

## **Moderating Effect of Teaching Etiquette on Intercultural Sensitivity and Work Fulfillment of Teachers in Maa District, Davao City**

**Glory Khing S. Sarpamones<sup>1</sup>**

<sup>1</sup>Maa Elementary School, Division of Davao City, Philippines

Corresponding author e-mail: [glorykhing.sarpamones@deped.gov.ph](mailto:glorykhing.sarpamones@deped.gov.ph)

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**Abstract:** The current study was set to evaluate whether teaching etiquette significantly moderate the relationship between intercultural sensitivity and work fulfillment of teachers. In this study, the researcher selected the 200 public elementary school teachers in Maa District, Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation, and Hierarchical Regression Analysis. Descriptive analysis showed that teaching etiquette and work fulfillment were described as extensive, while, intercultural sensitivity of teachers was rated as moderately extensive. Further, correlation analysis demonstrated that there is significant relationship among intercultural sensitivity, work fulfillment, and teaching etiquette of teachers in Davao Central District, Davao City. Evidently, hierarchical regression analysis proved that professional etiquette significantly moderates the interaction between intercultural sensitivity and work fulfillment of teachers in Maa District, Davao City. In other words, teaching etiquette is a significant moderator on the intercultural sensitivity and work fulfillment of teachers since it strengthens its relationship. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

**Keywords:** Educational Management, Intercultural Sensitivity, Work Fulfillment, Teaching Etiquette

### **A. Introduction**

Issues regarding low levels of work fulfillment among teachers across various regions, including the USA, Asia, and the Philippines, can be attributed to multiple factors impacting job satisfaction and performance. Ford, Urick, and Wilson (2018) discuss how the nature of teacher evaluation experiences in the US significantly influences job

satisfaction, suggesting that supportive and constructive feedback mechanisms are essential for enhancing teachers' professional lives and reducing burnout. Similarly, in Southeast Asia, Anita, Tran, and Ho (2021) highlight challenges such as inadequate salaries, limited professional development opportunities, and excessive administrative burdens that diminish job satisfaction among basic education teachers. They recommend policy adjustments that prioritize fair compensation, streamlined administrative tasks, and enhanced professional growth to boost fulfillment. In the Philippines, Abdurahman (2020) identifies a direct correlation between job satisfaction and teacher performance, pointing out that factors like school leadership, community support, and resource availability play critical roles in influencing teachers' job satisfaction and effectiveness.

Exploring the moderating effect of teaching etiquette on intercultural sensitivity and work fulfillment among teachers arises from observing consistently low levels of job satisfaction across various regions, including the USA, Asia, and the Philippines. Previous studies have primarily focused on the direct impacts of systemic issues like teacher evaluation processes, compensation inadequacies, and administrative burdens on job satisfaction and performance (Ford, Urick, & Wilson, 2018; Anita, Tran, & Ho, 2021; Abdurahman, 2020). However, there remains a lacuna in understanding how interpersonal and professional behaviors encapsulated in the concept of teaching etiquette can influence these relationships. Specifically, it is not well-documented how teaching etiquette could potentially moderate the effects of intercultural sensitivity on the overall work fulfillment of teachers, especially in culturally diverse educational settings. Addressing this gap is crucial for developing targeted interventions that not only address systemic and administrative challenges but also enhance interpersonal dynamics and cultural competencies among educators, thereby possibly elevating their job satisfaction and effectiveness in a globalized educational landscape.

Meanwhile, this study aligns with the cutting-edge developments in educational research that focus on the qualitative aspects of teaching dynamics. Recent advancements in this field emphasize the significance of cultural competence and interpersonal interactions, areas where teaching etiquette plays a crucial role. This research builds on the existing theoretical framework by integrating elements of intercultural communication and emotional intelligence within the professional setting of education. By exploring how teaching etiquette can influence the relationship between intercultural sensitivity and teacher satisfaction, the study contributes to a deeper understanding of the complexities in culturally diverse educational environments, pushing the boundaries of traditional research focused merely on systemic and policy-driven influences on teacher fulfillment.

The novelty of this study lies in its focus on teaching etiquette as a moderating factor a relatively unexplored dimension in the context of educational research. While numerous

studies have examined the impacts of intercultural sensitivity and work fulfillment independently, the innovative aspect of this research is its examination of how etiquette in teaching behavior can enhance or alter these impacts. Specifically, it proposes that teaching etiquette can significantly shape the outcomes of intercultural interactions, thus providing a new perspective on how everyday behaviors and professional conduct influence overall job satisfaction and effectiveness in multicultural classroom settings. This approach offers a unique contribution to educational sciences by bridging interpersonal behaviors with broader educational outcomes.

The importance of this study in academia cannot be overstated, as it addresses crucial gaps in understanding the interplay between teacher behaviors and educational satisfaction in a multicultural context. By providing empirical insights into how teaching etiquette can moderate the effects of intercultural sensitivity on work fulfillment, this research has practical implications for teacher training programs and policy-making in education. It underscores the need for developing targeted training programs that emphasize the role of professional conduct and cultural awareness in enhancing teacher satisfaction and efficacy. Additionally, the findings can inform educational leaders and policymakers in creating more supportive and effective environments that foster not only academic excellence but also cultural inclusivity. This study, therefore, enriches academic discourse by highlighting the transformative potential of nuanced teacher interactions in diverse educational settings.

The study aimed to determine the moderating effect of teaching etiquette on the interaction between intercultural sensitivity and work fulfillment of teachers in Maa District, Davao City. Specifically, the study has the following objectives:

1. What is the extent of intercultural sensitivity of teachers in terms of enjoyment; confidence; and tolerance?
2. What is the extent of work fulfillment of teachers in terms of task performance; contextual performance; and productive work behavior?
3. What is the extent of teaching etiquette of teachers in Maa District, Davao City?
4. Is there significant relationship between intercultural sensitivity and work fulfillment of teachers in Maa District, Davao City when moderated by teaching etiquette?
5. Do teaching etiquette have significant moderating effect on the interaction between intercultural sensitivity and work fulfillment of teachers in Maa District, Davao City?

## **B. Methods**

This study employed a quantitative design using a descriptive correlational approach to examine the impact of teaching etiquette as moderator on the relationship between intercultural sensitivity and work fulfillment of teachers. Quantitative research design

involves the systematic empirical investigation of observable phenomena through statistical, mathematical, or computational techniques. The aim of this type of research is to develop and test models, theories, and hypotheses related to natural phenomena (Watson, 2015). The descriptive correlational approach is utilized to describe and measure the degree of association between two or more variables without manipulation. This method seeks to observe, describe, and document aspects of a situation as they naturally occur, and identify potential relationships between variables. It does not imply causation but rather indicates the strength and direction of the association (Judd & Sadler, 2003).

In this study, 200 elementary school teachers in Maa District in Davao City were chosen as respondents using the stratified random sampling method. Stratified random sampling involves dividing a population into distinct subgroups, or strata, that share similar characteristics, and then randomly selecting samples from each stratum. This approach ensures that each subgroup is adequately represented, thereby enhancing the generalizability and accuracy of the research findings (Taherdoost, 2016). Additionally, the researcher utilized modified and enhanced adapted survey questionnaires, which were pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. The collected data were analyzed using statistical tools such as Mean, Correlation Analysis, and Regression Analysis.

### **C. Results and Discussion**

**SOP#1:** What is the extent of intercultural sensitivity of teachers in terms of enjoyment; confidence; and tolerance?

The mean scores reflecting the extent of teachers' intercultural sensitivity in terms of enjoyment indicate a predominantly positive orientation, with an overall mean of 3.29, denoting a moderately extensive engagement and enjoyment in intercultural interactions. This positive outlook aligns with findings from Boudouaia et al. (2022), who emphasize that the pleasure derived from engaging with diverse cultures can significantly enhance teachers' intercultural sensitivity, contributing to a more inclusive educational environment. Similarly, Mostafaei Alaei and Nosrati (2018) corroborate that such enjoyment not only facilitates smoother communication across cultural divides but also empowers teachers to more effectively manage the cultural nuances within their classrooms. The high scores on items such as taking part in cross-cultural activities (3.77) and obtaining information during intercultural interactions (3.54) suggest that teachers are not only willing but enthusiastic about deepening their understanding and appreciation of diverse cultural perspectives, which is essential for fostering a respectful and supportive learning environment for all students.

The data indicates a relatively high mean score of 3.40, suggesting an extensive level of confidence among teachers in intercultural interactions. This is supported by Katitaş et al. (2024), who found that cultural intelligence enhances teachers' confidence in managing diverse classrooms by positively influencing their attitudes towards multicultural education. This confidence, as highlighted in the study, equips teachers with the ability to approach intercultural scenarios with greater openness and preparedness, effectively reducing misunderstandings. Ruiz-Bernardo et al. (2024) further emphasize that this confidence is crucial for employing appropriate communication strategies that lead to more empathetic and effective teaching approaches. The high ratings on items such as feeling encouraged (3.92) and being happy (3.67) when interacting with culturally distinct individuals suggest that teachers not only feel equipped but are also positively engaged in these interactions. This enhanced confidence and positive emotion are likely to facilitate better educational outcomes in culturally diverse settings, reflecting a robust capacity to navigate and embrace cultural differences effectively.

The mean score of 3.39 on the scale of tolerance suggests that teachers exhibit a moderately extensive level of tolerance toward cultural diversity, indicating a generally positive and respectful attitude towards individuals from different cultures. This finding aligns with Kazazoglu and Ece (2021), who argue that tolerance is fundamental for bridging cultural gaps, enabling teachers to approach student differences with respect and understanding, which are critical components in managing a multicultural classroom effectively. Furthermore, Ruales et al. (2020) emphasizes the importance of developing tolerance through targeted multicultural sensitivity training, which has been shown to significantly contribute to fostering an inclusive classroom environment. High scores on specific items such as thinking people from other cultures are open-minded (4.02) and liking to be with people from different cultures (3.56) reflect an open, accepting, and appreciative approach towards cultural diversity. These scores illustrate those teachers not only respect but also value and embrace differences, which enhances their ability to provide supportive and adaptive learning experiences for all students.

The overall extent of intercultural sensitivity of teachers in Maa District, Davao City, reveals an overall moderately extensive sensitivity, with an average score of 3.36. Specifically, the mean scores for enjoyment and tolerance are both categorized as moderately extensive (3.29 and 3.39, respectively), supporting the notion that teachers who possess higher self-efficacy and an internal locus of control, as highlighted by Akca et al. (2018), tend to exhibit greater sensitivity towards cultural differences. This enhanced sensitivity is pivotal for impactful interactions in culturally diverse educational settings. Additionally, the confidence indicator stands out with a slightly higher extensive rating of 3.40, suggesting that teachers in this district feel well-prepared and capable of handling

intercultural interactions. This aligns with findings by Lash et al. (2022), who argue that targeted training in intercultural competence can significantly bolster teachers' confidence and effectiveness in managing diverse classrooms, ultimately fostering a more inclusive and understanding educational environment. This composite picture points to a teaching community that is not only aware of but actively engages with the cultural dynamics influencing their professional practices and student interactions.

**SOP#2:** What is the extent of work fulfillment of teachers in terms of task performance; contextual performance; and productive work behavior?

The mean score of 3.35 for task performance among teachers indicates a moderately extensive level of work fulfillment in this area. This suggests that teachers generally manage their tasks efficiently and feel competent in their job performance. The finding that teachers plan their work to be completed on time (3.22) and set the right priorities (3.62) aligns with You et al. (2016), who emphasize the need for system improvements to boost efficacy and satisfaction. This relationship indicates that when teachers are provided with clear and well-structured tasks, as noted by Imhangbe et al. (2020), their ability to manage workload effectively increases, leading to higher task performance. Further, the high scores in areas like knowing how to set priorities (3.62) and being able to perform work with minimal time and effort (3.84) reinforce the importance of task clarity and efficient work strategies in educational settings. This data suggests that enhancing organizational support and clarity in task management could further improve teachers' job performance and overall work fulfillment.

Moreover, the mean score of 3.48 for contextual performance among teachers reflects an extensive level of work fulfillment, indicating a proactive and adaptive approach to their professional roles. The high ratings on taking extra responsibilities (3.56), starting new tasks independently (3.55), and creatively solving new problems (3.92) suggest that teachers possess a robust emotional intelligence (EI), which Deeba et al. (2021) correlate with effective adaptation and responsiveness in educational settings. This extensive rating is supported by Bozionelos and Singh (2017), who argue that EI facilitates complex dynamics such as emotional regulation and awareness, enhancing interpersonal interactions and workplace adaptability. The scores further reveal that teachers actively seek to update their job knowledge (3.41) and skills (3.12), and are keen on taking on challenging tasks (2.72) and looking for new challenges (3.21). Such behaviors are indicative of a commitment to continuous improvement and a readiness to embrace opportunities for growth, as evidenced by the highest score (4.04) for grasping opportunities. This overall extensive rating in contextual performance highlights the significant role of EI in fostering a dynamic and responsive teaching environment, where teachers are well-equipped to handle challenges and exceed expected standards.

Further, the overall mean score of 3.46 for productive work behavior among teachers indicates an extensive level of work fulfillment, emphasizing a strong commitment to positive and efficient work habits. This score reflects well on how teachers perceive and approach their roles, particularly in the ways they handle work situations and engage with others both within and outside their educational institutions. Specifically, the high scores on focusing on positive aspects of work situations (3.51), discussing positive work aspects with colleagues (3.85), and with people outside the organization (3.62) suggest that teachers are actively involved in promoting a positive image of their profession, which aligns with findings from Lecat et al. (2018) about the impact of informal learning and employability on fostering innovative behaviors. Furthermore, the commitment to doing more than expected (3.03) and managing tasks efficiently within office hours (3.41) supports the view from Lambriex-Schmitz et al. (2020) that cultivating an innovative culture enhances productive behaviors. These behaviors are not only beneficial for personal fulfillment but also contribute significantly to institutional success, underscoring the importance of continuous professional development and a supportive work environment in maintaining high productivity levels among teachers.

Furthermore, work fulfillment among teachers in Maa District, Davao City, shows an overall extensive rating of 3.43, indicating a high level of satisfaction and effectiveness in their professional roles. This overarching satisfaction can be linked to factors identified by Baluyos et al. (2019), who note that job security, working conditions, and quality professional relationships are crucial for enhancing the effectiveness of teaching. These elements, when optimized, contribute significantly to the task performance (3.35), which is rated as moderately extensive, suggesting room for improvement in certain areas. The extensive ratings for contextual performance (3.48) and productive work behavior (3.46) underscore the adaptability and initiative of teachers in these environments, consistent with the literature reviewed by Sahito and Vaisanen (2020). They highlight that despite challenges such as inadequate compensation and limited professional growth opportunities, targeted interventions such as improved compensation structures, continuous professional development, and better school governance can substantially increase job satisfaction and work fulfillment.

### **SOP#3:** What is the extent of teaching etiquette of teachers?

Teaching etiquette among teachers in Maa District, Davao City acquired an overall mean of 3.56, indicates that teachers view their professional roles as not only a job but a significant part of their lives, reflecting an extensive commitment to their careers. This perspective aligns with Kirinić and Bakić-Tomić's (2020) findings that emphasize the role of formal education in enhancing teachers' communication skills, crucial for maintaining professionalism and effectiveness in the classroom. Such skills contribute to upholding a

high standard of teaching etiquette, reinforcing the ideal that teachers perceive their work as a primary source of personal and professional perfection. Additionally, the belief that a job well done is its own reward (3.58) supports the notion that intrinsic motivation plays a critical role in teaching effectiveness. Shih and Tsai (2020) further corroborate that employing innovative pedagogical approaches like the flipped classroom can significantly impact learning outcomes and teachers' engagement with their profession, thus enhancing their overall job fulfillment and adherence to high standards of teaching etiquette. This combination of intrinsic motivation, professional commitment, and innovative teaching strategies contributes to the extensive level of teaching etiquette observed among teachers in this region.

**SOP#4:** Is there significant relationship between intercultural sensitivity and work fulfillment of teachers?

The relationship between intercultural sensitivity and work fulfillment among teachers in Maa District, Davao City, demonstrates a significant correlation, particularly when moderated by teaching etiquette. The strong correlation coefficients (Enjoyment: 0.789, Confidence: 0.765, Tolerance: 0.665, Overall Intercultural Sensitivity: 0.954), all with p-values of 0.000, indicate that as intercultural sensitivity increases, so does work fulfillment. This relationship is robust, especially in the overall intercultural sensitivity score, highlighting an almost direct connection between these variables. This finding aligns with De Hei et al. (2020), who assert that intercultural sensitivity enhances teacher-student interactions and creates a more inclusive and effective educational environment. This inclusive environment likely fosters greater job satisfaction and a sense of achievement among teachers. Moreover, Vezzolini's (2018) study underscores the impact of increasing intercultural sensitivity through programs like short-term study abroad, which not only enhances global perspectives but also significantly boosts teachers' professional development and job satisfaction. These studies collectively suggest that teaching etiquette, when viewed as a moderator, may enhance the positive impact of intercultural sensitivity on work fulfillment by encouraging more refined and culturally responsive teaching practices.

**SOP#5:** Do teaching etiquette have significant moderating effect on the interaction between intercultural sensitivity and work fulfillment of teachers in Maa District, Davao City?

The data presented highlights a significant relationship between intercultural sensitivity (IS) and work fulfillment of teachers, with teaching etiquette playing a crucial moderating role. In Step 1, the beta value for IS (.130) indicates a positive influence on work fulfillment, a finding that resonates with Xu et al. (2019), who posit that effective

communication skills, a key element of teaching etiquette, significantly enhance teachers' capabilities in handling culturally diverse interactions. This enhancement not only improves job satisfaction but also leads to more inclusive educational settings. Furthermore, Garrido et al. (2020) support this by illustrating how intercultural understanding, integrated into teacher training, enriches teachers' work fulfillment by equipping them to effectively manage diverse classrooms. The substantial beta value for teaching etiquette (.849) in Step 1 reinforces the importance of teaching etiquette in amplifying this relationship, underscoring those well-developed interpersonal skills are instrumental in fostering positive outcomes in multicultural educational environments.

Proceeding to Step 2, the inclusion of the interaction term (IS\*TE) with a beta value of .345 significantly increases the explanatory power of the model ( $R^2 = 0.962$ ), indicating that the combined effect of intercultural sensitivity and teaching etiquette on work fulfillment is stronger than their independent effects. This suggests that teaching etiquette not only enhances the individual impact of intercultural sensitivity on work fulfillment but also synergizes to produce a greater overall effect. This finding aligns with the theoretical framework suggesting that teaching etiquette can amplify the positive impacts of intercultural awareness in educational contexts, leading to enhanced teacher satisfaction and effectiveness. Thus, the moderating role of teaching etiquette is crucial in maximizing the benefits derived from intercultural sensitivity, highlighting the need for focused professional development in these areas to foster a more fulfilling and effective teaching environment.

#### **D. Conclusions**

The study on the impact of teaching etiquette as a moderator on the interaction between intercultural sensitivity and work fulfillment of teachers in Maa District, Davao City, provides compelling insights into the dynamics of educational environments. The findings suggest that teachers' intercultural sensitivity, encompassing aspects such as enjoyment, confidence, and tolerance towards cultural diversity, significantly contributes to their overall work fulfillment. This relationship is not only direct but is also nuanced by the level of teaching etiquette, indicating that the way teachers communicate and conduct themselves can greatly enhance the positive effects of cultural awareness. By adhering to high standards of professional behavior and effectively managing cultural interactions, teachers can achieve a higher sense of job satisfaction and effectiveness in their roles.

Moreover, teaching etiquette appears to play a crucial role in maximizing the benefits of intercultural sensitivity. The presence of this moderator in the statistical analysis highlights its importance in strengthening the relationship between a teacher's cultural

sensitivity and their work fulfillment. This finding emphasizes the need for ongoing professional development that focuses on both cultural competence and professional conduct. Schools and educational leaders in Maa District may consider implementing targeted training programs that enhance both intercultural sensitivity and teaching etiquette. Such programs could not only improve the educational outcomes but also enrich the work life of teachers by fostering an environment that is both culturally aware and professionally rewarding. This holistic approach could lead to more effective educational practices, benefiting the entire school community.

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