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Intercultural Sensitivity of School Teachers in Connection to Their Demographic Features

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ABSTRACT For teachers to maximise learning outcomes and improve the quality of learning experiences for students from a variety of backgrounds, cultural sensitivity is an essential quality. The purpose of this study is to evaluate the cultural sensitivity of secondary school teachers in relation to a number of demographic factors, including sex, location, age group, community, educational background, and length of teaching experience. Using a descriptive survey design, data were collected from 95 secondary school teachers using Chen and Starosta's Intercultural Sensitivity Scale (2000). Findings show that most teachers' degrees of cultural sensitivity were between average and above average. Teachers scored higher on the categories of interaction enjoyment and respect for cultural differences in the dimension-wise analysis. There is no significant difference in the intercultural sensitivity of teachers based on demographic characteristics, that is, sex, locale, age group, community, or educational qualifications. Teachers with more experience had higher intercultural sensitivity. The study emphasises the need for professional development and institutional practices to foster an inclusive learning environment.