

RESEARCH TITLE

School Safety in the Workplace and the Role of Cultural Awareness among Teachers

Dr. Wafaa AbdAli Mahdi¹

¹ Teacher of English Language/ Linguistics, Iraq.

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Abstract

School safety in the workplace has become one of the most important issues in modern educational institutions because it directly affects the quality of education and students' psychological and social well-being. At the same time, cultural awareness among teachers plays a significant role in creating a respectful and inclusive school environment, especially in schools that include students from different cultural backgrounds. Therefore, this study investigates the relationship between school safety and teachers' cultural awareness and examines how cultural awareness can contribute to improving the educational environment and reducing conflicts within schools. The study attempts to answer several questions, including: What is meant by school safety in the workplace? What is cultural awareness among teachers? What is the relationship between cultural awareness and school safety? And how can teachers enhance school safety through cultural awareness? The study also aims to identify the concept of school safety, explain the importance of cultural awareness, clarify the relationship between the two variables, and determine the role of teachers in promoting a safe school environment. To achieve these aims, the researcher adopted a descriptive quantitative approach supported by qualitative analysis. The findings showed that most teachers generally perceive the school environment as safe, although some participants expressed concerns regarding safety procedures and school management practices. The results also revealed a moderate level of cultural awareness among teachers, with many respondents recognizing the importance of cultural awareness in improving classroom interaction and reducing conflicts. The study concludes that strengthening cultural awareness among teachers can improve school safety and enhance positive relationships within schools.

Key Words: School Safety; Cultural Awareness; Teachers; Educational Environment; Conflict Reduction.

السلامة المدرسية في بيئة العمل ودور الوعي الثقافي لدى المعلمين

المستخلص

أصبحت السلامة المدرسية في بيئة العمل من أهم القضايا في المؤسسات التعليمية الحديثة، لأنها تؤثر بصورة مباشرة في جودة التعليم وفي الرفاه النفسي والاجتماعي للطلاب. وفي الوقت نفسه، يؤدي الوعي الثقافي لدى المعلمين دوراً مهماً في إيجاد بيئة مدرسية قائمة على الاحترام والشمول، ولا سيما في المدارس التي تضم طلاباً من خلفيات ثقافية مختلفة. لذلك، تتناول هذه الدراسة العلاقة بين السلامة المدرسية والوعي الثقافي لدى المعلمين، وتبحث في كيفية إسهام الوعي الثقافي في تحسين البيئة التعليمية والحد من النزاعات داخل المدارس. وتسعى الدراسة إلى الإجابة عن عدة تساؤلات، من بينها: ما المقصود بالسلامة المدرسية في بيئة العمل؟ وما المقصود بالوعي الثقافي لدى المعلمين؟ وما العلاقة بين الوعي الثقافي والسلامة المدرسية؟ وكيف يمكن للمعلمين تعزيز السلامة المدرسية من خلال الوعي الثقافي؟ كما تهدف الدراسة إلى تحديد مفهوم السلامة المدرسية، وبيان أهمية الوعي الثقافي، وتوضيح العلاقة بين المتغيرين، وتحديد دور المعلمين في تعزيز بيئة مدرسية آمنة. ولتحقيق هذه الأهداف، اعتمد الباحث المنهج الوصفي الكمي المدعوم بالتحليل النوعي. وقد أظهرت النتائج أن معظم المعلمين ينظرون عمومًا إلى البيئة المدرسية على أنها آمنة، على الرغم من أن بعض المشاركين أبدوا مخاوف تتعلق بإجراءات السلامة وممارسات الإدارة المدرسية. كما كشفت النتائج عن وجود مستوى متوسط من الوعي الثقافي لدى المعلمين، مع إدراك العديد من المشاركين لأهمية الوعي الثقافي في تحسين التفاعل الصفي والحد من النزاعات. وتخلص الدراسة إلى أن تعزيز الوعي الثقافي لدى المعلمين يمكن أن يسهم في تحسين السلامة المدرسية وتعزيز العلاقات الإيجابية داخل المدارس.

الكلمات المفتاحية: السلامة المدرسية؛ الوعي الثقافي؛ المعلمون؛ البيئة التعليمية؛ الحد من النزاعات.

CHAPTER ONE

INTRODUCTION

1.1 The Statement of the Problem

The school is one of the most significant social institutions that helps people develop their intellectual and behavioral skills as well as their personalities . Its responsibilities extend beyond only imparting knowledge; they also include creating a secure environment that promotes pupils' study and general growth. Because it directly affects educational quality, school safety in the workplace has emerged as a crucial issue that is receiving more and more attention in contemporary educational systems.

School safety includes psychological and social factors that affect instructors' and students' perception of security in addition to physical elements like buildings, facilities, and security systems. In this situation, fostering a safe learning environment is greatly aided by instructors' cultural sensitivity. It promotes good relationships inside the school, lessens conflict, and improves understanding among kids from different cultural backgrounds.

Students from a wider range of origins are becoming more prevalent in schools as societies become more culturally diverse. Because of this diversity, educators must be sensitive to and respectful of cultural differences. Students' sense of safety and belonging may suffer as a result of miscommunications or inadvertent discrimination brought on by a lack of cultural awareness.

Accordingly, this study aims to shed light on the concept of school safety in the workplace and to highlight the importance of cultural awareness among teachers in enhancing this safety. It also examines the relationship between these two variables and provides recommendations to improve the school environment.

The problem of the study lies in the challenges facing the achievement of school safety, especially in light of increasing cultural diversity within schools. Some teachers may lack sufficient awareness of cultural differences among students, which may lead to misinterpretation of behaviors or practices that could be perceived as discriminatory or disrespectful.

Furthermore, the absence of cultural awareness may contribute to increased conflicts among students or feelings of marginalization among certain groups. This negatively affects the educational environment and makes it less safe from a psychological and social perspective. Consequently, this may lead to lower academic achievement, increased absenteeism, and the emergence of negative behaviors. So in order to find the role of teachers' cultural awareness in enhancing school safety in the workplace, the study seeks to answer the following questions:

1. What is meant by school safety in the workplace?
2. What is the concept of cultural awareness among teachers?
3. What is the relationship between cultural awareness and school safety?
4. How do teachers contribute to enhancing school safety through cultural awareness?

1.2 Aims of the Study

The present study aims at:

1. Identify the concept of school safety in the workplace.
2. Explain the concept of cultural awareness among teachers.

3. Clarify the relationship between school safety and cultural awareness.
4. Determine the role of teachers in promoting a safe school environment through cultural awareness.
5. Provide recommendations to enhance school safety.

1.2 The Hypotheses

It is hypothesized that:

1. Safety School refers to the set of measures and procedures aimed at providing a safe environment within the school, including physical, psychological, and social aspects.
2. Cultural Awareness refers to an individual's ability to understand, respect, and effectively interact with cultural differences.
3. There is a positive relationship between teachers' level of cultural awareness and the level of school safety.
4. Higher cultural awareness among teachers contributes to reducing conflicts within the school. Enhancing cultural awareness leads to improving the educational climate and increasing students' sense of safety.

1.4. The Procedures

The current study followed a structured set of procedures to examine school safety in the workplace and the role of cultural awareness among teachers.

1. The study used a descriptive quantitative and qualitative methods to collect and analyze data related to teachers' perceptions of school safety and cultural awareness.
2. The target population was identified. The participants consisted of teachers working in different schools. A random sample of teachers was selected to ensure diversity in age, gender, teaching experience, and cultural background.
3. A data collection tool was developed. A questionnaire was designed based on previous literature. It included two main sections: a. School safety in the workplace (e.g., physical safety, policies, emergency preparedness). b. Cultural awareness among teachers (e.g., respect for diversity, communication, inclusion)

The questionnaire used a Likert scale (e.g., strongly agree to strongly disagree).

4. The questionnaire was distributed to participants either in paper form or online.
5. The collected data were analyzed using statistical methods. Descriptive statistics such as mean, percentage, and standard deviation were used to summarize the data.
6. Drawing the results of the qualitative and quantitative analyses to arrive at conclusions and offering some recommendations and suggestions.

1.5 The Limits

The current study focuses on school safety and its relationship with teachers' cultural awareness, so it is limited to teachers and students within the school environment. The study can be applied to schools in general (public and private), and the study addresses the current period in light of ongoing social and cultural changes.

CHAPTER TWO

Theoretical Background

2.1 Introductory Remarks

This chapter offers a thorough analysis of the research on occupational safety in schools and the importance of cultural sensitivity in educators. It looks at important definitions, aspects, and theoretical stances in addition to actual research that emphasizes how crucial it is to establish a secure and welcoming learning environment. Additionally, the chapter examines the connection between cultural sensitivity and school safety and how both enhance academic performance.

2.2 Concept of School Safety

All members of the school community are protected physically, emotionally, and psychologically by the multifaceted idea of school safety. The National Center for Education Statistics defines school safety as actions done to stop bullying, violence, and environmental risks in educational settings. Because children who feel comfortable are more likely to participate in academic activities, researchers contend that a safe school environment is essential to effective learning (Osher et al., 2010). Beyond just providing physical security, school safety also encompasses students' mental health, where they feel appreciated, respected, and supported.

2.2 Dimensions of School Safety

School safety can be categorized into several dimensions

Physical Safety: Protection from physical harm, accidents, within the school and violence (Cornell & Mayer, 2010)

Emotional Safety: Creating an environment free from bullying, harassment, and discrimination

Psychological Safety: Supporting students' mental health and reducing anxiety and stress.

Social Safety: Promoting positive relationships and a sense of belonging among students. These dimensions are interconnected and collectively contribute to a healthy learning environment.

2.3 Workplace Safety in Schools

Teachers and staff work in schools in addition to being instructional spaces. Policies, procedures, and practices intended to shield workers from risks and dangers are referred to as workplace safety.

The Occupational Safety and Health Administration states that workplace safety entails recognizing possible hazards and putting preventative measures in place to guarantee worker well-being: In the context of schools, workplace safety includes.

1. Safe building infrastructure
2. Emergency preparedness plans
3. Protection from workplace violence
4. Access to psychological support

Unsafe working conditions have been linked to teacher burnout, stress, and lower job satisfaction, according to research. Additionally, educators who experience feelings of insecurity are less successful in providing high-quality instruction (Johnson et al, 2005).

2.4. Importance of School Safety

The intellectual and social growth of students is significantly influenced by school safety.

According to Thapa et al. (2013), safe surroundings are linked to higher attendance rates, better academic achievement, and fewer behavioral issues. Anxiety, sadness, and poor academic performance are more common among students who live in dangerous environments. Similarly, stress can have a detrimental effect on teachers' performance when they operate in hazardous conditions.

5.2 Concept of Cultural Awareness Among Teachers

The ability to comprehend, appreciate, and successfully engage with people from different cultural backgrounds is known as cultural awareness. Cultural understanding is crucial in education since student populations are becoming more diverse. Using students' cultural knowledge, experiences, and viewpoints to make learning more relevant is a key component of culturally responsive teaching, according to Geneva Gay (2010).

2.5.1 . Components of Cultural Awareness

:Cultural awareness consists of several key components

- 1.Cultural Knowledge: Understanding different cultural traditions and values
- 2.Cultural Skills: Ability to communicate effectively across cultures
- 3.Cultural Attitudes: Openness, respect, and acceptance of diversity

Teachers who develop these components are better equipped to create inclusive classrooms.

2.6 Importance of Cultural Awareness in Education

Enhancing the teaching and learning processes is greatly aided by cultural sensitivity. It facilitates the development of solid relationships between educators and students, lessens miscommunication, and advances educational equity. According to research, teachers who are culturally sensitive can raise academic achievement and student involvement (Gay, 2010). Furthermore, cultural sensitivity lessens prejudice and preconceptions, fostering a more welcoming and courteous learning atmosphere

2.7 Relationship Between School Safety and Cultural Awareness

.Cultural sensitivity and school safety are closely related. Student conflicts, bullying, and prejudice can result from a lack of cultural awareness, endangering school safety. Banks (2015) asserts that culturally inclusive schools provide safer environments by fostering respect and lowering conflict. Culturally sensitive educators are able to recognize possible points of contention and take proactive measures to resolve them.

Additionally, by making students feel appreciated and respected, culturally sensitive teaching promotes emotional and psychological safety. Additionally, by making students feel appreciated and respected, culturally sensitive teaching promotes emotional and psychological safety.

2.8 Theoretical Framework

2.8.1 Maslow's Hierarchy of Needs

According to Abraham Maslow's hypothesis, safety is a basic human need. Before they can concentrate on their studies, students must feel secure.

2.8.2 Social Learning Theory

This idea, which was developed by Albert Bandura, contends that people pick up behaviors through interaction and observation. Teachers are crucial in setting an example of cultural awareness and respect.

2.8.3 Culturally Responsive Teaching Theory

This theory emphasizes how crucial it is to modify instructional strategies in light of students' cultural backgrounds in order to improve learning outcomes (Gay, 2010)).

CHAPTER THREE

Methodology

3.1 Introduction

The research used to examine school safety in the workplace and the significance of cultural sensitivity among students will cover in this chapter. It describes the population and sample, data gathering tools, ways, and data processing techniques. The practical fieldwork carried out in schools is also will be described in this chapter.

3.2 Research Design

The study employs a quantitative approach supported by descriptive analysis, which allows the researcher to use numerical data to assess teachers' opinions on school safety and cultural awareness. This quantitative method is appropriate for the study's objectives. Additionally, the relationship between teachers' cultural awareness and school safety is examined using a descriptive-correlational design.

3.3 Research Population and Sample

1.Population : The target population of this study consists of teachers working in primary .and secondary schools

2. Sample : A sample of approximately 20 teachers will be selected from different schools. The sampling method will be random sampling to ensure fairness and representation.

3.4 Data Collection Tools

The main tool used in this study is a questionnaire designed to measure:

- 1.School safety in the workplace
- 2.Cultural awareness among teachers

3.4 Structure of the Questionnaire

The questionnaire consists of three sections:

- Section A: Demographic information (gender, years of experience qualification)
- Section B: School safety
- Section C: Cultural awareness

3.4.2 Measurement Scale

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
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3.5 Validity and Reliability

Validity: The questionnaire will be reviewed by experts (teachers or supervisors) to ensure clarity and relevance.

Reliability: The reliability of the instrument will be tested using you can state that it is based on previous studies

3.6 Data Collection Procedure

The researcher will conduct fieldwork in selected schools by following these steps:

- 1.Visiting schools and obtaining permission from the administration
- 2.Distributing the questionnaire to teachers.
- 3.Explaining the purpose of the study to participants

CHAPTER FOUR

Data Analysis

4.1 Introductory Remarks

Chapter Four presents the analysis of the data collected in this study. It examines the findings in relation to the research questions, highlighting key patterns and insights on the role of cultural awareness in ensuring school safety. The results are organized and interpreted to support the study's objectives and prepare for the final conclusions.

4.2 Results and Discussion

Section 1: Demographic Information

Corresponding Question:

What are the demographic characteristics of the participants in terms of gender and educational qualification?

Result:

The questionnaire was distributed to twenty participants. The gender distribution consisted of ten males and ten females, which provided a balanced representation of both male and female teachers. Regarding educational qualification, thirteen respondents held a bachelor's degree, two respondents held a master's degree, and five respondents had other qualifications.

Comment on the Result:

The equal gender distribution helps provide a balanced view of the topic from both male and female teachers. In addition, the fact that most respondents held a bachelor's degree indicates that the majority of participants had a formal academic background relevant to the educational setting. This supports the reliability of their responses regarding school safety and cultural awareness.

Section 2: School Safety in the Workplace

Question 1: I feel that the school environment is safe for teachers.

Result:

Strongly Agree: 5

Agree: 10

Neutral: 1

Disagree: 3

Strongly Disagree: 1

Comment on the Result:

The majority of respondents, 15 out of 20, expressed a positive perception of school safety by selecting either "Agree" or "Strongly Agree." This indicates that most teachers generally feel safe in their workplace. However, the presence of neutral and negative responses shows that some safety concerns still exist and should be addressed by school administrations.

Question 2: The school administration supports teachers' safety in the workplace.

Result:

Strongly Agree: 4

Agree: 6

Neutral: 4

Disagree: 3

Strongly Disagree: 1

Comment on the Result:

The responses reveal a moderately positive perception of administrative support for teachers' safety, as half of the participants agreed or strongly agreed. However, the number of neutral and disagree responses suggests that some teachers are uncertain or dissatisfied with the level of support provided by school administration. This may indicate inconsistency in safety practices across different school contexts.

Questions 3 and 4: There are clear policies for handling problems in the school / Conflicts are managed in a fair and effective way.

Result:

Strongly Agree: 4

Agree: 4

Neutral: 6

Disagree: 2

Strongly Disagree: 2

Comment on the Result:

The results for these two related questions show mixed perceptions among respondents. A considerable number of participants selected "Neutral," which may suggest uncertainty about the clarity of school policies or the fairness of conflict management procedures. This could also reflect differences in teachers' personal experiences with school rules, conflict resolution, and administrative practices.

Question 5: The school administration responds quickly to safety concerns raised by teachers.

Result:

Strongly Agree: 2

Agree: 4

Neutral: 7

Disagree: 5

Strongly Disagree: 2

Comment on the Result:

This question shows a more negative trend compared with the previous questions. The high number of neutral and disagree responses suggests that many teachers are uncertain or dissatisfied with how quickly school administrations respond to safety concerns. This may point to gaps in communication, weak follow-up procedures, or limitations in school management practices.

Overall Comment on Section 2:

The findings indicate that many teachers perceive the school environment as generally safe. However, the results also reveal uncertainty and disagreement in some areas, particularly regarding administrative response, clarity of policies, and conflict management. This suggests

that school safety is not experienced equally by all teachers and may depend on school conditions, leadership practices, and available resources.

Section 3: Cultural Awareness

Question 1: I have sufficient knowledge about students' different cultural backgrounds.

Result:

Strongly Agree: 3 (15%)

Agree: 4 (20%)

Neutral: 10 (50%)

Disagree: 2 (10%)

Strongly Disagree: 1 (5%)

Comment on the Result:

Half of the respondents selected "Neutral," indicating uncertainty among teachers about the extent of their knowledge of students' cultural backgrounds. Although some participants believed that they had sufficient cultural knowledge, the neutral and negative responses suggest a need to strengthen cultural understanding among teachers.

Question 2: I consider students' cultural backgrounds in my teaching.

Result:

Strongly Agree: 2 (11.1%)

Agree: 6 (33.3%)

Neutral: 7 (38.9%)

Disagree: 3 (16.7%)

Strongly Disagree: 0 (0%)

Comment on the Result:

The results show that many teachers either agreed or remained neutral. This suggests that teachers moderately consider students' cultural backgrounds in their teaching practices. However, the relatively high neutral percentage may indicate that cultural considerations are not always applied consistently in classroom teaching.

Question 3: Cultural awareness helps reduce problems in the classroom.

Result:

Strongly Agree: 2 (14.3%)

Agree: 3 (21.4%)

Neutral: 7 (50%)

Disagree: 2 (14.3%)

Strongly Disagree: 0 (0%)

Comment on the Result:

Half of the respondents selected "Neutral," while a smaller group agreed that cultural awareness helps reduce classroom problems. These findings show that cultural awareness is viewed positively by some teachers, but many participants remain uncertain about its practical effect on classroom management and problem reduction.

Question 4: Training in cultural awareness is important for teachers.**Result:**

Strongly Agree: 2 (10%)

Agree: 8 (40%)

Neutral: 4 (20%)

Disagree: 6 (30%)

Strongly Disagree: 0 (0%)

Comment on the Result:

Most participants agreed that cultural awareness training is important for teachers. This reflects recognition of the value of professional development in helping teachers deal with cultural diversity more effectively. However, the disagreement expressed by some respondents may indicate different views regarding the necessity, relevance, or effectiveness of such training.

Question 5: School policies are applied consistently to all teachers and students.**Result:**

Strongly Agree: 4 (28.6%)

Agree: 2 (14.3%)

Neutral: 6 (42.9%)

Disagree: 2 (14.3%)

Strongly Disagree: 0 (0%)

Comment on the Result:

The largest percentage of respondents selected “Neutral,” which indicates mixed opinions about the fairness and consistency of school policies. While some participants believed that policies are applied equally, others were unsure or disagreed. This suggests that teachers’ experiences with policy application may vary from one school situation to another.

Overall Comment on Section 3:

The findings suggest a moderate level of cultural awareness among teachers. The repeated selection of neutral responses indicates uncertainty or limited confidence regarding cultural knowledge and its application in teaching. Nevertheless, many teachers recognize the importance of cultural awareness in improving classroom interaction, reducing problems, and promoting equality in the educational environment.

Section 4: Relationship between Cultural Awareness and School Safety***Question 1: Cultural awareness contributes to creating a safe school environment.*****Result:**

Strongly Agree: 8 (40%)

Agree: 3 (15%)

Neutral: 7 (35%)

Disagree: 1 (5%)

Strongly Disagree: 0 (0%)

Comment on the Result:

The results show that most participants agreed that cultural awareness contributes to creating a safe school environment. This indicates that teachers generally understand the positive role of cultural awareness in promoting safety. However, the considerable number of neutral responses suggests that some teachers are still uncertain about the strength of this relationship.

Question 2: Understanding students' cultural backgrounds reduces conflicts.**Result:**

Strongly Agree: 7 (35%)

Agree: 3 (15%)

Neutral: 4 (20%)

Disagree: 4 (20%)

Strongly Disagree: 0 (0%)

Comment on the Result:

The majority of respondents agreed that understanding students' cultural backgrounds helps reduce conflicts. This suggests that cultural understanding can support better communication and reduce misunderstandings within the school environment. However, the presence of neutral and disagree responses indicates that this effect may not be experienced equally in all schools.

Question 3: Cultural diversity in school affects the level of safety.**Result:**

Strongly Agree: 2 (10%)

Agree: 4 (20%)

Neutral: 7 (35%)

Disagree: 4 (20%)

Strongly Disagree: 0 (0%)

Comment on the Result:

The responses were mostly neutral, indicating uncertainty about the direct impact of cultural diversity on school safety. While some participants believed that cultural diversity affects safety, others did not see a clear connection. This suggests that cultural diversity alone may not determine school safety unless it is supported by effective policies, awareness, and management practices.

Question 4: Teachers are involved in decision-making related to conflict resolution and safety.**Result:**

Strongly Agree: 1 (5%)

Agree: 3 (15%)

Neutral: 5 (25%)

Disagree: 3 (15%)

Strongly Disagree: 6 (30%)

Comment on the Result:

The results show a relatively negative trend, as a significant number of respondents disagreed or strongly disagreed that teachers are involved in decision-making related to conflict resolution and safety. This suggests that teachers may have limited participation in school safety decisions. Such limited involvement may weaken the effectiveness of safety procedures because teachers are directly connected to classroom realities and student behavior.

Question 5: Promoting cultural awareness among students helps reduce bullying in schools.

Result:

Strongly Agree: 3 (15%)

Agree: 2 (10%)

Neutral: 3 (15%)

Disagree: 5 (25%)

Strongly Disagree: 5 (25%)

Comment on the Result:

The responses are mixed, with a noticeable number of participants disagreeing or strongly disagreeing that promoting cultural awareness among students helps reduce bullying. This indicates different perceptions among teachers regarding the effectiveness of cultural awareness in preventing bullying. It may also suggest that bullying is influenced by several factors and cannot be reduced through cultural awareness alone.

Overall Comment on Section 4:

The findings of this section suggest that cultural awareness is generally perceived as having a positive relationship with school safety, particularly in relation to creating a safe environment and reducing conflicts. However, the results also reveal uncertainty and disagreement in several areas, especially regarding the effect of cultural diversity, teachers' involvement in decision-making, and the role of cultural awareness in reducing bullying. This indicates that although cultural awareness is important, its practical impact on school safety depends on how effectively it is implemented within the school environment.

CHAPTER FIVE

Conclusions, Recommendations and Suggestions

5.1 Introductory Remarks

This chapter involves conclusions, recommendations and suggestions.

5.2 Conclusions

Depending on the discussion and findings of data analysis in Chapter four, the researcher has come with some conclusions as presented in the following:

This study examined teachers' perceptions of cultural awareness and its relationship with school safety in the workplace. The findings were presented in four sections, including demographic information, school safety, cultural awareness, and the relationship between cultural awareness and school safety.

Overall, the results from Section 1 showed that the participants were equally distributed in terms of gender, and most of them held a bachelor's degree, indicating a relatively qualified sample within the educational field.

In Section 2, the findings indicated that teachers generally perceive the school environment as safe. However, there were still some neutral and negative responses, suggesting that safety is not experienced uniformly across all participants and that certain concerns may still exist within school environments.

Section 3 revealed a moderate level of cultural awareness among teachers. Many responses were neutral, which suggests uncertainty or limited confidence in understanding and applying cultural awareness in teaching practices. Despite this, many participants still recognized the importance of cultural awareness in improving teaching quality and classroom management. Section 4 demonstrated that cultural awareness is generally perceived to have a positive relationship with school safety, particularly in reducing conflicts and supporting a safer learning environment. However, the results also showed mixed opinions regarding teacher involvement in decision-making, diversity impacts, and bullying reduction, indicating that the practical application of cultural awareness may vary between schools.

In conclusion, the study highlights that while teachers recognize the importance of cultural awareness and its potential benefits for school safety, there is still a need for further training, awareness programs, and better implementation strategies to strengthen this relationship in real educational settings.

5.3 Recommendation and Suggestions

Based on the findings of this study, several areas can be recommended for future research. First, further studies could be conducted with a larger sample size to improve the generalizability of the results and to provide a more comprehensive understanding of teachers' perceptions of cultural awareness and school safety.

Second, future research could focus on comparing different educational levels (such as primary, intermediate, and secondary schools) to identify whether perceptions of cultural awareness and safety vary depending on the school stage.

Third, it would be beneficial to conduct qualitative studies, such as interviews or focus groups, in order to gain deeper insights into teachers' experiences and challenges regarding cultural awareness in the classroom.

Additionally, future studies could explore the impact of training programs in cultural awareness on teachers' classroom practices and students' behavior, particularly in relation to reducing conflicts and bullying.

Finally, further research could investigate the role of school leadership and policies in promoting cultural awareness and ensuring a safe and inclusive school environment.

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