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ABSTRACT

This study examined the degree of organizational justice and organizational behavior among public secondary school teachers in the Division of Nueva Vizcaya, Philippines. Data was collected from 305 teachers through a validated questionnaire on organizational justice and behavior, as well as an emotional intelligence questionnaire adapted from Rao (2012). Descriptive statistics were used to analyze the data, including means and standard deviations, while non-parametric tests were used to assess differences in responses based on certain profile variables. Spearman rho test was used to determine the relationships between emotional intelligence, organizational justice, and organizational behavior. The study found that public secondary school teachers in the Division were generally 41 years old and above, female, under the Makabayan department from big schools, with a baccalaureate degree, ranked as Teacher I-Teacher II, and had high emotional intelligence with a monthly salary between Php 18,500 - Php 19,999. Overall, public secondary school teachers believed in organizational justice in the Division, with school heads being fair in terms of distributive, procedural, and interactional justice. They also demonstrated positive organizational behavior. The study found that certain profile variables influenced responses to items under the dimensions of organizational justice and behavior, while others did not. Ultimately, the study concluded that emotional intelligence, organizational justice, and organizational behavior were highly interconnected.

Keywords: democracy, justness and sincerity, political neutrality, simple living

INTRODUCTION

Today's trend in all business environments is competition towards a world class / more advanced performance and productivity. Hence, business organizations are beset with multifaceted challenges that ensure quality performance and productivity. Playing a crucial factor towards this realization is having efficient and effective human resources: being able to hire and keep skillful employees. To support this management success program of an organization, there are policies that need implementation because they serve as guide or strategic roadmap to achieve the goal of the organization. In this regard, new dimensions of organizational behavior such as knowledge of the emotional intelligence of the employees, integration of work design characteristics, employee commitment and satisfaction need to be understood.

A reality however, that confronts an organization as a place of employment is the difficulty of making sound decisions by an employee who feels leaving his current position for better job: higher salary, better place and more opportunities. Making sound decisions that uses both thoughts and feelings or logic and intuition is referred to as emotional intelligence (Brackett, Rivers and Salovey, 2011).

Expectedly, in school, teachers must collaborate with administrators, fellow teachers, other employees and parents in order to provide the students with safe and positive learning experiences. However, there are some instances when a teacher follows the directions of administrators, even if rules or expectations seem unreasonable, in order to avoid undermining an administrator's authority. When disagreements arise between teachers, they must handle the disagreements in private and refrain from talking negatively about colleagues in front of students. In addition, concerns and issues regarding workloads especially for new teachers, designations or other school-related assignments must be discussed privately. The system of rating in the Individual Performance and Commitment Review (IPCR) as one of the bases for giving incentives like the performance-based bonus (PBB), and others during faculty meeting must be dealt with professionally and not against the other. When dealing with students, teachers should act in a professional and ethical manner at all times even if at times their patience is being tested.

Unfortunately, teachers sometimes lose control of their emotions thus, working relations are affected. It is then the role of the administrators to design programs and remediation that will address problems encountered in

order to have a conducive working environment where everyone experiences peace and justice. When employees feel that they are treated fairly, they “walk an extra mile” in performing their role in the organization like willingness to extend services even if not directly responsible for the task; willingness to render service beyond regular hours without pay; finishing reports on or before deadline no matter what and willingness to help co-employees in their tasks.

Chegini (2009) in his study, “The Relationship between Organizational Justice and Organizational Citizenship Behavior” pointed out a meaningful relationship between organizational justice dimensions. According to him, it is necessary to distribute and allocate resources and rewards justly in order to establish an organizational citizenship behavior in a way that staff can believe in justice observation. So organizations should craft policies justly and communicate them with individuals carefully. Observance of politeness, position and respect makes staff feel good. Thus, the more level of inter- individual justice, the better the organizational citizenship behavior.

The individual behavior of the employee is defined as a series of dynamic reactions, as a member of the organization, to the internal and external environmental stimulates. It can be described as the in–role behaviors and the extra–role behaviors. Extra–role behavior of the employee, which is also called organizational citizenship behavior, refers to the collection of a series of actions that are not described or defined as a part of the work or reflected in the official salary system of the organization. On the other hand, in–role behavior refers to the necessary or expected behavior for the accomplishment of job duties (Zhu, 2013). This type of organizational behavior, the in- role behavior of the employee, particularly of the public secondary school teachers, was the focus of the study. Because teachers have strong influence in the lives of students and serve as role models, they are expected to demonstrate ethical behavior to all stakeholders.

Republic Act 6713 otherwise known as the Code of Conduct and Ethical Standards for Public Officials and Employees reminds government employees of their duties and responsibilities and how they ought to behave in their workplace. The code sets eight norms of conduct to be followed by all government officials and employees. These include commitment to public trust, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy and simple living. Likewise, it deals with the prescriptions and proscriptions of their conduct in matters of financial transactions or business interests among others. It does follow that even their conduct of their personal lives is governed by this code.

How committed are these government employees, the teachers in particular to this Republic Act? The researcher has witnessed a lot of unbecoming practices and behaviors of teachers which are detrimental to their clientele when not corrected.

The purpose of the research was to investigate the connections between organizational justice, organizational behavior, and emotional intelligence in the context of public secondary school teachers in the province of Nueva Vizcaya in the Philippines. The purpose of this literature review is to provide a detailed summary of the relevant research that has been undertaken on each of these constructs as well as the relationships between them.

According to Colquitt (2001), the term "organizational justice" refers to the perception of fairness within an organization with regard to the distribution of resources, the decision-making processes, and the interpersonal treatment of employees. Research has consistently shown that organizational justice has a major impact on a variety of employee outcomes, such as job performance (Ambrose & Schminke, 2009), organizational commitment (Konovsky & Cropanzano, 1991), and job satisfaction (Cropanzano, Byrne, Bobocel, & Rupp, 2001). Educators who have a greater sense that their organizations treat them fairly are more likely to report high levels of job satisfaction and dedication, which in turn leads to improvements in organizational behavior.

According to Robbins and Judge (2019), organizational behavior comprises the actions, attitudes, and behaviors of individuals as well as groups that are contained within an organization. Positive organizational behavior, which is characterized by proactive engagement, cooperation, and citizenship conduct, has been associated to better organizational performance and effectiveness (Luthans, Yousef, & Avolio, 2007). Positive organizational behavior is characterized by proactive engagement, cooperation, and citizenship behavior. Several research have been conducted to investigate the relationship between organizational justice and organizational behavior. These studies have found that employee engagement, cooperation, and citizenship behavior are all favorably influenced by views of fairness in the workplace (Gupta & Shaw, 2014; Gao, Li, & Zhang, 2017).

According to Salovey and Mayer (1990), the term "emotional intelligence" (abbreviated as "EI") refers to the ability to identify, comprehend, and control one's own emotions, as well as the ability to perceive and respond to the emotions of others. According to Mayer, Salovey, and Caruso (2008), EI has a considerable influence on a variety of outcomes that occur in the workplace, including job satisfaction, performance, and interpersonal relationships. This has led to an increase in the amount of attention that EI receives in organizational research. According to Cherniss and Goleman (2001), educators who have greater levels of emotional intelligence are more likely to demonstrate positive behaviors, effectively control their emotions, and establish healthy relationships with both their pupils and their colleagues.

In a variety of settings, the linkages between organizational justice, organizational behavior, and emotional

intelligence have been the subject of investigation in a number of different studies. For instance, Lee and Ok (2017) discovered that the level of organizational justice favorably promotes both the organizational citizenship behavior of public sector workers in Korea and their emotional intelligence. In a similar vein, Atay and Karakus (2020) conducted research in which they found that teachers' perceptions of organizational justice positively predict their organizational citizenship behavior in Turkish schools. This relationship was found to be mediated by emotional intelligence. According to these findings, which show the linked nature of the aforementioned variables, organizational justice may be able to create positive organizational behavior and emotional intelligence among teachers.

In a nutshell, the research that has been done on the topic lends credence to the idea that organizational justice, organizational behavior, and emotional intelligence are all interrelated concepts that have important consequences for the quality of the education provided by teachers and the efficiency of businesses. By conducting an investigation into these interactions among public secondary school teachers in Nueva Vizcaya, Philippines, the purpose of this study is to make a contribution to the current body of knowledge.

It is in this light that the researcher explored on the personal and organizational profiles, the extent of organizational justice and organizational behavior among public secondary school teachers in the Division of Nueva Vizcaya and analyzed the potential relationship among them with the goal of creating a revitalization plan on organizational justice and organizational behavior for a School's Division.

METHODS

This study described the extent of organizational justice and organizational behavior of public secondary school teachers in the Division of Nueva Vizcaya. Specifically, it sought to determine the personal and organizational profile of teachers, the extent of organizational justice and organizational behavior, comparison of some profile variables, organizational justice and organizational behavior, the interrelatedness among emotional intelligence, organizational justice, and organizational behavior and established an organizational justice and organizational citizenship behavior framework for the Division of Nueva Vizcaya.

It used both quantitative and qualitative approaches. Descriptive statistics was used to describe the extent of organizational justice and organizational behavior where means and standard deviations were computed then appropriate qualitative descriptions were incorporated. Non-parametric tests (Mann Whitney and Kruskal Wallis tests) were utilized to assess the significant difference of the respondents' organizational justice and organizational behavior along certain profile variables. Spearman rho test was employed to determine relationship between and among emotional intelligence, organizational justice, and organizational behavior. Three hundred and five (305) secondary public-school teachers served as respondents. From this, there were 61 teachers from the small schools, 120 teachers from the exceptional schools, and 124 teachers from the big schools.

A validated researcher-made questionnaire was used to determine the extent of organizational justice and organizational behavior while an emotional intelligence questionnaire was used to determine teachers' level of emotional intelligence. Open-ended questions were presented to explain some of the findings on the different dimensions of organizational justice and organizational citizenship behavior.

RESULTS AND DISCUSSIONS

Based from the analysis and interpretation of the data gathered, the following significant findings were noted:

Section1. Profile of Respondents in Public Secondary School in the Division of Nueva Vizcaya

Personal profile

Generally, the respondents were 41 years old and above (35.4% of the 305 respondents), female (238 out of 305), married (203 out of 305) secondary public school teachers , earning Php 18,500 – 19,999 a month (45.6% of the 304 respondents) since mostly have a baccalaureate degree (211 out of 305) and have been teaching for one to six years (36.4 % of the 305 respondents) but with high level of emotional intelligence (mean = 3.35).

Organizational Profile

In terms of organizational rank, Teacher I – II accounts for 45.6 % (139 out of 304) while Head Teacher I – Master Teacher II is 10.5 % (32 out of 304) of the total respondents. The greatest number of respondents came from the big schools (124 out 305) who were assigned to teach under the Makabayan component (38.4 % of the 305 respondents). In addition, there is an equal number of teachers who are from the Mathematics and Science Departments (17.7 % of the 305 respondents).

Comparison between Public School Teachers' Emotional Intelligence and some Profile variables

Emotional intelligence did not show significant difference in terms of age, monthly salary, number of years in teaching, organizational rank and organizational size but showed significant differences in social skills

dimension of emotional intelligence in terms of sex ($p = 0.034$) and in self-management ($p = 0.050$), social awareness ($p = 0.021$) and social skills ($p = 0.050$) dimensions when grouped according to organizational unit. All the dimensions of emotional intelligence, self-awareness, self-management, social awareness and social skills showed significant difference in terms of highest educational attainment.

Section 2. Public Secondary School Teachers' Extent of Perceived Fairness at Work (Organizational Justice) in terms of Distributive, Procedural, and Interactional Domains

Distributive Justice

Public secondary school teachers rated all items with mean scores between 2.50-3.49, described as *great* but the indicator 'other job related responsibilities aside from the course load are distributed fairly among teachers' had the lowest mean rating (mean = 3.16).

Procedural Justice

Public secondary school teachers rated all items under procedural justice as great (mean = 2.50-3.49). 'School heads explain clearly with each teacher the result of the performance evaluation based on the IPCR rating and School heads find ways to address through formal and informal trainings and development approaches areas for development identified in the IPCR rating obtained the lowest mean rating (mean = 3.30).

Interactional Justice

All the items under interactional justice were described great (mean = 2.50-3.49). The indicator 'School heads are sensible to all teachers' personal needs at school' had the lowest mean rating (mean = 3.29).

Overall

The overall organizational justice displayed by school heads as perceived by the secondary school teachers was seen to be at a great extent (mean = 3.35). The lowest although still described as great is distributive justice (mean = 3.32) while the procedural, and interactional dimensions were rated similarly by the teachers with a mean of 3.36, respectively.

Section 3. Public Secondary School Teachers' Extent of Practice of Organizational Citizenship along various Dimensions

The overall extent of practice of the public secondary school teachers on organizational behavior is described as great (mean = 3.49). The dimensions on commitment to public interest (mean = 3.42), professionalism (mean = 3.46), justness and sincerity (mean = 3.47), and responsiveness to the public (mean = 3.48) were described as great while political neutrality (mean = 3.52), nationalism and patriotism (mean = 3.51), commitment to democracy (mean = 3.55) and simple living (mean = 3.50) were described as very greatly. Although organizational behavior is described as greatly practiced, the lowest rating is on commitment to public interest (mean=3.42) while the highest rating is on commitment to democracy (mean=3.55).

Section 4. Comparison in the Public School Teachers' Organizational Justice and Organizational Behavior when grouped according to some Profile Variables

Organizational Justice

Perception of public secondary school teachers on organizational justice showed significant difference on some items along the dimensions of organizational justice when grouped according to age, number of years in teaching, and school size. On the other hand, it showed no significant difference in terms of sex, civil status, monthly income, highest educational attainment, organizational rank, and departmental assignments.

Organizational Justice and Age

There was significant difference on secondary public-school teachers' organizational justice and age. There is significant difference on four items under distributive justice when grouped by age like 'Learning resources with appropriate instructional materials available are distributed fairly in each department ($p = 0.035$); fairly and objectively rated in the IPCR on records management ($p = 0.014$); Fairly and objectively rated in the IPCR on community involvement (0.003); and Fairly and objectively rated in the IPCR on special teaching assignments ($p = 0.046$).

Two items also showed significant difference under procedural justice. These were: 'School heads find ways to address through formal and informal trainings and development approaches areas for development identified in the IPCR rating' (p value=.023); and 'the teachers and school heads jointly determine goals and measures that will lead to the achievement of overall goals' (p value=.034).

Likewise, one item under interactional justice showed significant difference. This is: 'School heads are sensible to all teachers' personal needs at school' (p value=0.021).

Organizational Justice and Number of Years in Teaching

One item under interactional justice showed significant difference in terms of number of years in teaching specifically teachers within the cluster 1 – 6 years of teaching and 15 years and above. This was: ‘School heads are sensible to all teachers’ personal needs at school’ ($p = 0.009$).

Organizational Justice and School size

Three items showed significant difference under distributive justice and school size. These were: ‘School heads design our course schedules fairly ($p = 0.030$); Learning resources with appropriate instructional materials available are distributed fairly in each department ($p=0.009$); and fairly and objectively rated in the IPCR on records management’ ($p=0.029$).

Likewise, three items on procedural justice also showed significant difference in terms of school size. These were: ‘School heads provide avenues for open discussion about the KRAs in the IPCR form ($p = 0.036$); school heads explain clearly with each teacher the result of the performance evaluation based on the IPCR rating ($p = 0.027$) and school heads find ways to address through formal and informal trainings and development approaches areas for development identified in the IPCR rating ($p = 0.012$).

Organizational Behavior

The practice of organizational behavior among public secondary school teachers did not show significant difference in terms of sex, civil status, school size, and departmental assignments. However, it showed significant difference on some indicators in the different dimensions of organizational behavior when grouped according to age, monthly income, highest educational attainment, number of years in teaching, and rank.

Organizational Behavior and Age

Teachers who were 31 – 40 years old and 41 years and above manifested different levels of organizational behavior particularly on some indicators in each dimension.

Four indicators under commitment to public interest showed significant differences. These were: examine the root cause of problems and suggest effective solutions and better ways of doing things, and foster new ideas and processes ($p = 0.003$); deliver error-free outputs most of the time by confronting to standard operating procedures, correctly and consistently ($p = 0.014$); use ingenious methods to accomplish responsibilities and demonstrate resourcefulness and the ability to succeed with minimal resources ($p = 0.048$) and translate creative thinking into tangible changes and solutions to improve work unit and organization ($p = 0.014$).

Two indicators under professionalism showed significant differences like allocating time for personal and professional development by engaging in educational research ($p = 0.018$) and using self-evaluation to recognize and enhance strengths and correct weaknesses ($p = 0.012$).

Under justness and sincerity, six indicators showed significant difference. These were: pace lessons appropriate to the needs and difficulties of learners ($p = 0.008$); initiate other learning approaches for learners whose needs have not been met by usual approaches ($p = 0.005$); recognize multi-cultural background of learners when providing learning opportunities ($p = 0.028$); adopt strategies to address needs of differently-abled students ($p = 0.009$); provide gender-free opportunities for learning ($p = 0.018$); and respond to students in non-judgmental way-verbal/nonverbal responses ($p = 0.017$).

Likewise, four indicators on political neutrality showed significant difference with age. These were: ‘listen to parents’ complaints with sympathy and understanding and discourage unfair criticisms’ ($p = 0.009$); ‘maintain cordial relations with parents and conduct to merit their confidence and respect’ ($p = 0.001$); ‘do not accept directly or indirectly, any remuneration from tutorials other than what is authorized for such service’ ($p = 0.011$); and ‘exert the same level of enthusiasm, intelligence and energy to the class regardless of their sections’ ($p = 0.902$).

Indicators under responsiveness to the public that showed significant differences among teachers between 31 – 40 years old and 41 and above were ‘use the community as a laboratory for learning ($p = 0.018$) and use community networks to publicize school events and achievements ($p = 0.006$).

Two indicators for nationalism and patriotism were found to have significant differences in terms of age. These were: ‘respect cultural differences and promote each culture’ ($p = 0.019$) and ‘promote and support programs and activities that advocate national awareness’ ($p = 0.032$).

Encourage free expression of ideas from learners ($p = 0.003$); ‘encourage learners to join co- and extra-curricular activities’ ($p = 0.003$); and ‘provide learners a variety of learning experiences’ ($p = 0.009$) were the indicators under commitment to democracy found to have significant difference with age.

For simple living, it showed significant differences on the following indicators: ‘show a modest life appropriate to position and income ($p = 0.013$) and ‘prefer locally made but useful products instead of costly and extravagant’ ($p = 0.013$).

Organizational Behavior and Monthly Income

Public secondary school teachers who were earning Php 18, 500 – Php 19, 999 and Php 21, 999 differed in their perception in an indicator under sincerity and justness. This was: ‘provide gender-fair opportunities for learning’ ($p = 0.043$).

Organizational Behavior and Highest Educational Attainment

Highest educational attainment also influenced the practice of organizational behavior among teachers in the division with respect to some indicators in the dimensions of organizational behavior.

For commitment to public interest, ‘give more time to learners’ interest, needs, and welfare during school hours than my personal affairs’, showed significant difference ($p = 0.032$). Three indicators under professionalism showed significant difference: ‘practice ethical and professional behavior and conduct taking into account the impact of my actions and decisions’ ($p = 0.045$); ‘allocate time for personal and professional development through participation in educational seminars and workshops’ ($p = 0.032$); and ‘accept personal accountability to learner’s achievement’ ($p = 0.024$).

Two indicators, under responsiveness to the public, showed significant differences. These were : ‘Employ remediation like remedial lesson, independent or cooperative learning to improve learner’s discipline and learning area performance especially the low performing ones’ ($p = 0.025$) ; and ‘extend my roles and duties even beyond class hours’ ($p = 0.038$).

Three indicators for commitment to democracy also showed significant differences in terms of highest educational attainment like ‘provide learners a variety of learning experiences’ ($p = 0.005$); ‘communicate and maintain high standards of learning performance’ ($p = 0.029$); and ‘handle behavior problems quickly and with due respect to learner’s right’ ($p = 0.012$).

Likewise, ‘recognize the learner’s interest and welfare as my first and foremost concern and handle each learner justly and impartially’ ($p = 0.046$) and ‘dress simply but with dignity during civilian day’ ($p = 0.049$) are the indicators that showed significant difference under political neutrality and simple living, respectively.

Organizational Behavior and Number of Years in Teaching

Public secondary school teachers differed in their practice of some indicators in the different dimensions of organizational behavior when grouped according to number of years in teaching especially those who have been teaching for seven to 14 years and above 15 years.

The indicator ‘translate creative thinking into tangible changes and solutions to improve work unit and organization’ under commitment to public interest showed significant differences among public teachers ($p = 0.020$). For justness and sincerity, ‘designing or selecting learning experiences suited to different kinds of learners’ showed significant differences ($p = 0.012$).

Two indicators for political neutrality also showed significant differences which were: ‘maintain cordial relation with parents and conduct to merit their competence and respect’ ($p = 0.008$); and ‘inform parents, through proper authorities, of the progress or deficiencies of learners under him, exercising utmost candor and tact in pointing out learner’s deficiencies and in seeking parent’s cooperation for the proper guidance and improvement of learners’ ($p = 0.012$).

Likewise, ‘encourage free expression of ideas from learners’ ($p = 0.012$) and ‘involve students when making class rules and regulations’ ($p = 0.006$) were the indicators under commitment to democracy that showed significant difference with number of years of teaching.

Organizational Behavior and Organizational Rank

Provide gender-fair opportunities for learning showed significant differences among public secondary school teachers whose rank cluster was between Teacher I – Teacher II and Teacher III.

Section 5. Correlation between among the Public Secondary School Teachers’ Emotional Intelligence, Organizational Justice and Organizational Behavior

There is high correlation between and among the dimensions of emotional intelligence ($p = 0.0005$), organizational justice ($p = 0.0005$) and organizational behavior ($p = 0.0005$).

Section 6. Proposed Organizational Justice and Organizational Behavior Framework for the School’s Division

The proposed plan included in this study is found to be relevant in strengthening the practice of organizational justice by school heads and promote organizational behavior among public secondary school teachers. To address the significant findings on the various items found under the dimensions of organizational justice and organizational behavior, the activities suggested in the plan were aimed to address concerns of public secondary school teachers on course load and course load schedule, IPCR and sensibility of school heads on the personal needs of teachers at school.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In the light of the findings of the study, the following conclusions were drawn:

1. The public secondary school teachers are generally 41 years old and above, female, under the Makabayan department from the big schools, who obtained a baccalaureate degree and ranked as Teacher I – Teacher II but with high emotional intelligence, and earning a monthly salary of Php 18,500 – Php 19,999;
2. Public secondary school teachers greatly believed on organizational justice in the Division. School heads dispensed fairness at work in terms of distributive, procedural and interactional justice to a great extent;
3. Public secondary school teachers greatly practiced organizational behavior in the Division of Nueva Vizcaya;
4. Profile variables like age, sex, civil status, monthly income, highest educational attainment, number of years in teaching, rank, school size, and departmental assignments do not affect organizational justice and organizational behavior;
5. There is high correlation among emotional intelligence, organizational justice, and organizational behavior; and
6. The Proposed Organizational Justice and Organizational Behavior Framework is found to be relevant in this study as it offers a framework for both teachers and administrators in enhancing organizational justice and organizational behavior.

Recommendations

Based on the findings of the study, the following recommendations are forwarded:

1. That top-level management should provide and implement a variety of continuing educational programs like seminars, workshops and trainings in the field of emotional intelligence and organizational behavior. Such programs would be deemed helpful not only for teachers but also for the non-teaching staff including the school heads.
2. That although policies concerning work load and job-related assignments including the key result areas in the IPCR are crafted, top level management may see to it that school heads fairly practiced in their respective schools. After all from an employees' perspective, fair procedures may be in place but the practice of fairness by school heads may demonstrate that justice actually occurs. School heads should treat subordinates with respect and sincerity in addressing issues and concerns pertaining workload and job-related assignments including the IPCR.
3. That teachers are the facilitators of learning. Therefore, they can act as key players in facilitating students learning by exerting extra effort on organizational behavior to address problems on students' academic performance which in the future might be a significant study.
4. It is also recommended that other profile variables not included in this study may be explored in future studies and relate them to organizational justice and organizational behavior;
5. That both administrators and teachers work together to enhance the dispensation of organizational justice and organizational behavior among teachers in the Division; and
6. The Proposed Organizational Justice and Organizational Behavior Framework included in this study is strongly recommended to be used in the School's Division of Nueva Vizcaya.

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