

Exploring Intercultural Sensitivity and Teacher Effectiveness in Multicultural Schools

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Abstract

The increasing cultural diversity in Greek schools highlights the importance of teachers' intercultural sensitivity as a critical factor in promoting an educational environment that fosters and promotes the rights of all children. The primary aim of this research is to explore teachers' views on intercultural sensitivity and to examine how it affects their effectiveness within a multicultural classroom. In addition, it seeks to identify the challenges teachers face in multicultural educational settings and their readiness to address the needs of diverse student populations. Utilizing quantitative methodology, a questionnaire with Likert scale questions was distributed to 98 teachers working in intercultural schools. The findings reveal important aspects of teachers' attitudes, practices and challenges related to intercultural education. In addition, the analysis examines potential differences in Intercultural Sensitivity based on demographic factors such as teaching experience, gender, and age. This research contributes to a broader understanding of the role of Intercultural Sensitivity in the educational process, offering practical ideas and suggestions for improving multicultural education in Greece. By examining the perspectives and experiences of teachers, the study provides valuable data for policy makers, education professionals and researchers aiming to enhance the effectiveness of teaching in culturally diverse classrooms.

Presentation language: English ☐ Greek ☒

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Short CVs



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