Mechanisms that form the professional identity of the employee between organizational upbringing and community culture
A study on a sample of professors at the Institute of Humanities and Social Sciences at the University Center Sharif Bouchoucha - Aflou -

brahmi Belkasem [1](*),LAIB Abdelkader,Zeghouane Amal [3]

[1], Professor (**University Center Sharif Bouchoucha , Aflou**), b.brahmi@cu-aflou.edu.dz
ORCID (recommended) http://orcid.org/0009-0009-5894-6097

[2], Doctor (University of Laghouat) (Algeria) aeklaibb@gmail.com
ORCID (recommended) http://orcid.org/0009-0004-7983-2850

[3], Doctor (University of Eloued) (Algeria) zeghouane-amel@univ-eloued.dz
ORCID (recommended) http://orcid.org/.0009-0005-1825-3609.

Abstract: This study aimed to find out the extent of the impact of organizational upbringing and community culture on the formation of the professional identity of the university professor and the problem of the research was as follows: **How** is a professor's professional identity formed between organizational upbringing that affects his performance and productivity at work and a societal culture that includes individuals' attitudes, behaviors, beliefs, and social norms? **We** have concluded from this study that organizational upbringing is affected by the university professor within the university environment and the educational institution in which he works, and this is related to the values, principles and directions adopted by the institution, in addition to the organizational structure, policies and procedures that govern work at the university, the professional identity of the university professor is affected by the criteria for appointment, promotion and evaluation adopted in the institution, which contribute to identifying areas of academic interest and commitment to research, teaching and university service.**As for** community culture, it refers to the beliefs, values and orientations that characterize the society in which the university professor lives, community culture affects the professor's academic orientations, his ways of dealing with students, colleagues and officials, and the extent of his interaction with the problems and challenges facing society, social and cultural values can have a significant impact on the selection of research topics and approved teaching methods, as well as on contributing to academic and community discussions.

Keywords: organizational upbringing; professor; professional identity; community culture.

آليات تشكل الهوية المهنية للموظف بين التنشئة التنظيمية والثقافة المجتمعية

دراسة على عينة من الأساتذة بمعهد العلوم الإنسانية والاجتماعية بالمركز الجامعي الشريف بوشوشة – آفلو –

1إبراهمي بلقاسم(*)، 2العائب عبد القادر 3 زغوان أمال

1 أستاذ محاضر –أ– المركز الجامعي بأفلو(الجزائر)

⊠ **b.brahmi@cu-aflou.edu.dz** ،

ORCID(recommended) http://orcid.org/0009-0009-5894-6097

2 طالب دكتوراه، جامعة عمار ثليجي الاغواط (الجزائر) ⊠، aeklaibb@gmail.com

ORCID (recommended) http://orcid.org/0009-0004-7983-2850

3 طالبة دكتوراه جامعة حمة لخضر الوادي(الجزائر)⊠ zeghouane-amel@univ-eloued.dz

ORCID (recommended) http://orcid.org/.0009-0005-1825-3609.

ملخص الدراسة:

هدفت هذه الدراسة إلى معرفة مدى تأثير التنشئة التنظيمية والثقافة المجتمعية على تشكل الهوية المهنية للأستاذ الجامعي وقد كانت إشكالية البحث كالتالي:

كيف تتشكل الهوية المهنية للأستاذ الجامعي بين التنشئة التنظيمية التي تؤثر على أدائه وإنتاجيته في العمل وبين الثقافة المجتمعية التي تتضمن اتجاهات الأفراد وسلوكياتهم ومعتقداتهم ومعاييرهم الاجتماعية؟

وقد توصلنا من هذه الدراسة أن التنشئة التنظيمية يتأثر بها الأستاذ الجامعي داخل البيئة الجامعية والمؤسسة التعليمية التي يعمل فيها، ويتعلق ذلك بالقيم والمبادئ والتوجهات التي تعتمدها المؤسسة، بالإضافة إلى الهيكل التنظيمي والسياسات والإجراءات التي تحكم العمل في الجامعة، تتأثر الهوية المهنية للأستاذ الجامعي بمعايير التعيين والترقية والتقييم المعتمدة في المؤسسة، والتي تساهم في تحديد مجالات الاهتمام الأكاديمي والتزامه بالبحث والتدريس والخدمة الجامعية.

أما الثقافة المجتمعية تشير إلى المعتقدات والقيم والتوجهات التي تميز المجتمع الذي يعيش فيه الأستاذ الجامعي، تؤثر الثقافة المجتمعية في توجهات الأستاذ الأكاديمية، وطرق تعامله مع الطلاب والزملاء والمسؤولين ومدى تفاعله مع المشكلات والتحديات التي تواجه المجتمع، يمكن أن للقيم الاجتماعية والثقافية تأثير كبير على اختيار المواضيع البحثية وأساليب التدريس المعتمدة، وكذلك على المساهمة في النقاشات الأكاديمية والمجتمعية.

الكلمات المفتاحية: التنشئة التنظيمية؛ الأستاذ الجامعي؛ الهوية المهنية؛ الثقافة المجتمعية.

تصنيف JEL : C60؛ G52

11. INTRODUCTION

Contemporary institutions are an active element in various walks of life during which a group of individuals interact within a hierarchical structure continuously, with the values, principles, motives, trends, beliefs, symbols, language and others that affect and are affected by them, these features distinguish each institution from the other and many researchers agree that they are major determinants of the success or failure of institutions with different activities. The human element is an important element within the institution that comes to the world of work loaded with a set of social, religious and cultural values and standards acquired in advance, and the institution of work as a social system works to receive new individuals and re-raise them professionally by training them so that the individual acquires various values and standards related to the nature of work in line with the objectives of the institution This is what reflects to us later their functional behaviors because the actions of workers and their behaviors It does not start from nothing, but rather be the result of the accumulation of a set of ideas, knowledge and experiences that allow the individual to judge what is going on around him of material and social matters , and therefore be judged on things, evaluate and act on them according to the nature of those ideas, provisions and values and this is what constitutes the professional identity that expresses a common understanding and awareness among workers in the organization, it determines the professional group to which he belongs so as to allow the individual to determine his position within the organizational system, and the latter works on the upbringing Formation of individuals so that they can build professional identities through it and organizational upbringing affect the behavior of individuals and the intention to remain or leave the organization and upbringing can be conducted as a means of reducing turnover and increasing organizational effectiveness in any institution.

The latter is considered an open social system, through which the social actor can form his social identity within the social interactions in which he enters within the framework of the exercise of his social tasks and roles , the professional identity is affected and affected by the personal identity that is formed through organizational upbringing and community culture, and this is what we will address in this study.

Objectives of the study:

1- This study aims to study the relationship between the culture of society and the gains of the individual prior to his entry into the world of work and the formation of his professional identity within the institution.

2- This study also aims to find out the extent to which the societal culture and organizational upbringing reflect on the professional identity of the university professor .

3- Reviewing the concept of organizational upbringing and the relationship of its dimensions in the formation of the professional identity of the university professor.

Professional identity plays a pivotal role in the process of differentiation and goes beyond its interference in other scientific and intellectual fields. Differentiation in the labor environment is no longer linked to professional category and competence, but rather exceeds them to become the result of multiple cultural interactions and saturated with methods of social organization and individual abilities, but the role of identity lies not only in discrimination and differentiation, but also in strengthening belonging to the group, provided that the individual participates with the rest of the members of the group that he wants to belong to. To it in ideas, beliefs and values in short in culture, the latter of which is acquired

by indoctrination and education of the individual through a set of societal means and through successive stages, that is, through his upbringing or normalization socially and practically.

Organizational upbringing is synonymous with large adaptation processes like this or although it is a complex process, upbringing approaches the processes of professional integration and professional identity at this stage the employee reaches understanding and interaction with his new environment of work and has begun even before entering the organization because there are those who require training and preparation in order to increase belonging and facilitate the integration process and raise productivity and performance and this upbringing has a pivotal role in the formation of professional identity in addition to the societal culture, which is a biographical values and criteria that include the social preparations resulting not only from interaction with the family or from interaction with members of society, but also from its interaction with the totality of systems that it does not go through throughout its life.

Professional identity as a social identity is the result of successive upbringings and we mean the socialization or culture that the individual acquires from society before entering the world of work and after joining the work acquires organizational upbringing, meaning that the individual builds his professional identity through tribal and post-acquisitions

In this study, we meant the university professor (Kahale), which considers the university as a place of formation and a place to practice this training in the form of job performance, which represents an essential element in the elite of the educated society, as it is in its social origin belongs to a society that has its own culture, which may be saturated with it through the early stages of his life.

From this standpoint, we can pose the following problem :

How is a professor's professional identity formed between organizational upbringing that affects his performance and productivity at work and a societal culture that includes individuals' attitudes, behaviors, beliefs, and social norms ?

-1.2Sub-questions:

1- What is the impact of organizational upbringing on the formation of an employee's professional identity?

2- What are the factors that affect the formation of an employee's professional identity in a particular work environment?

3. Can multiculturalism within an organization affect the formation of an employee's professional identity?

Hypothesis:

 A professor's professional identity is formed between organizational upbringing that affects his performance and productivity at work and a societal culture that includes individuals' attitudes , behaviors, beliefs, and social norms.

1.4- Sub-hypotheses :

–   Forms the identity of the university professor among the organizational upbringing that affects his performance and productivity at work.

–   Community culture contributes to defining the professional identity of a university professor through multiculturalism.

–   **1.5- Professional Identity:**

–   Professional identity represents all the standards, values, rules and multiple affiliations that are the references by which the members of the working group are defined   (Larouche ،

1 ‹2012page8)

– Claude Dubar argues that in order for a professional identity to exist and to be reproduced, a professional community must exist in society, not as a simple witness from another era, but as an actor in the form of concrete action that isconstantly being related. (claud, 2015, p. 201)

– It refers in its procedural dimension to those perceptions that the individual has about himself and his social status in the organization and what others perceive him in the framework of his work, which is a dimension of his personal identity and even an extension of it, the identity of the individual worker is determined through his profession and his job, the profession is the one that gives the worker his professional identity.

– **2.5- Organizational upbringing:**

– The concept of organizational upbringing according to Van Maanen et E Schein J refers to the process through which an individual acquires the attitudes, behaviors and knowledge necessary to participate as well as be recognized as a member of the organization, the aim being to understand how newcomers experience this transition period. (Schein, 1979, p. 210).

– It is a form of socialization , which concerns a stage of the individual's life, namely the stage of entering the labor worker, and it means the process by which new workers become integrated into labor groups, and it includes three processes:

– * Develop professional skills and abilities for work.

– * Acquire a set of behavioral patternsappropriate to work.

– * Adapting to the standards and values of the working group.

3.5- Community culture: It is everything related to knowledge related to society in terms of traditions, custom and societal fabric, as it is the result of the environment and the fruit of interaction between individuals for their environments, and it appears through the interaction and communication of social systems in society with each other in order to satisfy the needs of society through the performance of integrated functional roles, and preparing society for adaptation and balance in order to achieve security and stability (Ahmed, 2007, p. 45)

– The aspects of human life acquired by man are concerned with learning rather than heredity, and members of society share those elements of culture that allow them areas of cooperation and communication, and these elements represent the form in which members of society as a whole live.

– Therefore, it is an educational and formative service institution, which includes social actors who work in it, including the university professor, who is the essence of the educational process for which it was established. It is also an educational institution of community institutions that work to raise its members as an open social system through which the social actor can form his social identity within the social interactions in which he enters into The framework of the exercise of his/her social tasks and roles

– 6.5- The professional identity of the university professor: It is the result of successive upbringings experienced by the university professor as an individual within the overall system of society, which appears mainly through the representations that he carries about himself, and the other carries about him in light of the social interaction that brings them together in the framework of work and outside it as the institution is an open format.

 2. Presentation and interpretation of the hypotheses of the study:

2.1 First Analysis of the data of the first hypothesis: the effect of organizational upbringing on the formation of professional identity:

* **Table (01) shows the university professor's reliance on modern pedagogical and educational methods in line with the development of curricula and according to international standards:**

Ratio	Iteration	Pedagogical and educational methods
73.3	11	Yes
26.7	4	No
100	15	Total

   We note from the above table, which shows the reliance on modern pedagogical and educational methods that are in line with the development of curricula according to international standards, that 73.3% of the total sample members use modern pedagogical and educational methods, compared to 26.7% of those who do not use it.

  Thus, we conclude that most of the professors of the University Center in Aflou, through the sample selected for the study, rely on modern pedagogical methods such as the use of modern educational technology TIC, multimedia and the use of the Internet to search for various sources of knowledge in order to improve the educational process and increase interaction with students, using methods such as case studies, group discussions and scientific projects, and this is what the LMD system requires. And the requirements of the current digital age, which must be in line with it, it helps to develop students' abilities to solve complex problems and develop students' analytical and creative thinking.

As for not relying on these methods, it can be due to the lack of total application of digital technology in our institutions, the lack of adaptation of methods according to the privacy of society, the lack of modern teaching tools, as well as the lack of students' interest in modern learning.

* **Table (02) shows the impact of values and beliefs spread within institutions on professional identity:**

Ratio	Iteration	Values and beliefs	
46.7	7	Yes	
53.3	8	No	
100.0	15	Total	

     From the data of the above table, which shows the values and beliefs spread within institutions that can significantly affect the professional identity of a university professor, we note that 53.3% believe that they do not affect and correspond to them.
46.7% of those who believe that it affects.

     Thus, we can conclude from the above that the values and information prevailing within this institution concerned with the study are still fragile and do not have the great ability to be effectively affected in building and shaping the professional identity of the workers affiliated with it and therefore it was not established as a pillar with a significant impact in its organizational culture, and the institution may adopt a certain approach to teaching such as the traditional approach or the modern approach Administrative decisions and policies can affect the professional identity of the university professor, in general The influence of widespread values and beliefs Within institutions, it depends on the interaction of the university professor with them and the extent to which they are compatible with his personal convictions and values, and the professor may find some challenges in this regard, but in the end he retains the

freedom to make decisions and form his identity and professional practice based on his personal principles.

* Table (03) shows the participation of the university professor in academic activities and events to develop his competence in his field of specialization:

Ratio	Iteration	Activities & Events	
86.7	13	Yes	
13.3	2	No	
100	15	Total	

From the data of the above table, which shows the participation of the university professor in academic activities and events to develop his competence in his field of specialization, 86.7% said yes while 13.3% said no.

Thus, we conclude that the university professor can participate in conferences and seminars related to his specialization, as this is an opportunity to learn about the latest research and developments in his field and share his ideas and research results with colleagues in the academic community, as he builds a strong network of communication with colleagues to exchange knowledge and experiences and cooperate in the field of research and development, as well as participate in professional development and training programs to improve efficiency and develop teaching methods and research in the field of specialization.

The university professor must continue to follow up on new research, articles and books in the field of specialization, and enroll in specialized training courses or study graduate programs to keep his knowledge updated and develop his skills.

In short, the development of a professor's competence in his field of specialization requires active participation in academic activities and events , whether in the field of research, teaching or vocational training, and continuous learning and development.

* Table (04) shows the impact of administrative support and motivation on the identity of the professor and his notification of the importance of what he does at the university

Ratio	Iteration	Administrative support and motivation	
93.3	14	Yes	
6.7	1	No	
100	15	Total	

It is clear from the above table, which shows that administrative support and motivation can significantly affect the identity of the university professor and his sense of the importance of what he does at the university, where 93.3% of professors said yes while 6.7% said no.

From it, we conclude that when a university professor receives strong administrative support and motivation from the administration, he feels confident and appreciated in his abilities and contribution to the university enhances this sense of personal and professional value and enhances belonging and team spirit in academic work.

This support contributes to providing professional development opportunities for the university professor by providing training courses and development programs to improve his skills and enhance his abilities in teaching and research, administrative support and motivation can encourage the professor in decision-making and academic policy development, important research projects may be supported and opportunities for the professor to influence the academic community and society in general.

In short, administrative support and motivation contribute to building a strong professional identity for the university professor and enhancing his sense of importance and merit in the

university. It helps him achieve his full potential and contribute effectively to work and society.

* Table (05) shows the effect of interaction between co-workers on the identity of a professor:

Ratio	Iteration	Interaction in the organization	
60.0	9	Yes	
40.0	6	No	
100	15	Total	

From the data of the table above, which shows that the interaction in the institution between colleagues affects the identity of the professor, the percentage of professors who said yes was 60%, while 40% of those who said no.

Thus, we conclude that when a professor is appreciated and respected by his colleagues in the institution, his sense of value and self-esteem can be enhanced . This may lead to an increase in his confidence in his abilities and contribution to the academic field, Positive interaction between co-workers makes the professor benefit from common experiences and knowledge and interaction can contribute to building trust and credibility for the university professor This is what positively affects his professional identity, positive interaction helps to integrate In the institution, belonging to it and fruitful communication with his colleagues is what the professor feels a strong connection to the institution and its commitment.

Interacting with co-workers who have a high level of competence and skill may motivate a professor to develop himself and enhance his academic abilities.

Dialogue and exchange based experiences can contribute to improving their professional identity or increasing the level of academic excellence.

It should be noted that the impact of interaction between co-workers on the identity of the university professor depends on the nature of this interaction, positive interaction can lead to an improvement of academic identity, while negative interaction or arbitrary behavior can cause a deterioration of the professor's identity and a negative impact on his performance and self-confidence.

* Table (06) shows the impact of preparing research and studies in the field of academic specialization on the formation of professional identity:

Ratio	Iteration	Academic Specialization	
86.7	13	Yes	
13.3	2	No	
100	15	Total	

It is clear from the above table, which shows that research and studies in the field of academic specialization affect the formation of professional identity, where 86.7% of those who said yes while 13.3% said no.

From it, we conclude that when a university professor completes research and studies in his academic specialization, he delves into his field and becomes an expert in it and acquires deep knowledge and a comprehensive understanding of related topics and this helps him develop his professional identity, and research and studies contribute to building the reputation of the university professor in the academic community, when he publishes research in the fields and provides valuable studies, he becomes a reliable and qualified specialist, and this contributes to the formation of his professional identity and enhances the chances of success in the future.

In short, research and studies play a crucial role in shaping the professional identity of the university professor, as it enhances specialization and specialization , contributes to building

academic reputation, enhances communication with colleagues, and contributes to professional development.

*Table (07) shows the training and professional development assistance in the career of the university professor:

Ratio	Iteration	Continuous Training and Professional Development	
86.7	13	Yes	
13.3	2	No	
100	15	Total	

It is clear from the above table that continuous training and professional development helps in the career process, where 86.7% of professors said yes while 13.3% of professors said no.

From it, we conclude that continuous training helps in developing the necessary skills to better carry out professional tasks and responsibilities. These skills can include technical skills, management skills, communication and analysis skills, and continuous training and professional development can also help improve the performance of the individual and he can become more effective and efficient in performing his tasks and achieving the desired results, and this increases the chances of professional promotion and expanding the network of professionalism and this through training courses, seminars, conferences, adaptation to changes and technological development.

In general, continuous training and professional development enhances the university professor's ability, knowledge and opportunities in his field of work and helps in achieving success and advancing the career path.

Table (08) shows the relationship between reliance on modern pedagogical and educational methods that are in line with the development of curricula and the impact of values and beliefs spread within institutions on professional identity:

Total	Values and beliefs		Pedagogical and didactic methods * Values and beliefs		
	No	Yes			
11	7	4	Iteration	Yes	Pedagogical and educational methods
100%	63.6%	36.4%	Ratio		
4	1	3	Iteration	No	
100%	25%	75%	Ratio		
15	8	7	Iteration	Total	
100%	53.3%	46.7%	Ratio		

From the data of the above table, which represents the relationship between the reliance on modern pedagogical and educational methods that are in line with the development of curricula and the impact of values and beliefs spread within institutions on professional identity, we note that 53.3% of respondents believe that values and beliefs have no impact on relying on pedagogical and educational methods that are in line with the development of curricula, while we find 46.7% believe that they have an impact, where they are distributed by 63.6%. 36.4% of individuals believe that values and beliefs affect pedagogical methods, compared to 25% of individuals who believe that values and beliefs do not affect reliance on pedagogical methods and 75% believe that values and beliefs have an impact on reliance on pedagogical methods.

From it, we conclude that modern pedagogical and educational methods often follow new and updated educational standards and curricula, and these curricula are designed to keep pace with developments in knowledge, technology and the needs of society, and therefore the use of modern pedagogical methods leads to achieving more effective and motivational

educational experiences for students and developing their mental and social skills. Values and beliefs held within educational institutions also influence educational choices and applications. For example, if an institution attaches importance to active and interactive learning, it is likely to use Educational encourages the active participation of students in the learning process. The use of these methods can affect the professor's professional identity when he is able to apply modern and innovative methods to success, it enhances his sense of competence and professionalism. The teaching experience can use modern methods that enhance the professor's vision of himself as a continuous learner and professionally developed, in general it can be said that relying on modern pedagogical and educational methods contributes to improving the learning experience for students and enhancing the professor's identity as a professional, and the impact of widespread values and beliefs contributes to directing the use of these methods and their impact on the educational experience.

*Table (09) shows the relationship between professional experience and the impact of values and beliefs spread within institutions on the professional identity of the university professor:

Total	Values and beliefs		Professional_Experience * Values and beliefs		
	No	Yes			
5	3	2	Iteration	From 1 to 5 years	
100%	60%	40%	Ratio		
6	4	2	Iteration	6 to 10 years	Professional_ Experience
100%	66.7%	33.3%	Ratio		
4	1	3	Iteration	More than 10 years	
100%	25%	75%	Ratio		
15	8	7	Iteration	Total	
100%	53.3%	46.7%	Ratio		

From the data in the above table, we can see that 53.3% believe that values and beliefs have no effect, while 46.7% believe that values and beliefs affect them. Where the seniority of 5 years of professional experience is distributed by 60% of those who believe that it does not affect, and 40% of those who believe that it affects while those with professional experience from 6 to 10 years believe that it does not affect 66.7% compared to 33.3% Those who believe that it affects, while those with more than 10 years of experience reached 75%, while 25% believe that it does not affect, and this leads us to the fact that whenever there is seniority, they see that values and beliefs affect because they stay for a long time.

From it, we conclude that professional experience is the set of skills and knowledge that an individual acquires through the practice of his work over time, professional experience can affect the formation of a person's professional identity, as the individual gets to know his field of work and acquires the necessary knowledge and technical skills, professional experience increases a person's confidence in his abilities and enhances the respect of others for his skills and experience. The values and beliefs that are prevalent within organizations are an important part of the organization's culture, including the values, principles and standards that guide an individual's behavior at work. While reflecting the beliefs, beliefs and perceptions held by individuals about what is right and wrong, effective or ineffective in the work environment. An individual is influenced by and interacted with the values and beliefs that pervade within organizations, affecting the formation of their professional identity. For example, if an organization encourages innovation and flexibility and values independence and leadership, an individual may be encouraged to develop their professional identity as an innovator and entrepreneur. Conversely, if the institution attaches great importance to

imitating, controlling and adhering to the traditions of This negatively affects an individual's identity and willingness to change and innovate. In short, professional experience, values and beliefs held within organizations can affect the formation and development of the professional identity of individuals. Professional experience fosters confidence and knowledge while the corporate environment and values based therein influence one's attitudes and perceptions about their work and professional role.

2.2 Second Analysis of the data of the second hypothesis: the impact of societal culture on the formation of professional identity

* Table (10) shows the impact of the culture of society on the choice of academic specialization for the professor:

Ratio	Iteration	Community Culture
66.7	10	Yes
26.7	4	No
100	15	Total

We can see from the above table, which shows that the culture of society affects the choice of academic specialization for the professor, where the percentage of professors who answered yes amounted to 66.7% and the percentage of those who answered no amounted to 26.7%.

From it, it concludes that the culture of society can affect the choice of academic specialization, as it includes the beliefs, values and attitudes adopted by society in general, and these factors can affect the decisions of individuals in choosing their academic major .

In some societies, majoring in technical and engineering fields is considered more socially acceptable and respected , and therefore a professor may be affected in choosing a specialization related to these fields. In contrast, individuals may face social pressure to select a major that aligns with societal expectations or prestigious professions in their view. Decisions to choose a major can be influenced by economic requirements and job opportunities available in society. There may be greater interest in certain specializations due to the increasing demand for them in the labor market, This can therefore affect the professor's choice of those majors. However, it should be noted that individuals also have individual and personal influences in choosing their academic major, such as their personal interests, abilities and ambitions, so not every decision to choose a major depends only on the culture of society, but it is one of the factors influencing this choice.

*Table (11) shows the influence of the cultural background of the professor on the level of communication with students and colleagues :

Ratio	Iteration	Cultural background of the professor
73.3	11	Yes
26.7	4	No
100	15	Total

From the data of the table showing the influence of the professor's cultural background on the level of communication with students and co-workers, 73.3% said yes and 26.7% said no.

From this we conclude that the cultural background of the professor can affect the level of communication with students and colleagues at work, the cultural background includes the cultural and social factors that the professor enjoys based on his cultural origins and personal experiences.

Culture also affects the professor's language and style of communication, and there may be differences in the direct and indirect communicative style, as he seeks to communicate in a

manner that understands and respects different cultures, as well as values and beliefs that can affect the professor's communication with students and co-workers, for example, some cultures may require a deeper respect for authority and social difference, while other cultures are more egalitarian and democratic, the professor must be aware of those differences. A professor can show a higher level of respect towards students and co-workers if he understands the impact of culture on the thinking and behavior of individuals.

Finally, a professor's cultural background can significantly affect the level of contact with students and co-workers. The professor should be aware of the impact and seek to develop the skills and attitudes necessary to effectively address the diversity of cultures and build positive and productive relationships.

*Table (12) shows the help of the local culture to determine the areas of research and studies chosen by the professor :

Ratio	Iteration	Local Culture	
80.0	12	Yes	
20.0	3	No	
100	15	Total	

From the table above, which represents helping the local culture to determine the fields of research and studies chosen by the professor, it is clear that 80% of professors answered yes and 20% of professors answered no.

From it, we conclude that the local culture can play an important role in determining the areas of research and studies chosen by the professor reflected through his interest in local issues and challenges and trying to understand and solve the problems facing the community and there may be special issues related to the local culture such as: cultural heritage, education, sustainable development, or social and economic issues, research and studies choices are also affected by the resources available in the local community. You may have a special interest in those areas in which you can get Funding and resources for research and implementation within the local community The professor's choice of research and study areas also reflects local needs and concerns. The professor may interact with the local community and listen to their voices, needs and aspirations, which contribute to identifying areas of research that address those needs and interests.

Local culture may have a strong influence on the choice of professor's research areas as those areas reflect challenges, needs, and issues related to the local community. By directing their research efforts towards these local issues, the professor can contribute to the development of society and achieve positive change.

* Table (13) shows the impact of cultural customs and traditions on the interaction of the professor with co-workers and the institution:

Ratio	Iteration	Cultural customs and traditions	
73.3	11	Yes	
26.7	4	No	
100	15	Total	

From the data of the above table, which shows that customs and traditions affect the interaction of teachers with co-workers and the educational institution, 73.3% said yes, while 26.7% said no.

From it, we conclude that the difference in customs and traditions is due to the pattern of communication and interaction, as this may lead to differences in the ways in which the

professor interacts with co-workers and the institution, for example, there may be cultures that encourage direct and frank communication, while other cultures may prefer indirect verbal communication and respect in interaction, as well as cultural customs and traditions contribute to determining the institutional values followed in the institution. These values may affect the professor's approach to cooperation, work and teamwork. With co-workers, they play a role in shaping a pattern of empathy and respect in social relationships. This may affect how the professor interacts with co-workers and how much he appreciates the diversity of backgrounds and cultures Cultural customs and traditions matter in shaping the professor's interaction with co-workers and the organization and awareness of these factors helps build positive and effective relationships in the work environment.

*Table (14) shows how respect and professionalism strengthen relations between university professors, colleagues and students at the university :

Ratio	Iteration	Respect and professionalism	
100	15	Yes	
0	0	No	
100	15	Total	

 From the data of the above table, which shows that respect and professionalism strengthen relations between university professors, colleagues and students at the university, 100% of professors answered yes.

 From it, we conclude that respect and professionalism strengthen these relationships through professional interaction and effective and professional communication between the professor, colleagues and students, including the use of polite and respectful language, active listening to the opinions of others, and providing observations and comments in a constructive and committed manner, and respect promotes flexibility and tolerance in dealing with colleagues and students who may have different backgrounds and opinions, this requires accepting differences and living with them in an open and tolerant spirit, This promotes fruitful understanding and cooperation.

Respect and professionalism foster relationships between professors, colleagues and students and contribute to a positive and inspiring learning environment.

*Table (15) shows the impact of societal cultural values on the vision and professional mission of the professor :

Ratio	Iteration	Community Culture	
80.0	12	Yes	
20.0	3	No	
100	15	Total	

 From the data of the above table, which shows the impact of societal cultural values on the vision and professional mission of the professor, 80% of the professors answered yes and 20% answered no.

   From this we conclude that cultural values are principles and beliefs that govern the actions of individuals and guide them in life. It may affect the professional goals set by the university professor, there may be interest in social values and a positive impact on society, or a vision of leaving an imprint in a specific field, or professional development and academic excellence, these goals may be affected by the cultural values adopted, which the professor believes are important and commensurate with his culture. Cultural values can influence a professor's research interests as well as the professional ethics he or she espouses, including the values

and standards that a professor believes are necessary to act fairly and ethically in his work and to deal with students and colleagues.

A university professor may be influenced by the cultural values of his native culture but also by the cultural values of the culture in which he works or deals with at university. This may result in a balance between conflicting values or decision-making consistent with shared values in the academic culture.

*Table (16) shows the impact of different cultural challenges on the development and improvement of teaching skills and interaction with students effectively:

Ratio	Iteration	Different cultural challenges	
93.3	14	Yes	
6.7	1	No	
100	15	Total	

It is clear from the table above, which illustrates the different cultural challenges to develop and improve teaching skills and interact with students effectively, that most professors answered yes (93.3%) and those who answered no (6.7%).

From it, we conclude that different cultural challenges can affect the development and improvement of teaching skills and interact with students effectively. Language and culture difference When there is cultural, linguistic and cultural diversity between the professor and students, it can cause difficulty in communicating and understanding students. The professor should provide an open and inclusive environment, and use teaching methods that allow the active participation of all students, Pictures, illustrations and real-life examples can be used to illustrate concepts and use non-verbal communication techniques such as body language and signs to communicate with Students.

It is important that the professor be open and tolerant of cultural differences and respect and appreciate diversity. Students can vary in their needs and learning styles based on their cultures and backgrounds, which requires the professor to adopt diverse and multiple teaching methods and use educational technologies to enhance their understanding and motivate them to participate effectively. The professor can develop his cultural awareness and learn more about different cultures through training and continuous learning Take advantage of available training programs and cultural resources to increase their understanding of students and enhance their ability to interact with them effectively.

Through understanding and continuous improvement, a university professor can overcome various cultural challenges, develop his teaching skills and interact with students better.

3. Results of the hypothesis

3.1 First Results of the hypothesis

- The percentage of reliance on modern pedagogical and educational methods that are in line with the development in the curricula according to international standards that most of the answers were uneven, the acceptance rate was greater than the rejection.

- The percentage of values and beliefs spread within institutions that can significantly affect the professional identity of the university professor, we note that the ratios were close between having an impact and not having an impact.

- The rate of participation of the university professor in academic activities and events to develop his competence in his field of specialization was that the percentage of those who said yes was greater, while those who said no were lower.

- The percentage of administrative support and motivation can greatly affect the identity of the university professor and make him feel the importance of what he does at the university, as most of the answers were yes.
- The percentage of professors who believe that the interaction in the institution between colleagues affects the identity of the professor was more than the professors who believe that it does not affect.
- The percentage of professors who confirmed that research and studies in the field of academic specialization affects the formation of professional identity was high, compared to those who confirmed that it does not affect a low percentage.
 - The percentage of professors who believe that continuous training and professional development helps in the career process was the majority, while a small group corresponded.
- The percentage that represents the relationship between the dependence on modern pedagogical and educational methods that are in line with the development of curricula and the impact of values and beliefs spread within institutions on professional identity Note that 53.3% of respondents believe that values and beliefs have no impact on reliance on pedagogical and educational methods that are in line with the development of curricula 46.7% believe that they have an impact. 36.4% of individuals believe that values and beliefs affect pedagogical methods, while 25% of individuals who believe that values and beliefs do not affect reliance on pedagogical methods and 75% believe that values and beliefs have an impact on reliance on pedagogical methods.
- 53.3% believe that values and beliefs have no impact compared to 46.7% who believe that values and beliefs do not affect. Where the seniority of 5 years of professional experience is distributed by 60% of those who believe that it does not affect, where 40% of those who believe that it affects while those with professional experience from 6 to 10 years believe that it does not affect 66.7% compared to 33.3% of those who Those with more than 10 years of experience saw 75% of those who believe that it affects, while 25% believe that it does not affect, and this leads us to the fact that whenever there is seniority, they see that values and beliefs affect because they stay for a long time.

3.2 Second Results of the hypothesis

- The percentage of professors who believe that the culture of society affects the choice of academic specialization of the professor was greater than the percentage of those who believe that it does not affect.
- The influence of the professor's cultural background on the level of communication with students and co-workers was high acceptance compared to low rejection.
- The percentage of professors who believe that the local culture helps to determine the fields of research and studies chosen by the professor included the majority of those who were accepted in the interview by a small group of those who rejected.
- The percentage of professors who stated that customs and traditions affect the teacher's interaction with co-workers and the educational institution was greater than the percentage of those who stated that they do not affect.
- The percentage of professors who respect and professionalism strengthen relations between the university professor, colleagues and students at the university included all.
   - The percentage of professors who answered that societal cultural values affect the vision and professional mission of the professor was greater than those who answered that they do not affect

- The percentage of professors who confirmed that different cultural challenges affect the development and improvement of teaching skills and interact with students effectively that most of the answers were yes.

4. RESULTS AND DISCUSSION

Presentation and interpretation of the hypotheses of the study:

1.6 Analysis of the data of the first hypothesis: the effect of organizational upbringing on the formation of professional identity:

* **Table (01) shows the university professor's reliance on modern pedagogical and educational methods in line with the development of curricula and according to international standards:**

Ratio	Iteration	Pedagogical and educational methods
73.3	11	Yes
26.7	4	No
100	15	Total

We note from the above table, which shows the reliance on modern pedagogical and educational methods that are in line with the development of curricula according to international standards, that 73.3% of the total sample members use modern pedagogical and educational methods, compared to 26.7% of those who do not use it.

Thus, we conclude that most of the professors of the University Center in Aflou, through the sample selected for the study, rely on modern pedagogical methods such as the use of modern educational technology TIC, multimedia and the use of the Internet to search for various sources of knowledge in order to improve the educational process and increase interaction with students, using methods such as case studies, group discussions and scientific projects, and this is what the LMD system requires. And the requirements of the current digital age, which must be in line with it, it helps to develop students' abilities to solve complex problems and develop students' analytical and creative thinking.

As for not relying on these methods, it can be due to the lack of total application of digital technology in our institutions, the lack of adaptation of methods according to the privacy of society, the lack of modern teaching tools, as well as the lack of students' interest in modern learning.

* **Table (02) shows the impact of values and beliefs spread within institutions on professional identity:**

Ratio	Iteration	Values and beliefs	
46.7	7	Yes	
53.3	8	No	
100.0	15	Total	

From the data of the above table, which shows the values and beliefs spread within institutions that can significantly affect the professional identity of a university professor, we note that 53.3% believe that they do not affect and correspond to them.
46.7% of those who believe that it affects.

Thus, we can conclude from the above that the values and information prevailing within this institution concerned with the study are still fragile and do not have the great ability to be effectively affected in building and shaping the professional identity of the workers affiliated with it and therefore it was not established as a pillar with a significant impact in its organizational culture, and the institution may adopt a certain approach to teaching such as the

traditional approach or the modern approach Administrative decisions and policies can affect the professional identity of the university professor, in general The influence of widespread values and beliefs Within institutions, it depends on the interaction of the university professor with them and the extent to which they are compatible with his personal convictions and values, and the professor may find some challenges in this regard, but in the end he retains the freedom to make decisions and form his identity and professional practice based on his personal principles.

* Table (03) shows the participation of the university professor in academic activities and events to develop his competence in his field of specialization:

Ratio	Iteration	Activities & Events	
86.7	13	Yes	
13.3	2	No	
100	15	Total	

From the data of the above table, which shows the participation of the university professor in academic activities and events to develop his competence in his field of specialization, 86.7% said yes while 13.3% said no.

Thus, we conclude that the university professor can participate in conferences and seminars related to his specialization, as this is an opportunity to learn about the latest research and developments in his field and share his ideas and research results with colleagues in the academic community, as he builds a strong network of communication with colleagues to exchange knowledge and experiences and cooperate in the field of research and development, as well as participate in professional development and training programs to improve efficiency and develop teaching methods and research in the field of specialization.

The university professor must continue to follow up on new research, articles and books in the field of specialization, and enroll in specialized training courses or study graduate programs to keep his knowledge updated and develop his skills.

In short, the development of a professor's competence in his field of specialization requires active participation in academic activities and events , whether in the field of research, teaching or vocational training, and continuous learning and development.

* Table (04) shows the impact of administrative support and motivation on the identity of the professor and his notification of the importance of what he does at the university

Ratio	Iteration	Administrative support and motivation	
93.3	14	Yes	
6.7	1	No	
100	15	Total	

It is clear from the above table, which shows that administrative support and motivation can significantly affect the identity of the university professor and his sense of the importance of what he does at the university, where 93.3% of professors said yes while 6.7% said no.

From it, we conclude that when a university professor receives strong administrative support and motivation from the administration, he feels confident and appreciated in his abilities and contribution to the university enhances this sense of personal and professional value and enhances belonging and team spirit in academic work.

This support contributes to providing professional development opportunities for the university professor by providing training courses and development programs to improve his skills and enhance his abilities in teaching and research, administrative support and

motivation can encourage the professor in decision-making and academic policy development, important research projects may be supported and opportunities for the professor to influence the academic community and society in general.

In short, administrative support and motivation contribute to building a strong professional identity for the university professor and enhancing his sense of importance and merit in the university. It helps him achieve his full potential and contribute effectively to work and society.

* Table (05) shows the effect of interaction between co-workers on the identity of a professor:

Ratio	Iteration	Interaction in the organization	
60.0	9	Yes	
40.0	6	No	
100	15	Total	

From the data of the table above, which shows that the interaction in the institution between colleagues affects the identity of the professor, the percentage of professors who said yes was 60%, while 40% of those who said no.

Thus, we conclude that when a professor is appreciated and respected by his colleagues in the institution, his sense of value and self-esteem can be enhanced . This may lead to an increase in his confidence in his abilities and contribution to the academic field, Positive interaction between co-workers makes the professor benefit from common experiences and knowledge and interaction can contribute to building trust and credibility for the university professor This is what positively affects his professional identity, positive interaction helps to integrate In the institution, belonging to it and fruitful communication with his colleagues is what the professor feels a strong connection to the institution and its commitment.

Interacting with co-workers who have a high level of competence and skill may motivate a professor to develop himself and enhance his academic abilities.

Dialogue and exchange based experiences can contribute to improving their professional identity or increasing the level of academic excellence.

It should be noted that the impact of interaction between co-workers on the identity of the university professor depends on the nature of this interaction, positive interaction can lead to an improvement of academic identity, while negative interaction or arbitrary behavior can cause a deterioration of the professor's identity and a negative impact on his performance and self-confidence.

* Table (06) shows the impact of preparing research and studies in the field of academic specialization on the formation of professional identity:

Ratio	Iteration	Academic Specialization	
86.7	13	Yes	
13.3	2	No	
100	15	Total	

It is clear from the above table, which shows that research and studies in the field of academic specialization affect the formation of professional identity, where 86.7% of those who said yes while 13.3% said no.

From it, we conclude that when a university professor completes research and studies in his academic specialization, he delves into his field and becomes an expert in it and acquires deep knowledge and a comprehensive understanding of related topics and this helps him develop

his professional identity, and research and studies contribute to building the reputation of the university professor in the academic community, when he publishes research in the fields and provides valuable studies, he becomes a reliable and qualified specialist, and this contributes to the formation of his professional identity and enhances the chances of success in the future. In short, research and studies play a crucial role in shaping the professional identity of the university professor, as it enhances specialization and specialization , contributes to building academic reputation, enhances communication with colleagues, and contributes to professional development.

*Table (07) shows the training and professional development assistance in the career of the university professor:

Ratio	Iteration	Continuous Training and Professional Development	
86.7	13	Yes	
13.3	2	No	
100	15	Total	

It is clear from the above table that continuous training and professional development helps in the career process, where 86.7% of professors said yes while 13.3% of professors said no.

From it, we conclude that continuous training helps in developing the necessary skills to better carry out professional tasks and responsibilities. These skills can include technical skills, management skills, communication and analysis skills, and continuous training and professional development can also help improve the performance of the individual and he can become more effective and efficient in performing his tasks and achieving the desired results, and this increases the chances of professional promotion and expanding the network of professionalism and this through training courses, seminars, conferences, adaptation to changes and technological development.

In general, continuous training and professional development enhances the university professor's ability, knowledge and opportunities in his field of work and helps in achieving success and advancing the career path.

Table (08) shows the relationship between reliance on modern pedagogical and educational methods that are in line with the development of curricula and the impact of values and beliefs spread within institutions on professional identity:

Total	Values and beliefs		Pedagogical and didactic methods * Values and beliefs		
	No	Yes			
11	7	4	Iteration	Yes	Pedagogical and educational methods
100%	63.6%	36.4%	Ratio		
4	1	3	Iteration	No	
100%	25%	75%	Ratio		
15	8	7	Iteration	Total	
100%	53.3%	46.7%	Ratio		

From the data of the above table, which represents the relationship between the reliance on modern pedagogical and educational methods that are in line with the development of curricula and the impact of values and beliefs spread within institutions on professional identity, we note that 53.3% of respondents believe that values and beliefs have no impact on relying on pedagogical and educational methods that are in line with the development of curricula, while we find 46.7% believe that they have an impact, where they are distributed

by 63.6%. 36.4% of individuals believe that values and beliefs affect pedagogical methods, compared to 25% of individuals who believe that values and beliefs do not affect reliance on pedagogical methods and 75% believe that values and beliefs have an impact on reliance on pedagogical methods.

From it, we conclude that modern pedagogical and educational methods often follow new and updated educational standards and curricula, and these curricula are designed to keep pace with developments in knowledge, technology and the needs of society, and therefore the use of modern pedagogical methods leads to achieving more effective and motivational educational experiences for students and developing their mental and social skills. Values and beliefs held within educational institutions also influence educational choices and applications. For example, if an institution attaches importance to active and interactive learning, it is likely to use Educational encourages the active participation of students in the learning process. The use of these methods can affect the professor's professional identity when he is able to apply modern and innovative methods to success, it enhances his sense of competence and professionalism. The teaching experience can use modern methods that enhance the professor's vision of himself as a continuous learner and professionally developed, in general it can be said that relying on modern pedagogical and educational methods contributes to improving the learning experience for students and enhancing the professor's identity as a professional, and the impact of widespread values and beliefs contributes to directing the use of these methods and their impact on the educational experience.

*Table (09) shows the relationship between professional experience and the impact of values and beliefs spread within institutions on the professional identity of the university professor:

Total	Values and beliefs		Professional_Experience * Values and beliefs		
	No	Yes			
5	3	2	Iteration	From 1 to 5 years	Professional_Experience
100%	60%	40%	Ratio		
6	4	2	Iteration	6 to 10 years	
100%	66.7%	33.3%	Ratio		
4	1	3	Iteration	More than 10 years	
100%	25%	75%	Ratio		
15	8	7	Iteration	Total	
100%	53.3%	46.7%	Ratio		

From the data in the above table, we can see that 53.3% believe that values and beliefs have no effect, while 46.7% believe that values and beliefs affect them. Where the seniority of 5 years of professional experience is distributed by 60% of those who believe that it does not affect, and 40% of those who believe that it affects while those with professional experience from 6 to 10 years believe that it does not affect 66.7% compared to 33.3% Those who believe that it affects, while those with more than 10 years of experience reached 75%, while 25% believe that it does not affect, and this leads us to the fact that whenever there is seniority, they see that values and beliefs affect because they stay for a long time.

From it, we conclude that professional experience is the set of skills and knowledge that an individual acquires through the practice of his work over time, professional experience can affect the formation of a person's professional identity, as the individual gets to know his field of work and acquires the necessary knowledge and technical skills, professional experience increases a person's confidence in his abilities and enhances the respect of others for his skills and experience. The values and beliefs that are prevalent within organizations are an important part of the organization's culture, including the values, principles and standards that guide an individual's behavior at work. While reflecting the beliefs, beliefs and perceptions held by individuals about what is right and wrong, effective or ineffective in the work environment. An individual is influenced by and interacted with the values and beliefs that pervade within organizations, affecting the formation of their professional identity. For example, if an organization encourages innovation and flexibility and values independence and leadership, an individual may be encouraged to develop their professional identity as an innovator and entrepreneur. Conversely, if the institution attaches great importance to imitating, controlling and adhering to the traditions of This negatively affects an individual's identity and willingness to change and innovate. In short, professional experience, values and beliefs held within organizations can affect the formation and development of the professional identity of individuals. Professional experience fosters confidence and knowledge while the corporate environment and values based therein influence one's attitudes and perceptions about their work and professional role.

2.6 Analysis of the data of the second hypothesis: the impact of societal culture on the formation of professional identity

* Table (10) shows the impact of the culture of society on the choice of academic specialization for the professor:

Ratio	Iteration	Community Culture	
66.7	10	Yes	
26.7	4	No	
100	15	Total	

We can see from the above table, which shows that the culture of society affects the choice of academic specialization for the professor, where the percentage of professors who answered yes amounted to 66.7% and the percentage of those who answered no amounted to 26.7%.

From it, it concludes that the culture of society can affect the choice of academic specialization, as it includes the beliefs, values and attitudes adopted by society in general, and these factors can affect the decisions of individuals in choosing their academic major .

In some societies, majoring in technical and engineering fields is considered more socially acceptable and respected , and therefore a professor may be affected in choosing a specialization related to these fields. In contrast, individuals may face social pressure to select a major that aligns with societal expectations or prestigious professions in their view. Decisions to choose a major can be influenced by economic requirements and job opportunities available in society. There may be greater interest in certain specializations due to the increasing demand for them in the labor market, This can therefore affect the professor's choice of those majors. However, it should be noted that individuals also have individual and personal influences in choosing their academic major, such as their personal interests, abilities and ambitions, so not every decision to choose a major depends only on the culture of society, but it is one of the factors influencing this choice.

*Table (11) shows the influence of the cultural background of the professor on the level of communication with students and colleagues :

Ratio	Iteration	Cultural background of the professor	
73.3	11	Yes	
26.7	4	No	
100	15	Total	

 From the data of the table showing the influence of the professor's cultural background on the level of communication with students and co-workers, 73.3% said yes and 26.7% said no.

 From this we conclude that the cultural background of the professor can affect the level of communication with students and colleagues at work, the cultural background includes the cultural and social factors that the professor enjoys based on his cultural origins and personal experiences.

Culture also affects the professor's language and style of communication, and there may be differences in the direct and indirect communicative style, as he seeks to communicate in a manner that understands and respects different cultures, as well as values and beliefs that can affect the professor's communication with students and co-workers, for example, some cultures may require a deeper respect for authority and social difference, while other cultures are more egalitarian and democratic, the professor must be aware of those differences. A professor can show a higher level of respect towards students and co-workers if he understands the impact of culture on the thinking and behavior of individuals.

Finally, a professor's cultural background can significantly affect the level of contact with students and co-workers. The professor should be aware of the impact and seek to develop the skills and attitudes necessary to effectively address the diversity of cultures and build positive and productive relationships.

*Table (12) shows the help of the local culture to determine the areas of research and studies chosen by the professor :

Ratio	Iteration	Local Culture	
80.0	12	Yes	
20.0	3	No	
100	15	Total	

 From the table above, which represents helping the local culture to determine the fields of research and studies chosen by the professor, it is clear that 80% of professors answered yes and 20% of professors answered no.

   From it, we conclude that the local culture can play an important role in determining the areas of research and studies chosen by the professor reflected through his interest in local issues and challenges and trying to understand and solve the problems facing the community and there may be special issues related to the local culture such as: cultural heritage, education, sustainable development, or social and economic issues, research and studies choices are also affected by the resources available in the local community. You may have a special interest in those areas in which you can get Funding and resources for research and implementation within the local community The professor's choice of research and study areas also reflects local needs and concerns. The professor may interact with the local community and listen to their voices, needs and aspirations, which contribute to identifying areas of research that address those needs and interests.

Local culture may have a strong influence on the choice of professor's research areas as those areas reflect challenges, needs, and issues related to the local community. By directing their research efforts towards these local issues, the professor can contribute to the development of society and achieve positive change.

* Table (13) shows the impact of cultural customs and traditions on the interaction of the professor with co-workers and the institution:

Ratio	Iteration	Cultural customs and traditions	
73.3	11	Yes	
26.7	4	No	
100	15	Total	

From the data of the above table, which shows that customs and traditions affect the interaction of teachers with co-workers and the educational institution, 73.3% said yes, while 26.7% said no.

From it, we conclude that the difference in customs and traditions is due to the pattern of communication and interaction, as this may lead to differences in the ways in which the professor interacts with co-workers and the institution, for example, there may be cultures that encourage direct and frank communication, while other cultures may prefer indirect verbal communication and respect in interaction, as well as cultural customs and traditions contribute to determining the institutional values followed in the institution. These values may affect the professor's approach to cooperation, work and teamwork. With co-workers, they play a role in shaping a pattern of empathy and respect in social relationships. This may affect how the professor interacts with co-workers and how much he appreciates the diversity of backgrounds and cultures Cultural customs and traditions matter in shaping the professor's interaction with co-workers and the organization and awareness of these factors helps build positive and effective relationships in the work environment.

*Table (14) shows how respect and professionalism strengthen relations between university professors, colleagues and students at the university :

Ratio	Iteration	Respect and professionalism	
100	15	Yes	
0	0	No	
100	15	Total	

From the data of the above table, which shows that respect and professionalism strengthen relations between university professors, colleagues and students at the university, 100% of professors answered yes.

From it, we conclude that respect and professionalism strengthen these relationships through professional interaction and effective and professional communication between the professor, colleagues and students, including the use of polite and respectful language, active listening to the opinions of others, and providing observations and comments in a constructive and committed manner, and respect promotes flexibility and tolerance in dealing with colleagues and students who may have different backgrounds and opinions, this requires accepting differences and living with them in an open and tolerant spirit, This promotes fruitful understanding and cooperation.

Respect and professionalism foster relationships between professors, colleagues and students and contribute to a positive and inspiring learning environment.

*Table (15) shows the impact of societal cultural values on the vision and professional mission of the professor :

Ratio	Iteration	Community Culture	
80.0	12	Yes	
20.0	3	No	
100	15	Total	

 From the data of the above table, which shows the impact of societal cultural values on the vision and professional mission of the professor, 80% of the professors answered yes and 20% answered no.

    From this we conclude that cultural values are principles and beliefs that govern the actions of individuals and guide them in life. It may affect the professional goals set by the university professor, there may be interest in social values and a positive impact on society, or a vision of leaving an imprint in a specific field, or professional development and academic excellence, these goals may be affected by the cultural values adopted, which the professor believes are important and commensurate with his culture. Cultural values can influence a professor's research interests as well as the professional ethics he or she espouses, including the values and standards that a professor believes are necessary to act fairly and ethically in his work and to deal with students and colleagues.

A university professor may be influenced by the cultural values of his native culture but also by the cultural values of the culture in which he works or deals with at university. This may result in a balance between conflicting values or decision-making consistent with shared values in the academic culture.

*Table (16) shows the impact of different cultural challenges on the development and improvement of teaching skills and interaction with students effectively:

Ratio	Iteration	Different cultural challenges	
93.3	14	Yes	
6.7	1	No	
100	15	Total	

 It is clear from the table above, which illustrates the different cultural challenges to develop and improve teaching skills and interact with students effectively, that most professors answered yes (93.3%) and those who answered no (6.7%).

    From it, we conclude that different cultural challenges can affect the development and improvement of teaching skills and interact with students effectively. Language and culture difference When there is cultural, linguistic and cultural diversity between the professor and students, it can cause difficulty in communicating and understanding students. The professor should provide an open and inclusive environment, and use teaching methods that allow the active participation of all students, Pictures, illustrations and real-life examples can be used to illustrate concepts and use non-verbal communication techniques such as body language and signs to communicate with Students.

It is important that the professor be open and tolerant of cultural differences and respect and appreciate   diversity. Students can vary in their needs and learning styles based on their cultures and backgrounds, which requires the professor to adopt diverse and multiple teaching methods and use educational technologies to enhance their understanding and motivate them to participate effectively. The professor can develop his cultural awareness and learn more about different cultures through training and continuous learning Take advantage of available

training programs and cultural resources to increase their understanding of students and enhance their ability to interact with them effectively.

Through understanding and continuous improvement, a university professor can overcome various cultural challenges, develop his teaching skills and interact with students better .

3.6- Results of the first hypothesis :

- The percentage of reliance on modern pedagogical and educational methods that are in line with the development in the curricula according to international standards that most of the answers were uneven, the acceptance rate was greater than the rejection.

- The percentage of values and beliefs spread within institutions that can significantly affect the professional identity of the university professor, we note that the ratios were close between having an impact and not having an impact.

- The rate of participation of the university professor in academic activities and events to develop his competence in his field of specialization was that the percentage of those who said yes was greater, while those who said no were lower.

- The percentage of administrative support and motivation can greatly affect the identity of the university professor and make him feel the importance of what he does at the university, as most of the answers were yes.

- The percentage of professors who believe that the interaction in the institution between colleagues affects the identity of the professor was more than the professors who believe that it does not affect.

- The percentage of professors who confirmed that research and studies in the field of academic specialization affects the formation of professional identity was high, compared to those who confirmed that it does not affect a low percentage.

- The percentage of professors who believe that continuous training and professional development helps in the career process was the majority, while a small group corresponded.

- The percentage that represents the relationship between the dependence on modern pedagogical and educational methods that are in line with the development of curricula and the impact of values and beliefs spread within institutions on professional identity Note that 53.3% of respondents believe that values and beliefs have no impact on reliance on pedagogical and educational methods that are in line with the development of curricula 46.7% believe that they have an impact. 36.4% of individuals believe that values and beliefs affect pedagogical methods, while 25% of individuals who believe that values and beliefs do not affect reliance on pedagogical methods and 75% believe that values and beliefs have an impact on reliance on pedagogical methods.

- 53.3% believe that values and beliefs have no impact compared to 46.7% who believe that values and beliefs do not affect. Where the seniority of 5 years of professional experience is distributed by 60% of those who believe that it does not affect, where 40% of those who believe that it affects while those with professional experience from 6 to 10 years believe that it does not affect 66.7% compared to 33.3% of those who Those with more than 10 years of experience saw 75% of those who believe that it affects, while 25% believe that it does not affect, and this leads us to the fact that whenever there is seniority, they see that values and beliefs affect because they stay for a long time.

4.6- Results of the second hypothesis:

- The percentage of professors who believe that the culture of society affects the choice of academic specialization of the professor was greater than the percentage of those who believe that it does not affect.
- The influence of the professor's cultural background on the level of communication with students and co-workers was high acceptance compared to low rejection.
- The percentage of professors who believe that the local culture helps to determine the fields of research and studies chosen by the professor included the majority of those who were accepted in the interview by a small group of those who rejected.
- The percentage of professors who stated that customs and traditions affect the teacher's interaction with co-workers and the educational institution was greater than the percentage of those who stated that they do not affect.
- The percentage of professors who respect and professionalism strengthen relations between the university professor, colleagues and students at the university included all.
   - The percentage of professors who answered that societal cultural values affect the vision and professional mission of the professor was greater than those who answered that they do not affect
- The percentage of professors who confirmed that different cultural challenges affect the development and improvement of teaching skills and interact with students effectively that most of the answers were yes.

5. CONCLUSION

We had launched this study, which was under the title of shaping the professional identity of the university professor between organizational upbringing and community culture

The problem of the research was as follows: How is the professional identity of the university professor formed between organizational upbringing that affects his performance and productivity at work and the societal culture that includes individuals' attitudes, behaviors, beliefs and social standards?

To answer this question, we assumed two hypotheses and used to prove the validity of the hypothesis descriptive analytical approach and we relied on the steps and tools of scientific research from the questionnaire and the use of statistical treatments and through this we concluded that:

- Organizational upbringing influences the formation of a professor's professional identity in many ways, including:
* The values and culture of the academic institution determine the behavior of the university professor and his professional orientation
* The structure of the academic institution and the stated guidelines can affect the formation of the professor's identity
* Interaction with colleagues and students can influence the formation of a professor's identity, through collaboration, interaction with academic colleagues, teaching and communicating with students
* Organizational upbringing is influenced by many factors, including policies, practices, leadership directives and personal experiences of a university professor, these factors can have a direct or indirect impact on the formation of a professor's professional identity.
* In general, it can be said that organizational upbringing plays a crucial role in shaping the identity of the university professor, and determines his professional orientations, values and professional priorities .

Community culture greatly influences the formation of a professor's professional identity, and refers to the beliefs, values and perceptions shared by societies and influence the behavior and actions of their members.

 * The main impact of societal culture on the formation of the professional identity of the university professor can be summarized in the following points:

 * The values of the educational system in society reflect what society expects from the university professor and his professional goals

 *Society's expectations of a university professor can affect the formation of his professional identity

 *Important social attitudes and issues in society may affect the professional identity of the university professor

 * In general, societal culture contributes to determining the ideas, values and perceptions adopted by the university professor in the practice of his profession, and affects the professional goals he seeks and the guidelines he follows.

Finally, the assumption on which we based our study was fulfilled, according to which the integration of organizational upbringing and community culture affects the formation of the professional identity of the university professor .

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