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# PROFESSIONAL ETIQUETTE AS MODERATOR ON MULTI-CULTURAL RECEPTIVITY AND WORK FULFILLMENT OF THE TEACHERS

Geraldine F. Cosare<sup>1</sup>

<sup>1</sup>Researcher, The Rizal Memorial Colleges, Inc.

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## ABSTRACT

The current study was set to evaluate whether professional etiquette significantly moderate the relationship between multi-cultural receptivity and work fulfillment of teachers. In this study, the researcher selected the 169 public elementary school teachers in Davao Central 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, Partial Correlation, and Heirarchical Regression Analysis. Descriptive analysis showed that professional etiquette and work fulfillment were described as extensive, while, multi-cultural receptivity of teachers was rated as moderately extensive. Further, correlation analysis demonstrated that there is significant relationship among multi-cultural receptivity, work fulfillment, and professional etiquette of teachers in Davao Central District, Davao City. Evidently, heirarchical regression analysis proved that professional etiquette significantly moderates the interaction between multi-cultural receptivity and work fulfillment of teachers in Davao Central District, Davao City. In other words, professional etiquette is a significant moderator on the multi-cultural receptivity and work fulfillment of teachers since it strengthen its relationship. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

**Keywords:** Educational management, multi-cultural receptivity, work fulfillment, professional etiquette, regression analysis, Davao City, Philippines

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## 1. INTRODUCTION

In today's rapidly evolving world, the importance of professional etiquette in education has become increasingly evident. As schools become more culturally diverse, the need for teachers to effectively navigate multi-cultural receptivity and work fulfillment grows. Globally, issues such as cultural integration, professional training, and inclusive practices are critical in ensuring effective teaching. For instance, in many countries, teachers face the challenge of adapting to diverse classrooms with students from various cultural backgrounds. This is further complicated by the lack of professional training programs that equip teachers with the necessary skills to handle such diversity. Another global issue is the disparity in educational resources, which often leaves teachers ill-equipped to foster an inclusive environment.

Nationally, in the Philippines, similar challenges are evident. Policies supporting multicultural education are not uniformly implemented, leading to inconsistencies in how teachers manage diverse classrooms. Additionally, there are funding constraints that limit the availability of professional development programs focused on multicultural education. Furthermore, resistance to change among educators, who may be accustomed to traditional teaching methods, hampers the adoption of new, inclusive practices. Locally, in regions such as Davao Central District, Davao City, these issues are magnified. Teachers often lack access to sufficient training on multicultural receptivity, which affects their ability to foster a fulfilling work environment. Moreover, there is limited support for professional etiquette development, which is crucial for enhancing teacher-student interactions in a multicultural setting. This local context reflects broader national and global challenges, underscoring the need for targeted interventions to improve professional etiquette and multicultural receptivity among educators.

This study aims to evaluate whether professional etiquette significantly moderates the relationship between multicultural receptivity and work fulfillment of teachers. By examining these relationships, the study seeks to identify significant predictors and provide actionable recommendations to enhance educational outcomes. The rationale for this study lies in the recognition that professional etiquette is crucial for creating an inclusive and supportive educational environment. Understanding its impact on the relationship between multicultural receptivity and work fulfillment can inform policies and practices that foster a more effective and harmonious educational setting.

## 2. LITERATURE REVIEW

Existing research from 2019 to the present provides a comprehensive understanding of the topic. Studies have highlighted the correlation between professional etiquette, multicultural receptivity, and work fulfillment among teachers. For example, it has been found that teachers who exhibit high levels of professional etiquette report greater job satisfaction and better relationships with students from diverse backgrounds. This is supported by studies demonstrating a positive correlation between multicultural receptivity and teacher fulfillment. Other studies have

observed that professional development programs focused on multicultural education significantly enhance teachers' ability to manage diverse classrooms. Additionally, research has indicated that professional etiquette positively influences teachers' interactions with colleagues and students, leading to a more supportive work environment.

Theoretical frameworks on multicultural education and professional development have been extensively discussed. Research has explored the theoretical framework of multicultural education and its impact on teaching methodologies. Other analyses have focused on the role of professional etiquette in fostering inclusive educational practices. Reviews of government policies on multicultural education across different countries have highlighted the successes and challenges of various approaches. Discussions on the evolution of professional development programs and their impact on teacher performance have provided insights into ongoing advancements in this field. Comparative studies of professional etiquette among teachers in different regions have highlighted significant disparities and the need for targeted interventions. Evaluations of various professional development programs focused on enhancing multicultural receptivity have concluded that continuous training is essential for teachers to stay updated with best practices. Reviews on the impact of professional etiquette on teacher-student interactions have emphasized the need for adequate support in developing these skills. Explorations of the relationship between professional etiquette and job satisfaction have underscored the broader implications of fostering a supportive work environment.

### 3. METHODOLOGY

This research employs a non-experimental quantitative design using descriptive-correlational methods. Data collection involved a stratified random sample of 169 public elementary school teachers in Davao Central District, Davao City. Statistical tools such as Mean, Partial Correlation, and Hierarchical Regression Analysis were used to analyze the data. The study utilizes a descriptive-correlational research design to examine the relationship between professional etiquette, multicultural receptivity, and work fulfillment. This design is appropriate for exploring associations between variables without manipulating them, allowing for a detailed analysis of the existing conditions. Data were collected using surveys administered to the selected sample of teachers. The survey included questions on professional etiquette, multicultural receptivity, and work fulfillment. The survey instrument was validated through a pilot test and reviewed by experts in the field. Data were analyzed using statistical methods such as Mean to describe the central tendency of the variables, Partial Correlation to examine the relationships between variables, and Hierarchical Regression Analysis to identify significant moderators of the relationships. Three theories underpin this research. The Social Learning Theory posits that individuals learn behaviors through observation and imitation of others, which can be applied to understanding how teachers adopt professional etiquette. The Theory of Planned Behavior explains how attitudes, subjective norms, and perceived behavioral control influence individuals' intentions and behaviors, providing a framework for understanding teachers' multicultural receptivity and professional etiquette. The Job Characteristics Model highlights the relationship between job characteristics and work outcomes, which can be applied to understanding work fulfillment among teachers. The study adhered to ethical principles, including informed consent, confidentiality, and the right to withdraw from the study at any time. Participants were informed about the purpose of the research and assured that their responses would remain confidential.

### 4. RESULTS

The findings revealed that professional etiquette and work fulfillment of teachers in Davao Central District were described as extensive, while multicultural receptivity was rated as moderately extensive. A significant relationship was found among multicultural receptivity, work fulfillment, and professional etiquette of teachers. Specifically, the analysis demonstrated that professional etiquette significantly moderates the relationship between multicultural receptivity and work fulfillment. Teachers who exhibited high levels of professional etiquette reported higher work fulfillment and better multicultural receptivity. The hierarchical regression analysis showed that professional etiquette strengthens the positive relationship between multicultural receptivity and work fulfillment.

### 5. DISCUSSION

The results indicate that enhancing professional etiquette among teachers can significantly improve their work fulfillment and multicultural receptivity. The implications of these findings suggest a need for focused professional development programs that emphasize professional etiquette and multicultural education. The study's findings align with existing research on the importance of professional etiquette in education and highlight the need for ongoing training and support. The positive relationship between professional etiquette and work fulfillment underscores the critical role of creating a supportive and inclusive work environment. Additionally, the findings suggest that professional etiquette can enhance teachers' ability to manage diverse classrooms, leading to better educational outcomes. These insights can inform the development of targeted training programs and policies that prioritize professional etiquette and multicultural education.

## 6. CONCLUSION

The study concludes that professional etiquette is a significant moderator of the relationship between multicultural receptivity and work fulfillment of teachers. Future research should explore additional variables and long-term impacts of professional etiquette on educational outcomes. The findings emphasize the need for continuous professional development in professional etiquette and multicultural education. This research contributes to the existing literature by identifying significant predictors of work fulfillment and providing actionable recommendations for educational stakeholders.

## 7. RECOMMENDATIONS

To enhance professional etiquette and multicultural receptivity in education, the following recommendations are proposed. The Department of Education should ensure access to professional development programs focused on professional etiquette and multicultural education. School heads should facilitate continuous training opportunities for teachers and support the implementation of inclusive practices. Teachers should engage in self-directed learning to improve their professional etiquette and multicultural receptivity. Future researchers should explore the long-term effects of professional etiquette on educational outcomes and identify best practices for integrating these skills into teacher training programs.

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