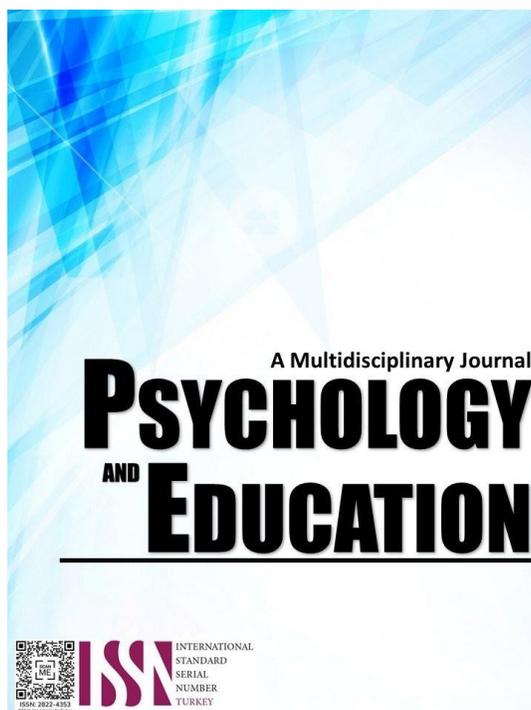


MEDIATING EFFECT OF TEACHER'S EDUCATIONAL PRACTICES ON THE RELATIONSHIP BETWEEN WORKPLACE SPIRITUALITY AND INTERCULTURAL EFFECTIVENESS



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Mediating Effect of Teacher's Educational Practices on the Relationship between Workplace Spirituality and Intercultural Effectiveness

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Abstract

This study investigated the mediating effect of teacher's educational practices on the relationship between workplace spirituality and intercultural effectiveness among the public elementary school teachers in New Corella District, Davao del Norte, with 314 respondents. This study utilized a non-experimental quantitative research design employing a descriptive-correlational approach. The findings revealed that overall level of workplace spirituality in terms of compassion, meaningful work, transcendence, and mindfulness is high. The level of intercultural effectiveness in terms of behavioral flexibility, interaction relaxation, interactant respect, message skills, identity maintenance, and interaction management is high. The level of teacher's educational practices in terms of effective, self-regulation, attention to relationship, active methodologies, and care on activities is very high. The hypothesis was rejected which indicates that the results mean that there is a significant relationship among the three correlational variables. Findings revealed that the teacher's educational practices significantly mediate the relationship between workplace spirituality and intercultural effectiveness among the public elementary school teachers.

Keywords: *quality education, workplace spirituality, teacher educational practices, intercultural effectiveness, mediation*

Introduction

Intercultural effectiveness is increasingly essential in today's globalized world, where educators often interact with students from diverse cultural backgrounds. However, many teachers face significant challenges in developing and maintaining intercultural effectiveness. Schwarzenhal et al. (2022) highlight that teachers' self-efficacy in intercultural interactions is often undermined by a lack of professional development and insufficient support at the institutional level.

Previous studies reveal alarming statistics about the difficulties teachers face in this regard. For instance, a study conducted by Petrovskaya and Shaposhnikov (2020) found that prior to participating in targeted intercultural training programs, many teachers demonstrated low levels of behavioral flexibility and intercultural communication skills. This deficiency not only hinders their professional effectiveness but also impacts their ability to foster an inclusive classroom environment.

In a survey of 523 teachers in India, Aboobaker et al. (2019) discovered that only 35% of the respondents felt confident in their ability to manage culturally diverse classrooms. This lack of confidence often leads to increased job stress and reduced job satisfaction, further complicating their professional responsibilities. Moreover, a cross-national study by Romijn et al. (2020) revealed that 60% of early childhood and primary school teachers in diverse classrooms reported feeling inadequately prepared to handle cultural diversity in their teaching practices. This statistic underscores the urgent need for more robust intercultural training and support systems within educational institutions.

Workplace spirituality, which includes values like meaningful work, compassion, and mindfulness, can significantly influence intercultural effectiveness. When teachers experience a sense of purpose and connectedness in their work, they are more likely to engage positively with students from diverse cultural backgrounds. The study by Garg (2017) demonstrates that spirituality at work leads to higher job satisfaction and commitment, which in turn enhances teachers' ability to interact effectively in a multicultural environment. Additionally, Sharma and Singh (2020) found that workplace spirituality improves organizational effectiveness, suggesting a broader impact on employees' intercultural competence.

Meanwhile, workplace spirituality influences teacher educational practices by fostering an environment where teachers feel valued and connected. Vallabh and Vallabh (2016) highlight that organizational culture, when infused with spiritual values, promotes better educational practices and overall effectiveness. Furthermore, the study by Sharma et al. (2013) indicates that workplace spirituality can drive managerial and educational effectiveness, thereby enhancing teaching practices that support intercultural competence. On the other hand, effective teacher educational practices are crucial for enhancing intercultural effectiveness. Romijn et al. (2020) demonstrated that teacher efficacy in diverse classrooms is significantly related to the adoption of intercultural practices, further linking educational practices to improved intercultural competence.

Theories, opinion and concepts of various authors to this study were discussed in this chapter to provide a strong frame of references about the variables treated under study. The study's independent variable, workplace spirituality, is discussed in the first part. Workplace spirituality can be assessed in the context of mindfulness, transcendence, meaningful work, and compassion (Jnaneswar & Sulphrey, 2021). On the one hand, the second section discussed the dependent variable of the study, intercultural effectiveness. Behavior flexibility, interaction relaxation, interactant respect, message skills, identity maintenance, and interaction management can all be used

to assess intercultural effectiveness (Portalla et al., 2010). The third section, on the other hand, talks about the teachers' educational practices as the mediating factor.

Research Objectives

The main purpose of this study is to determine the mediating effect of teacher's educational practices on the relationship between workplace spirituality and intercultural effectiveness among the public elementary school teachers. Specifically, this is:

1. To describe the level of workplace spirituality among the respondents in terms of:
 - 1.1. compassion;
 - 1.2. meaningful works;
 - 1.3. transcendence; and
 - 1.4. mindfulness?
2. To describe the level of intercultural effectiveness among the respondents in terms of:
 - 2.1. behavioral flexibility;
 - 2.2. interaction relaxation;
 - 2.3. interactant respect;;
 - 2.4. message skills
 - 2.5. identity maintenance; and
 - 2.6. interaction management?
3. To describe the level of teacher's educational practices among the respondents.
4. To determine the significant relationship between;
 - 4.1. workplace spirituality and teacher educational practices;
 - 4.2. workplace spirituality and intercultural effectiveness;
 - 4.3. teacher educational practices and intercultural effectiveness.
5. To determine the mediating effect of teacher educational practices on relationship between workplace spirituality and intercultural effectiveness.

Methodology

Research Design

This study utilized descriptive-correlational design that endeavors to decide the degree of a connection between at least two factors utilizing measurable information Houghton Mifflin Harcourt, (2013). Descriptive design was utilized to get data concerning the status of the phenomena being portrayed (Shuttleworth, 2008). Also, it is a reality discovering study that permitted the researcher to analyze qualities, practices, and experiences of study participants (Calmorin, 2007).

Further, the correlational design was utilized to distinguish the quality and nature of relationship between at least two factors. In this the examination, it decided the degrees of burnout, mental prosperity, and mindfulness. In this manner, elucidating correlational exploration configuration will be received to decide the critical connection between the degree of workplace spirituality and intercultural effectiveness. Further, descriptive correlational research configuration will be utilized to realize the interceding impact of teacher education practices (Creswell, 2003).

Mediating techniques offers a clarification for how, or why, two factors were connected, where an interceding or intervening variable, is theorized to be middle of the road in the connection between a free factor. On this, the intervening impact of mindfulness on the connection among burnout and mental prosperity will be resolved (Judd & Kenny, 1981).

The use of the descriptive correlation method will be set up to find connections between two factors utilizing correlational insights. descriptive correlation is fitting to be utilized at whatever point the object of any class fluctuates among themselves and one was keen on knowing the degree to which the diverse condition acquired among these articles (LaMar, 2005)

Descriptive-correlational method is additionally suitable to utilize in light of the fact that information could be gathered from a populace in a brief timeframe and afterward results summed up to speak to the whole populace of the investigation. Under this technique, a scope of factors is being estimated to recognize reliance of one variable on another and to see the recurrence of co-event in two characteristic gatherings. Non-trial research is a significant way to propose or broaden test contemplates, to give verification and expanded proof of the outer legitimacy that was recently settled exploratory examination discoveries (Amin, 2005).

The purpose of mediation test is to study the relationship between the independent and dependent variable, the relationship between the independent variable and the mediator variables, and the relationship between mediating variables and dependent variable.

Thus, the interest of the study was to investigate the relationship between workplace spirituality and intercultural effectiveness, the relationship between teacher educational practices and the mediating effect of teacher educational practices on the relationship between the workplace spirituality and intercultural effectiveness.

Respondents

Three-hundred fourteen (314) public elementary school teachers for school year 2023-2024 will be the respondents of this study. Since there is no enough number of respondents to get the desired number of respondents, which is not less than 300, within New Corella District, the researcher resorted to include all the population within the area. Respondents may withdraw or leave the study when they felt any sense of insecurity and uncertainty about the study or its purpose without any penalty at any time.

With the data provided by the selected schools, the researcher included 26 elementary schools: School A (10 respondents), School B (8 respondents), School C (10 respondents), School D (19 respondents), School E (7 respondents), School F (8 respondents), School G (7 respondents), School H (6 respondents), School I (6 respondents), School J (19 respondents), School K (10 respondents), School L (7 respondents), School M (8 respondents), School N (33 respondents), School O (9 respondents), School P (55 respondents), School Q (16 respondents), School R (7 respondents), School S (7 respondents), School T (7 respondents), School U (16 respondents), School V (6 respondents), School W (7 respondents), School X (12 respondents), School Y (7 respondents), and School Z (7 respondents).

Hence, According to Blay (2007), the use of Slovin's Formula will guarantee good results while a substantial number of samples is still achieved when the population is too big to handle. Random sampling technique will be used in choosing the respondents of the study since the population is too big to handle. The table below shows the strata of the population according to sections, and its percentage size will represent each section to achieve the substantial sample for data gathering. According to Blay (2007), proportional allocation is suitable to be used in considering a stratified random sampling technique.

Instrument

The instruments to be used in this study are downloaded, adapted and modified questions from the original questionnaire. The original questionnaire will be modified to contextualize the setting and question items will be simplified or translated to the vernacular for the understanding of the respondents.

The study utilized an adapted and modified questionnaire to measure the three key variables: workplace spirituality, intercultural effectiveness, and teacher educational practices. The indicators for workplace spirituality, derived from Shrestha (2016), included Compassion, Meaningful Work, Transcendence, and Mindfulness. For intercultural effectiveness, the indicators were based on Portalla and Chen (2010), and included Behavioral Flexibility, Interaction Relaxation, Interactant Respect, Message Skills, Identity Maintenance, and Interaction Management. Teacher educational practices were measured using indicators from Catalano, Perucchini, and Vecchio (2015), which comprised Effective, Self-regulation, Attention to Relationship, Active Methodologies, and Care on Activities. The questionnaires were carefully adapted and modified to ensure it effectively captured the relevant aspects of each variable, providing a comprehensive tool for data collection in this study.

Procedure

The data in this research study will be gathered through following the prescribed procedures. To conduct the study, "The mediating effect of teacher educational practices on the relationship between workplace spirituality and intercultural effectiveness".

First, the researcher prepares three sets of questionnaires. Second, the questionnaires were validated by the pool of experts, internal and external validators. Third, after validations, corrections and suggestions were incorporated in the questionnaires. Fourth, after the validation of questionnaires a letter of permission will be secured. The researcher will ask for the permission and endorsement of the Program Coordinator of Graduate School of the University of Mindanao, Davao City. Fifth, the researcher asks permission to the Schools Division Superintendent of Davao del Norte to conduct the study among elementary teachers. Sixth, after the approval of the Schools Division Superintendent, the approved latter will be submitted to the School Heads of the different Elementary School in New Corella.

In order to avoid a number of problems in conducting the study, clear copies and sufficient number questionnaires will be prepared. Seventh, the researcher will administer the questionnaire to the respondents of the study. They will be requested to answer the questions honestly, so that valid and reliable data will be elicited. Eight, The participation of the study, the respondent ness of human participants to be involved in the investigation after fully knowing the purpose of the study. Ninth, the researcher will retrieve the questionnaire personally and with the help of some research aides to have a 100 percent return rate of the questionnaire. Lastly, after that, the questionnaires will be collected and the results will be tabulated before subjecting it to statistical treatment. The analysis and interpretation of the results will be done based on the purpose of the study.

Data Analysis

The following statistical tools will be used to analyze the data. The responses to the items in the questionnaire will be tallied and recorded correspondingly. The results will be analyzed and will be interpreted in the light of the purpose of this study using the appropriate statistical treatment.

Mean. The value that will help summarize the entire set of number. This will be used to determine the level of Empowering Leadership, Work Engagement of Teachers and Teamwork

Pearson – r. It is a product-moment correlation. This will be used when the variables are of the interval or ratio type of measurement. This will be used to determine the relationship between independent and dependent variables. Thus, this will be used to determine the significant relationship between Empowering Leadership and Work Engagement of Teachers.

Multiple Linear Regression. This was used for research to determine what particular domain predicts school performance. Moreover, this will be used to determine the domain in the Empowering Leadership significantly influence the Work Engagement of Teachers.

Sobel z-test. This statistical tool was employed to determine the mediating effect of teachers' educational practices on the relationship between workplace spirituality and intercultural effectiveness.

Ethical Considerations

There are considerable ethical issues and concerns that have specific ramifications for the quantitative inquest. Such issues and concerns may arise primarily from the methodology involved in this study. The ethical contests that are pertinent to this research concerns the issue of the right to conduct the study, confidentiality and anonymity.

The researcher observed and followed full ethical standards in the conduct of the study following the study protocol assessment and standardized criteria, particularly in managing the population and data such as, but not limited to:

Voluntary participation. The teachers were given free-will to participate without any form of consequences or penalty or loss of benefits. Therefore, after the purpose and the benefits of the study, it will be described and presented to the participating offices. Then, the rights of the respondents to contribute to the body of knowledge will be carefully considered and adhere upon.

Privacy and confidentiality. The researcher kept private and with utmost confidentiality the respondents' personal information that may be required in the study.

Informed consent process. The researcher questionnaire was free of technical terms that make it easier for the respondents to understand. It gives the respondents a clear view of the benefits they may get after the conduct of this study. The research questionnaire was administered with the consent of the head of the office.

Recruitment. The distribution of the respondents showed hoe the respondents were disseminated. Furthermore, the data collection procedures indicated, as well as how the questionnaire was administered and the manner of respondents involved in the study.

Risks. The study did not involve in high risk of situations that the respondents may experience in physical or psychological concerns. The study just involves in their buying behavior.

Benefits. The result of the study benefits the Department of Trade and industry.

Plagiarism. The study has no trace or evidence of misrepresentation of someone else's work as his own. The study undergone plagiarism detectors like Turnitin software.

Fabrication. The study has no trace or evidence of intentional misinterpretation of what has been done. No making up of data and results or purposefully putting forward conclusions that are not accurate.

Falsification. The study has no trace of purposefully misrepresenting the work to fit a model or theoretical expectation have no evidence and have no evidence of over claiming or exaggeration.

Deceit. The study has no trace of misleading the respondents to any potential harm.

Authorship. The researcher of the study undergone series of revisions paper because of the recommendations made by her advisers. The study also followed the standards of the University of Mindanao Ethics Review Committee for the guidelines of ethical consideration. After their approval, the study underwent pilot testing and the data collected was interpreted for the consistency of the research questionnaire.

Results and Discussion

This section presents the data and the conclusions analyzed derived from the respondents' responses on Teacher Educational Practices on the Workplace Spirituality, and Intercultural Effectiveness in all public elementary school teacher in New Corella, Davao del Norte. Following are the subheadings for the tables: level of teacher's workplace spirituality, level of teacher's Intercultural Effectiveness, level of Teacher Educational Practices, the significance of the relationship between teacher's workplace spirituality and intercultural effectiveness, teacher's workplace spirituality and teacher educational practices, and teacher educational practices and Intercultural Effectiveness, and test of the mediating effect of Teacher Educational Practices on the relationship between Workplace Spirituality and Intercultural Effectiveness.

The Level of Workplace Spirituality

Shown in Table 1 are the descriptive statistic results on assessing the level of workplace spirituality, which has an overall mean of 4.13 and SD=0.76, described as High, meaning oftentimes manifested among the respondents. Among the four indicators, meaningful work

got the highest mean score of 4.26 and $SD=0.74$, described as Very High. Next is mindfulness, with a mean score of 4.15 and $SD=0.76$, also described as High, followed by transcendence, with a mean score of 4.07 and $SD=0.80$, described as High. Lastly, compassion got the lowest mean score of 4.06 and $SD=0.73$, described as High, meaning that all four indicators oftentimes manifested among the respondents.

Table 1. *Workplace Spirituality*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
Compassion	0.73	4.06	High
Meaningful work	0.74	4.26	Very High
Transcendence	0.80	4.07	High
Mindfulness	0.76	4.15	High
Grand Results	0.76	4.13	High

The results imply that the public elementary school teachers in New Corella District are highly attuned to workplace spirituality, indicating a strong presence of spiritual values in their professional environment. This high level of workplace spirituality suggests that these teachers frequently find significant meaning and purpose in their work. Meaningful work, identified as the indicator with the highest mean score, signifies that these teachers derive a profound sense of value and fulfillment from their daily tasks and responsibilities. However, the lowest mean score for compassion suggests that while empathy and support are present, there is room for growth in fostering a more compassionate and empathetic work culture. Enhancing compassion among colleagues could further strengthen the overall spiritual environment and contribute to a more supportive and collaborative atmosphere.

This resonates the conclusion of Shrestha and Jena (2021) who emphasized that practicing spirituality at work is as easy as feeling a link between who you are and where you work. Employees frequently experience worry, dread, and sadness in a rapidly changing world. Their working relationships with colleagues improve, they feel safer, and they are more involved in their work when they work in an environment that promotes their right to freely express their opinions. Meanwhile, the study of Sony and Mekoth (2019) explored the impact of four dimensions of workplace spirituality (including compassion) on job satisfaction. The findings indicate that compassion, as part of workplace spirituality, positively correlates with job satisfaction and job performance among employees.

Significantly, Robbins et al. (2018) highlighted that workplace spirituality is characterized by the experiences of employees and the workplace culture, which may be used to gauge how much the company values its employees' contributions and is concerned about their well-being. On the other hand, the study of Liu et al. (2021) mentioned that those who perceive their work as meaningful actually continue to work even when a crisis arises, whereas those who perceive their work as less meaningful find the same scenario to be a negative distraction. As accentuated by Wang and Xu (2019) meaningfulness is thought to fulfill psychological demands for affiliation and purpose, which further encourages work engagement.

According to the study, teacher relaxation training was most successful when it included mindfulness practices with progressive muscle relaxation, breathing exercises, and imagery. These results imply that relaxation training can help teachers effectively manage their stress, enhance job happiness, and eventually increase the learning of their students (Lopez et al., 2021).

The Level of Intercultural Effectiveness

Shown in Table 2 are the descriptive statistic results on assessing the level of Intercultural Effectiveness, which has an overall mean of 4.01 and $SD=0.84$, described as High, meaning oftentimes manifested among the respondents. Among the six indicators, interactant respect got the highest mean score of 4.35 and $SD=0.73$, described as Very High. Next is identity maintenance, with a mean score of 3.98 and $SD=0.81$, also described as High, followed by interaction management, with a mean score of 3.97 and $SD=0.81$, described as High. After, behavioral flexibility, with a mean score of 3.95 and $SD=0.91$. Interaction relaxation got second to the lowest, with a mean score of 3.93 and $SD=0.79$ but still described as High. Lastly, message skill got the lowest mean score of 3.90 and $SD=0.86$, described as High, meaning that all six indicators oftentimes manifested among the respondents.

Table 2. *Intercultural Effectiveness*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
Behavioral Flexibility	0.91	3.95	High
Interaction Relaxation	0.79	3.93	High
Interactant Respect	0.73	4.35	Very High
Message Skills	0.86	3.90	High
Identity Maintenance	0.81	3.98	High
Interaction Management	0.81	3.97	High
Grand Results	0.84	4.01	High

The results imply that the public elementary school teachers in New Corella District are highly attuned to intercultural effectiveness, indicating that they often demonstrate the skills necessary for successful intercultural interactions. Interactant respect, identified as the indicator with the highest mean score, signifies that these teachers place a strong emphasis on respecting and valuing their intercultural counterparts, fostering positive and respectful interactions. However, the lowest mean score for message skill suggests that while communication skills are generally high, there is room for improvement in effectively conveying and interpreting messages across

different cultural contexts. Enhancing message skill could further strengthen the teachers' overall intercultural effectiveness and improve communication within their diverse work environment.

This corroborates the findings of Bećirović et al. (2021) that for communication and cooperation to be successful and faithful, people must have higher levels of intercultural intelligence and competency. The substantial scholarly interest it draws is due to the enormous contribution that increasing intercultural effectiveness via the development of intercultural skills and competencies makes to fostering a more peaceful and tolerant society. As supported by Lerner (2021) that teachers may effectively manage their stress with interactive relaxation, which also enhances their general wellbeing. According to studies, interactant relaxation can increase teachers' self-efficacy, reduce stress and burnout at work, and even improve job performance.

According to study, students of various origins and identities can feel safe and valued in an inclusive learning environment thanks to the respectful interactions between teachers and students (Liu, 2021). Respect in the classroom can lead to better classroom management and improved student behavior, as students will be more likely to respond positively to teachers who demonstrate respect for their ideas, opinions, and efforts (Makarova et al., 2021).

In essence, teachers employ message skills as their tools for productive communication with their pupils and coworkers. Message skills cover both verbal and nonverbal communication, as well as deliberate speaking and active listening. Effective communication between all stakeholders and the creation of an effective learning environment are both reliant on excellent message abilities, which are crucial for successful teaching. Effective communication techniques have been demonstrated to dramatically increase student engagement and academic success (Wong, 2020; Edwards et al., 2017). Additionally, effective messaging can promote a healthy work environment, enhance collaboration, and increase coworker trust (Nussbaum et al., 2019).

The Level of Teacher Educational Practices

Shown in Table 3 are the descriptive statistic results on assessing the level of Teacher Educational Practices, which has an overall mean of 4.26 and $SD=0.76$, described as Very High, meaning oftentimes manifested among the respondents. Among the five indicators, effectiveness got the highest mean score of 4.38 and $SD=0.73$, described as Very High. Next is care on activities, with a mean score of 4.36 and $SD=0.70$, also described as Very High, followed by Attention to relationship, with a mean score of 4.29 and $SD=0.72$, described as Very High. After, active methodologies got the second to the lowest, with a mean score of 4.17 and $SD=0.77$ but still described as Very High. Lastly, time management got the lowest mean score of 4.06 and $SD=0.86$, described as High, meaning that all five indicators are oftentimes manifested among the respondents.

Table 3. *Teacher Educational Practices*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
Effectiveness	0.73	4.38	Very High
Time Management	0.86	4.06	High
Attention to Relationship	0.72	4.29	Very High
Active Methodologies	0.77	4.17	Very High
Care On Activities	0.70	4.36	Very High
Grand Results	0.76	4.26	Very High

The results imply that the public elementary school teachers in New Corella District exhibit very high levels of educational practices, indicating that effective teaching strategies are frequently employed. Effectiveness, identified as the indicator with the highest mean score, signifies that these teachers are highly successful in achieving their educational objectives and ensuring student learning. However, the lowest mean score for time management suggests that while overall teaching practices are strong, there is a need for improvement in managing instructional time more efficiently. Enhancing time management skills could further optimize teaching effectiveness and contribute to even better educational outcomes for students.

This substantiates the study of Solheim et al. (2018) as they found that teachers' improvement in classroom interaction was largely dependent on their own or their colleagues' strong knowledge of classroom interaction, suggesting the need for integrating research-based knowledge and teacher learning strategies to support teachers in maximizing their teaching potential. This was supported by Lo and Howard (2009) when they examined how teachers model and communicate respect and politeness in classrooms, arguing that respect and politeness are integral to managing classrooms and understanding student conduct.

On the other hand, teacher education practices, thus, rely upon what instructors bring to the study hall. Proficient skill is accepted to be a vital factor in study hall and school rehearses. TALIS utilizes an area general form of two educating and learning-related records (constructivist and direct transmission) to cover instructors' convictions and essential comprehension of the idea of instructing and learning (Campbell et al., 2004; Baumert & Kunter, 2006).

Future teachers' coursework must include educational teaching practice. It seeks to completely educate teacher candidates for entry into the competitive area of education and to prepare them for their future professional development by fostering their personal and professional development, according to Greek and worldwide literature. The teacher candidates develop their knowledge and skills related the planning, carrying out, and assessing of their instruction as well as the overall responsibilities of a teacher (Selechopoulou et al., 2021).

Studies in this field have revealed that teachers employ a variety of self-regulation techniques to control their classroom emotions (Taxer & Gross, 2018). Teachers constantly reflect on their educational techniques and the effort put forth to address obstacles; they exhibit metacognitive control. Teachers also have a strong feeling of personal responsibility for their teaching (Chen & Jang, 2018).

Correlation between Workplace Spirituality, Intercultural Effectiveness, and Teacher Educational Practices

Shown in Table 4 is the relationship between the independent variable (workplace spirituality), dependent variable (intercultural effectiveness), and mediating variable (teacher educational practices).

Correlation Analysis of the Variables

The relationship among the variables was determined using a bivariate correlation analysis with Pearson product-moment correlation. The first zero-ordered correlation analysis between workplace spirituality and intercultural effectiveness revealed a computed r -value of 0.820 with a probability value of $p < 0.000$, which is significant at a 0.05 significance level. The result indicated a positive and robust association between the two variables. Therefore, the null hypothesis, which posits no significant relationship, is consequently rejected.

Table 4. Significance Relationship between Workplace Spirituality, Intercultural Effectiveness, and Teacher Educational Practices

Pair	Variables	Correlation Coefficient	p -value	Decision
IV and DV	Workplace spirituality and intercultural effectiveness	.820**	0.000	Reject
IV and MV	Workplace spirituality and teacher educational practices	.819**	0.000	Reject
MV and DV	Teacher educational practices and intercultural effectiveness	.767**	0.000	Reject

Similarly, the second correlational analysis involving workplace spirituality and teacher educational practices generated an r -value of 0.819 with a probability value of $p < 0.000$, which is significant at a 0.05 significance level. The finding suggests the existence of a significant and robust correlation between the two variables. Therefore, the null hypothesis, which postulates no significant relationship, is being rejected. The third correlational analysis of teacher educational practices and intercultural effectiveness yielded an r -value of 0.767 with a probability value of $p < 0.000$, which is significant at a 0.05 significance level. The result suggests a positive and strong association between the two variables. Therefore, the null hypothesis, which states no meaningful link, is consequently rejected.

Firstly, workplace spirituality significantly relates to intercultural effectiveness. The findings imply that fostering a spiritually supportive workplace can enhance cross-cultural communication and understanding among the public elementary school teachers, leading to greater cohesion and productivity within diverse teams. This affirms the claim of Daniel (2010) that encouraging workplace spirituality can enhance intercultural effectiveness by fostering trust, creativity, and respect among team members, which are crucial for effective intercultural interactions. It also highlights that workplace spirituality fosters trust, creativity, and respect, which are important attributes for team effectiveness.

The research findings of Ismail et al. (2019) implied that enhancing workplace spirituality can improve intercultural effectiveness, which can further foster an inclusive and respectful intercultural environment. The findings also indicated a significant positive relationship, suggesting that workplace spirituality enhances leadership effectiveness. Moreover, the study of Pradhan and Jena (2016) implies that promoting workplace spirituality can enhance employees' job behavior, which includes intercultural competencies such as vigor and affective commitment. It finds that factors of workplace spirituality significantly and positively influence job behavior dimensions, including vigor and affective commitment.

According to Sharma et al. (2013), integrating spirituality into workplace practices can enhance managerial effectiveness, leading to better management of intercultural teams and diverse workplaces. This study also explores the relationship between workplace spirituality and managerial effectiveness. The results indicate that workplace spirituality is a key driver of managerial effectiveness. Furthermore, García-Zamor (2003) claimed that promoting workplace spirituality can enhance organizational performance, including intercultural effectiveness by fostering a supportive and productive work environment. It finds that emphasizing spiritual values in the workplace can positively impact work productivity. The proposition of Petchsawang & Duchon (2012) accentuated that encouraging spiritual practices such as meditation in the workplace can improve work performance, including aspects of intercultural effectiveness like behavioral flexibility and interaction relaxation.

Secondly, workplace spirituality positively and significantly relates to teacher educational practices, which implies that integrating spiritual values into educational practices can potentially enrich teaching environments, fostering a more holistic approach to student development and learning outcomes. This corroborates the findings of Pradhan et al. (2022) which claimed that integrating workplace spirituality can significantly enhance teacher engagement, which can improve their educational practices, teaching effectiveness, and student outcomes. Findings indicate that teachers who practiced spirituality at work were more engaged, with emotional intelligence partially mediating this relationship.

Sapra et al. (2021) postulated that fostering spirituality at work can improve the educational practices of teachers and the academic performance of students by creating a supportive and meaningful work environment for teachers. The results show that workplace spirituality positively influences academic performance by enhancing compassion, mindfulness, meaningful work, and transcendence. Meanwhile, Sandhu (2018) emphasized that promoting workplace spirituality can enhance organizational commitment and job

satisfaction among teachers, leading to better educational practices. Finally, implementing workplace spirituality can improve teachers' well-being and retention, contributing to more stable and effective educational practices. The results reveal that workplace spirituality enhances well-being and retention intentions (Aboobaker et al., 2019).

Lastly, teacher educational practices significantly correlate with intercultural effectiveness. It indicates that educators who incorporate intercultural effectiveness into their teaching methods can better prepare students for diverse societal and professional environments, enhancing their ability to communicate and collaborate across cultural boundaries. Kilgo (2015) highlighted that incorporating service learning in educational practices can significantly improve students' intercultural effectiveness by promoting active engagement and cultural understanding. High-impact educational practices like active and collaborative learning enhance intercultural effectiveness by fostering collaborative skills and cultural sensitivity. The findings also reveal that service learning significantly enhances intercultural effectiveness by fostering citizenship, multicultural competency, and social responsibility.

In essence, implementing collaborative learning activities as teacher educational practices can effectively develop students' intercultural effectiveness by enhancing their ability to work and communicate across cultures. The findings reveal that improved group processes and quality collaboration lead to significant development in intercultural effectiveness among students (de Hei et al., 2020). Providing teachers with transnational learning experiences can enhance their transcultural capacity, making them more effective in multicultural classrooms (Casinader, 2018).

Mediation Analysis of the Teacher Educational Practices, Workplace Spirituality, and Intercultural Effectiveness

The data underwent linear regression analysis, which served as the input for generating the med graph. Mediation analysis developed by Baron and Kenny is the mediating effect of a third variable to act as a mediator. The regression analysis presented in Table 5 outlines the four steps used to test for the presence of a mediating effect of teacher educational practices on the relationship between workplace spirituality and intercultural effectiveness. Each step of the analysis shows both unstandardized and standardized regression coefficients, along with their standard errors.

Table 5. Regression Results of the Variables in the Four Criteria of the Presence of Mediating Effect

Step	Path	Beta (Unstandardized)	Standard Error	Beta (Standardized)
Step 1	c	.831	.033	.820
Step 2	a	.813	.033	.819
Step 3	b	.296	.056	.291
Step 4	c'	.590	.056	.582

Step 1 (Path c): This step assesses the direct effect of workplace spirituality as the independent variable (IV) on intercultural effectiveness, the study's dependent variable (DV) without considering the mediator. The unstandardized beta is .831 with a standard error of .033, and the standardized beta is .820, indicating a strong positive direct effect.

Step 2 (Path a): This step examines the impact of workplace spirituality on the mediator, which is teacher educational practices. The unstandardized beta is .813 with a standard error of .033, and the standardized beta is .819, indicating a strong positive influence of workplace spirituality on teacher educational practices, which is necessary for mediation.

Step 3 (Path b): This step examines the effect of the mediator (teacher educational practices) on the dependent variable (intercultural effectiveness), while controlling for workplace spirituality. The unstandardized beta is .296 with a standard error of .056, and the standardized beta is .291, indicating a significant positive effect. This shows that teacher educational practices contribute to intercultural effectiveness, suggesting they can mediate the relationship between workplace spirituality and intercultural effectiveness.

Step 4 (Path c'): This step assesses the direct effect of workplace spirituality on intercultural effectiveness when controlling for the mediator. The unstandardized beta is .590 with a standard error of .056, and the standardized beta is .582. Although this direct effect remains significant, it is lower than in Step 1, indicating the presence of a mediating effect. This reduction, while maintaining significance, indicates that a portion of the effect of workplace spirituality on intercultural effectiveness is mediated through teacher educational practices. Specifically, since the effect size in Step 4 is lower than in Step 1, we can infer that teacher educational practices account for part of the impact that workplace spirituality has on intercultural effectiveness.

The regression results support the presence of a mediating effect of teacher educational practices in the relationship between workplace spirituality and intercultural effectiveness. The findings from these steps align with the earlier mediation analysis, supporting the conclusion that teacher educational practices partially mediate the relationship between workplace spirituality and intercultural effectiveness. This underscores the importance of fostering both workplace spirituality and effective educational practices to enhance intercultural competence in educational settings.

Shown in Figure 1 is the result of the computation of mediating effects. The mediation analysis provides deeper insights into how teacher's educational practices mediate the relationship between workplace spirituality and intercultural effectiveness. The Sobel test yields a z-value of 5.168 with a p-value of 0.0000, which is highly significant ($p < 0.05$). This indicates that teacher educational

practices significantly mediate the relationship between workplace spirituality and intercultural effectiveness. Additionally, 29.0164631% of the total effect of workplace spirituality on intercultural effectiveness is mediated through teacher educational practices. The ratio of the indirect effect to the direct effect is 40.8777364, suggesting that the indirect pathway through teacher educational practices has a substantial impact relative to the direct pathway from workplace spirituality to intercultural effectiveness.

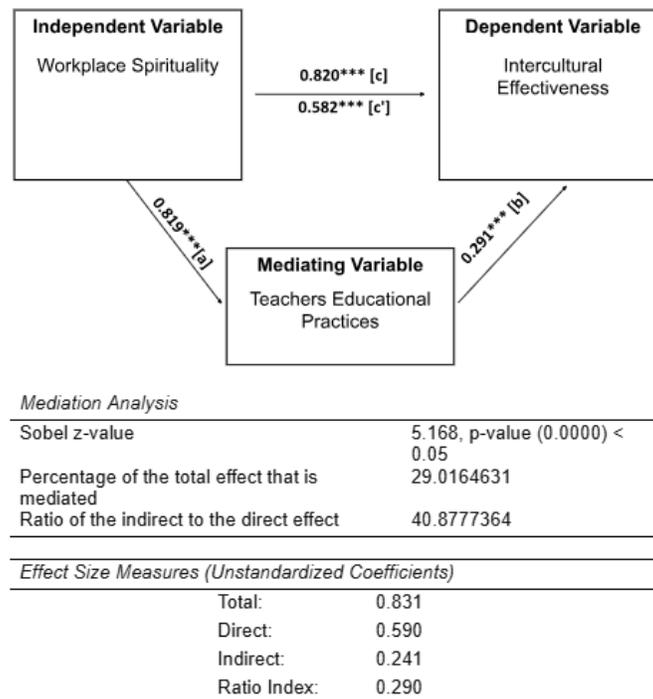


Figure 1. Medgraph Showing the Variables of the Study

The significant Sobel test result confirms that the mediation effect of teacher educational practices is statistically significant. This means that part of the impact of workplace spirituality on intercultural effectiveness operates through how it influences teacher educational practices. In practical terms, enhancing workplace spirituality does not only directly boost intercultural effectiveness but also indirectly contributes by improving the quality of educational practices among teachers. The mediation effect accounting for approximately 29% of the total effect highlights the importance of teacher educational practices as a crucial mechanism through which workplace spirituality enhances intercultural effectiveness.

Furthermore, the ratio of the indirect to the direct effect being about 40.88% underscores the substantial role that indirect effects play. This ratio indicates that for every unit increase in the direct effect of workplace spirituality on intercultural effectiveness, there is a corresponding 0.41 unit increase attributable to the indirect effect through improved educational practices. Thus, teacher educational practices serve as a significant pathway through which the benefits of workplace spirituality are realized in terms of intercultural effectiveness.

The figure also displays the results of the effect size calculation for the mediation test among the three variables. The effect size measures the portion of the indirect path that encompasses the effect of workplace spirituality and intercultural effectiveness. The total effect value of 0.831 is the beat of workplace spirituality and intercultural effectiveness. The regression included intercultural effectiveness found a direct effect value of 0.590 for teacher educational practices. The indirect effect value of 0.241 is the amount of the original bet between the workplace spirituality and intercultural effectiveness that now goes through teacher educational practices to intercultural effectiveness ($a * b$), where “a” refers to the path between IV and DV and “b” refers to the path between MV and DV.

The ratio index is 0.290, dividing the indirect effect by the total effect. It seems that about 29.02% of the total effect of workplace spirituality and intercultural effectiveness through teacher educational practices.

Based on the results, workplace spirituality has a significant mediates the intercultural effectiveness. This supports Daniel's (2010) assertion that increasing workplace spirituality might improve intercultural effectiveness by instilling trust, inventiveness, and respect among team members, all of which are necessary for effective intercultural interactions. It also emphasizes that workplace spirituality promotes trust, creativity, and respect, all of which are crucial characteristics for team effectiveness. Similarly, Ismail et al. (2019) hypothesized that improving workplace spirituality can promote intercultural effectiveness, fostering a more inclusive and courteous intercultural environment. The results also showed a substantial positive link, implying that workplace spirituality improves leadership effectiveness.

According to the result mentioned earlier, workplace spirituality significantly mediates teacher educational practices. This supports the

findings of Pradhan et al. (2022), who claimed that incorporating workplace spirituality can dramatically increase teacher engagement, hence improving educational practices, teaching effectiveness, and student outcomes. Sapra et al. (2021) proposed that developing spirituality at work can improve instructors' educational practices as well as students' academic achievement by establishing a supportive and meaningful work environment. Finally, Sandhu (2018) underlined that encouraging workplace spirituality can increase organizational commitment and job happiness among teachers, resulting in improved educational practices.

Lastly, teacher educational practices significantly mediate intercultural effectiveness. Kilgo (2015) argued that introducing service learning into educational practices can considerably improve students' intercultural effectiveness by encouraging active participation and cultural understanding. High-impact educational techniques, such as active and collaborative learning, improve intercultural effectiveness by developing collaboration skills and cultural awareness. In summary, incorporating collaborative learning activities into teacher education practices can help students acquire intercultural effectiveness by improving their capacity to cooperate and communicate across cultures (de Hei et al., 2020). Transnational learning experiences can help instructors improve their transcultural capacity and become more competent in multicultural classrooms (Casinader, 2018).

Overall, these results suggest that initiatives aimed at fostering workplace spirituality can be particularly effective if they also focus on enhancing teacher educational practices. By doing so, organizations and educational institutions can leverage the dual benefits of direct and mediated improvements in intercultural effectiveness. This comprehensive approach can lead to more culturally competent and effective teaching environments, ultimately benefiting students and the broader educational community.

Conclusions

This section presents the conclusions drawn after accounting for the study's findings. The public elementary school teachers in New Corella, Davao del Norte, perceived high levels of workplace spirituality and intercultural effectiveness while very high levels for teacher educational practices. The result also confirms a significant relationship between workplace spirituality and intercultural effectiveness among the public elementary school teachers in selected elementary schools in New Corella District, Davao del Norte. Similarly, there is a significant relationship between workplace and teacher educational practices among the respondents.

Similarly, the findings showed a significant relationship between teacher educational practices and intercultural effectiveness among the respondents. The study's result suggest that teacher educational practices mediate the relationship between workplace spirituality and intercultural effectiveness among public elementary school teachers.

The mediation analysis demonstrates that teacher educational practices significantly mediate the relationship between workplace spirituality and intercultural effectiveness among the respondents. The highly significant Sobel test result underscores the substantial mediating role that educational practices play, with 29.02% of the total effect of workplace spirituality on intercultural effectiveness being mediated through these practices. This indicates that improvements in workplace spirituality can enhance intercultural effectiveness both directly and indirectly by improving educational practices. The substantial ratio of the indirect effect to the direct effect further highlights the importance of this indirect pathway. These findings underscore the critical role of teacher educational practices as a mechanism through which the benefits of workplace spirituality are realized in terms of enhancing intercultural effectiveness among public elementary school teachers.

Accordingly, the results substantiate the Social Exchange Theory of Blau (1964), suggesting that workplace spirituality enhances intercultural effectiveness by fostering a supportive environment where diverse cultural perspectives are respected. Additionally, the study aligns with the Transformational Leadership Theory of Bass and Riggio (2006), which emphasizes how integrating spirituality into workplace can positively impact educational practices. Moreover, the findings support the Constructivist Learning Theory of Piaget (1952), indicating that educational practices grounded in constructivist principles facilitate intercultural effectiveness by encouraging students to engage with diverse perspectives and cultures. This interactive approach equips students with the skills necessary to thrive in multicultural environments.

The study found a significant relationship between workplace spirituality and intercultural effectiveness among the public elementary school teachers in selected schools in New Corella District, Davao del Norte. In summary, the researcher recommends that teachers incorporate practices that nurture workplace spirituality, such as promoting compassion, mindfulness, and transcendence, into their daily interactions and educational activities. This integration can create a supportive environment where cultural diversity is respected and valued, ultimately enhancing intercultural effectiveness.

The study also reveals a significant relationship between workplace spirituality and teacher educational practices among the respondents. The researcher recommends that educational institutions foster an environment that supports and enhances workplace spirituality by implementing professional development programs that emphasize its importance, cultivating supportive and inclusive leadership, creating opportunities for teacher collaboration, promoting work-life balance initiatives, and recognizing and rewarding teachers who demonstrate a strong sense of workplace spirituality. These strategies can help create a more spiritually enriched work environment that enhances teachers' well-being and positively influences their educational practices, ultimately benefiting the entire school community.

Moreover, the study shows a significant correlation between teacher educational practices among the respondents. The researcher

recommends that educational institutions implement comprehensive professional development programs focused on intercultural competence, encourage collaborative and diverse learning communities, support inclusive teaching practices, and provide resources and training that address cultural awareness and sensitivity. These initiatives can enhance teachers' intercultural effectiveness and educational practices, fostering a more inclusive and effective learning environment for all students.

Since the study also reveals that teacher educational practices significantly mediate the relationship between workplace spirituality and intercultural effectiveness, the researcher recommends that public elementary schools integrate workplace spirituality and intercultural competence into their professional development programs. This integration should focus on fostering an inclusive environment that promotes spiritual well-being, ethical behavior, and cultural sensitivity among teachers. Schools should encourage collaborative practices, provide resources for ongoing cultural awareness training, and implement policies that support a balanced work-life environment. These efforts will not only enhance the educational practices of elementary school teachers but also improve their intercultural effectiveness, thereby benefiting the entire school community.

Finally, the mediation analysis reveals that teacher's educational practices mediates the relationship between workplace spirituality and intercultural effectiveness. The researcher recommends a further study on the relationship between teacher's educational practices and intercultural effectiveness and teacher's educational practices and workplace spirituality. The researcher further recommends the implementation of professional development programs that emphasize workplace spirituality and intercultural competence, as well as initiatives that support teachers in incorporating these elements into their educational practices in public elementary schools.

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