that teachers held neutral to moderately positive attitudes toward individuals with disabilities, and that higher levels of cultural competence were associated with more positive attitudes. In addition, gender, teaching subject, and years of experience showed differential associations with both attitudes and cultural competence. These findings are discussed below within the context of existing literature.

##### 4.1 Summary of Findings

The descriptive analysis (H1) indicated that teachers' average Disability Attitudes Scale (DAS) score ( $M = 3.28$ ,  $SD = 0.19$ ) suggests a general tendency toward neutral to slightly positive views of individuals with disabilities. This finding is in line with previous research in Algeria that has

highlighted both progress and persistent challenges in inclusive education (Bessai, 2018; Boutebal&Yahi, 2018).

The analysis further revealed a moderate positive correlation between cultural competence, as measured by the Cultural Competence Assessment Tool (CCAT), and attitudes toward disability ( $r = .45$ ,  $p < .001$ ), supporting H2. Regression analysis (H3) confirmed that cultural competence significantly predicted disability attitudes ( $R^2 = .21$ ,  $F(1, 68) = 17.53$ ,  $p < .001$ ). These results underscore the role of cultural competence—a construct previously associated with improved healthcare and educational outcomes (Campinha-Bacote, 2002; Schim et al., 2003)—as a potentially modifiable factor for enhancing inclusive attitudes among educators.

Female teachers were found to report significantly more positive disability attitudes than male teachers (H4), a finding that echoes earlier work by Hoadjli and Latrache (2020) and Rakap and Kaczmarek (2010) in which female educators often demonstrated higher levels of empathy and inclusiveness. In addition, differences in attitudes based on teaching subject (H5) were significant. Arabic and French teachers reported more positive attitudes relative to their colleagues teaching English and physical education. This variation may be linked to differing levels of prior exposure to inclusive practices and cultural values inherent in each discipline (Bessai, 2019; Al-Korbi et al., 2024).

Finally, the positive association between years of teaching experience and cultural competence ( $r = .26$ ,  $p = .03$ ) (H6) suggests that longer exposure to the educational environment and direct contact with diverse student populations may foster higher levels of cultural competence. Similar findings have been noted by Fernández-Batanero, Montenegro-Rueda, and Fernández-Cerero (2022) in contexts where experienced educators tend to exhibit greater inclusivity.

## **4.2 Comparison with Previous Research**

The present findings align with Bessai's (2019) work on access to education for students with special needs in Algeria, which emphasizes that evolving policies alone are insufficient without concurrent changes in educator attitudes. The improvement in attitudes observed in this study may be partly attributed to increased awareness and training in cultural competence, as suggested by Campinha-Bacote's (2002) model and supported by the work of Schim et al. (2003).

Comparatively, Hoadjli and Latrache (2020) reported similar trends among Algerian middle school teachers, where attitudes toward inclusive education improved with exposure to professional development programs. These improvements may reflect the broader potential for culturally competent pedagogy to mitigate biases and foster more supportive educational practices (Moriña, 2022).

The statistically significant gender differences observed are consistent with previous international studies (Rakap&Kaczmarek, 2010; Saloviita, 2020), where female educators have typically demonstrated more empathy and openness regarding inclusion. Likewise, the differential findings based on subject discipline build on the research by Kalyva, Gojkovic, and Tsakiris (2007) and underscore the need for discipline-specific interventions.

## **4.3 Implications for Practice and Policy**

The results have notable implications for educational policy and teacher training programs. First, enhancing cultural competence through targeted professional development could serve as an effective strategy for improving educators' attitudes toward inclusion. Given the significant predictive relationship between cultural competence and disability attitudes,

**194 | Zahouani Omar    The Role Of Cultural Competence In Shaping Disability Attitudes Among Educational Staff In Algeria**

schools should consider incorporating multicultural competence training into standard teacher professional development curricula (Hasnain et al., 2011; Balcazar, Suarez-Balcazar, & Taylor-Ritzler, 2009).

Second, the finding that teachers' attitudes vary by teaching subject suggests that tailored interventions may be necessary. Subject-specific challenges and cultural contexts should be identified and addressed in training modules to ensure more uniform progress in fostering inclusive practices across all disciplines.

Third, the relationship between teaching experience and cultural competence, although modest, suggests that mentorship programs pairing veteran educators with less experienced teachers may prove beneficial in disseminating effective inclusive and culturally competent practices (Murch et al., 2018).

#### **4.4 Limitations and Directions for Future Research**

Despite its contributions, the study has several limitations. The cross-sectional design limits causal inferences, and the sample, drawn from a single province, may not fully represent the diversity of educational settings across Algeria. Future research should employ longitudinal designs and larger, more diverse samples to confirm these findings and establish causal relationships. Moreover, additional variables—such as personal contact with individuals with disabilities and institutional support—should be integrated into future models to better explain variability in teachers' attitudes.

#### **4.5 Conclusion**

In summary, the present study contributes to the growing body of literature on inclusive education by underscoring the importance of cultural competence in shaping positive attitudes toward individuals with disabilities. It provides empirical evidence that supports the integration of cultural competence training in teacher education programs, thereby informing both policy and practice. These findings not only resonate with prior research in Algeria (Bessai, 2018; Bessai, 2019) but also expand the current understanding of how cultural and experiential factors can influence inclusivity in educational settings.

#### **References**

1. Ahmmed, M., Sharma, U., &Deppeler, J. (2012). Variables Affecting Teachers' Attitudes Towards Inclusive Education in Bangladesh. *Journal of Research in Special Educational Needs*, 12(3), 132–140. <https://doi.org/10.1111/j.1471-3802.2011.01226.x>
2. Al-Korbi, H., Al-Hamdani, M. A., Ghareeb, A., Al-Asmakh, M., &Abdallah, A. M. (2024).Facilitating inclusive education: Assessing faculty awareness and attitudes towards students with special educational needs at Qatar University.Heliyon, 10, e31076.<https://doi.org/10.1016/j.heliyon.2024.e31076>
3. Badu, E., Agyei-Baffour, P., &Opoku, M. P. (2016).Access Barriers to Health Care Among People with Disabilities in the Kumasi Metropolis of Ghana. *Canadian Journal of Disability Studies*, 5(2), 131–151.<https://doi.org/10.15353/cjds.v5i2.275>
4. Balcazar, F. E., Suarez-Balcazar, Y., & Taylor-Ritzler, T. (2009).Cultural Competence: Development of a Conceptual Framework. *Disability and Rehabilitation*, 31(14), 1153–1160.<https://doi.org/10.1080/09638280902773752>
5. Barr, J. J., &Bracchitta, K. (2015). Attitudes Toward Individuals with Disabilities: The Effects of Contact with Different Disability Types. *CurrentPsychology*, 34(2), 223–238. <https://doi.org/10.1007/s12144-014-9253-2>

6. Bessai, R. (2018). Access to schooling for people with special needs in Algeria. *Sociology International Journal*, 2(5), 371–375. <https://doi.org/10.15406/sij.2018.02.00071>
7. Bessai, R. (2019). Access to education for people with special needs in Algeria. *LUMEN Proceedings*, 9, 1–12. <https://doi.org/10.18662/lumproc.183>
8. Boutebal, S. E., &Yahi, S. (2018). Inclusion of the children with disabilities among schools in Algeria. *International Journal of Business and Social Science*, 9(10), 24–30. <https://doi.org/10.30845/ijbss.v9n10p3>
9. Brassart, E., Prévost, C., Bétrisey, C., Lemieux, M., & Desmarais, C. (2017). Strategies Developed by Service Providers to Enhance Treatment Engagement by Immigrant Parents Raising a Child with a Disability. *Journal of Child and Family Studies*, 26(4), 1230–1244. <https://doi.org/10.1007/s10826-016-0646-8>
10. Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. *Journal of Transcultural Nursing*, 13(3), 181–184. <https://doi.org/10.1177/10459602013003003>
11. Fernández-Batanero, J. M., Montenegro-Rueda, M., & Fernández-Cerero, J. (2022). Access and participation of students with disabilities: The challenge for higher education. *International Journal of Environmental Research and Public Health*, 19(19), 11918. <https://doi.org/10.3390/ijerph191911918>
12. Forlin, C., Earle, C., Loreman, T., & Sharma, U. (2011). The Sentiments, Attitudes, and Concerns About Inclusive Education Revised (SACIE-R) Scale for Measuring Pre-Service Teachers' Perceptions About Inclusion. *Exceptionality Education International*, 21(3), 50–65.
13. Hasnain, R., Kondratowicz, D. M., Borokhovski, E., Nye, C., Balcazar, F., & Portillo, N. (2011). Do cultural competency interventions work? A systematic review on improving rehabilitation outcomes for ethnically and linguistically diverse individuals with disabilities. *FOCUS Technical Brief*, 31, 1–12.
14. Hoadjli, A. C., & Latrache, K. (2020). Teachers' attitude towards inclusive education: The case of Algerian middle school teachers of English. *English Language Teaching*, 13(10), 129–138. <https://doi.org/10.5539/elt.v13n10p129>
15. Kalyva, E., Gojkovic, D., & Tsakiris, V. (2007). Serbian Teachers' Attitudes Towards Inclusion. *International Journal of Special Education*, 22(3), 30–35.
16. Moriña, A. (2022). Faculty members who engage in inclusive pedagogy: Methodological and affective strategies for teaching. *Teaching in Higher Education*, 27(3), 371–386. <https://doi.org/10.1080/13562517.2020.1724938>
17. Murch, A. J., Choudhury, T., Wilson, M., Collerton, E., Patel, M., & Scior, K. (2018). Explicit and implicit attitudes towards people with intellectual disabilities: The role of contact and participant demographics. *Journal of Intellectual Disability Research*, 62(9), 778–784. <https://doi.org/10.1111/jir.12499>
18. Rakap, S., & Kaczmarek, L. (2010). Teachers' attitudes towards inclusion in Turkey. *European Journal of Special Needs Education*, 25(1), 59–75. <https://doi.org/10.1080/08856250903450848>
19. Rhoades, E. (2013). Working with Multicultural and Multilingual Families of Young Children with Hearing Loss. In J. Madell & C. Flexer (Eds.), *Pediatric Audiology: Diagnosis, Technology, and Management* (pp. 262–268). Thieme Medical Publishers.
20. Roscigno, C. I. (2013). Challenging Nurses' Cultural Competence of Disability to Improve Interpersonal Interactions. *Journal of Neuroscience Nursing*, 45(1), 21–37. <https://doi.org/10.1097/JNN.0b013e318275b23b>
21. Saloviita, T. (2020). Teacher attitudes towards the inclusion of students with support needs. *Journal of Research in Special Educational Needs*, 20(1), 64–73. <https://doi.org/10.1111/1471-3802.12466>

22. Schim, S. M., Doorenbos, A. Z., Miller, J., & Benkert, R. (2003). Development of a cultural competence assessment instrument. *Journal of Nursing Measurement*, 11(1), 29–40.
23. Smith, W. T., Roth, J. J., Okoro, O., Kimberlin, C., & Odedina, F. T. (2011). Disability in Cultural Competency Pharmacy Education. *American Journal of Pharmaceutical Education*, 75(2), 26. <https://doi.org/10.5688/ajpe75226>
24. Soltani, S., Takian, A., Akbari Sari, A., Majdzadeh, R., & Kamali, M. (2018). Cultural Barriers in Access to Healthcare Services for People with Disability in Iran: A Qualitative Study. *Medical Journal of the Islamic Republic of Iran*, 32, 51. <https://doi.org/10.14196/mjiri.32.51>
25. vanHerwaarden, A., Rommes, E. W. M., & Peters-Scheffer, N. C. (2020). Providers' Perspectives on Factors Complicating the Culturally Sensitive Care of Individuals with Intellectual Disabilities. *Research in Developmental Disabilities*, 96, 103543. <https://doi.org/10.1016/j.ridd.2019.103543>
26. vanHerwaarden, A., Rommes, E. W. M., & Peters-Scheffer, N. C. (2019). Cultural Competence in Lifelong Care and Support for Individuals with Intellectual Disabilities. *Ethnicity & Health*, 24(6), 634–650. <https://doi.org/10.1080/13557858.2019.1591348>
27. Yuker, H. E., & Block, J. R. (1986). Research with the attitudes toward disabled persons scales (ATDP). Albertson, NY: Human Resources Center.