



Revitalizing the Organizational Behavior of School Division of Secondary School Teachers of Department of Education in the Philippines

Jonathan P. Pasion

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¹Faculty member, Nueva Vizcaya State University



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Jonathan P. Pasion

Faculty member, Nueva Vizcaya State University

Email: jpasion77@yahoo.com

ABSTRACT

This study described the extent of 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 and the extent of organizational justice and organizational behavior. 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. Results shows that 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). 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). 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. Based on the findings of the result, it is recommended to come up with a plan to be relevant in practice of organizational justice by school heads that promotes organizational behavior among public secondary school teachers. Also, future study may be considered to determine the factors on how to strengthen the program based on the available data.

Keywords: Department of Education, Organizational Behavior, Organizational Justice, Whitney and Kruskal Wallis tests

INTRODUCTION

In all business settings today, there is a trend toward competition toward a world-class level of performance and productivity. So, business organizations have to deal with a lot of different problems to make sure they perform well and are productive. Having efficient and effective human resources, like being able to hire and keep skilled workers, is a key part of making this happen. For an organization's management success program to work, there are policies that need to be put in place. These policies serve as a guide or strategic roadmap to help the organization reach its goal. In this way, there are new aspects of organizational behavior that need to be understood, like how emotionally intelligent the employees are, how they fit into the design of the work, and how committed and happy they are.

But an organization as a place of work has to deal with the fact that it's hard for an employee who wants to leave his current job for a better one with a higher salary, a better location, and more opportunities to make a good choice. Emotional intelligence is the ability to make good decisions that are based on both thoughts and feelings or logic and intuition (Brackett, Rivers and Salovey, 2011).

In Osman et al. (2014), Salovey and Mayer (1990) define emotional intelligence as the part of social

intelligence that involves being able to keep track of your own and other people's feelings and emotions, tell them apart, and use this information to guide your thoughts and actions. Emotional intelligence is also a set of non-cognitive skills, abilities, and abilities that affect how well a person can deal with the demands and pressures of the environment. It's a person's "street smarts," or how well they know how to deal with other people, their feelings, and the social world they live in every day. By dealing with these pressures well, he is better able to judge his overall well-being in a positive way (Navarro, 2001).

Teachers usually have to work together with administrators, other teachers, other employees, and parents at school to make sure that students are safe and have a good time learning. But there are times when a teacher will do what an administrator says, even if the rules or expectations seem unreasonable, so as not to undermine the authority of the administrator. When teachers disagree, they should talk about it behind closed doors and not in front of their students. Concerns about workloads, especially for new teachers, designations, or other school-related assignments must also be talked about privately. During a faculty meeting, the rating system in the Individual Performance and Commitment Review (IPCR), which is one of the reasons for giving incentives like the performance-based bonus (PBB) and others, must be handled professionally and not against each other. Teachers should always act in a professional and honest way when dealing with students, even when their patience is being tried.

Teachers sometimes lose control of their feelings, which can be bad for working relationships. Then, it's up to the administrators to come up with programs and fixes that will fix the problems so that everyone can work in an environment where there is peace and fairness. When employees feel like they are being treated fairly, they are willing to "go the extra mile" in their jobs. For example, they may be willing to help even if they are not directly responsible for the task, work outside of their regular hours without pay, finish reports on time or before the deadline, or help other employees with their tasks.

Greenberg (1990), as quoted in Chegini (2009), says that organizational justice has to do with how employees feel about how fair their jobs are. Employees expect that labor laws will be followed correctly in terms of pay, benefits, and other perks. The focus of justice perception is on how well the rules of the organization are being followed (Osman et al., 2014).

Sadly, it was surprising to find out in a casual conversation with friends that some school administrators don't give new teachers information about school and work policies. They are just kept up to date by tenured faculty during casual conversations.

In his 2009 study, "The Relationship between Organizational Justice and Organizational Citizenship Behavior," Chegini showed that there is a strong link between the different aspects of organizational justice. He says that resources and rewards need to be shared and given out fairly in order to set up an organizational citizenship behavior that makes staff believe in justice observation. So, organizations should make fair policies and tell people about them carefully. Staff feel good when they are polite, know their place, and respect others. So, the better organizational citizenship behavior is, the more justice there is between people.

In his 2009 study, "Employees' Perceptions of Organizational Justice in Turkish Schools," Titrek found that most problems with organizational justice in Turkish schools were caused by how managers treated their employees. In fact, an employee's main need has less to do with money and more to do with how well he is treated by his managers. This is his worth at work. This could be one reason why some people leave their old jobs. Others leave to find jobs that pay more and have better benefits.

Kontakos, Frank, Finnegan, and Taylor (2004) found that workers cared more about fairness at work than about their regular pay, opportunities, and other benefits. This means that if an organization treats its workers well, the workers are more likely to give back more than they are willing to give through emotional and physical engagement and commitment. Yilmaz (2010), on the other hand, found that secondary public school teachers have a positive view of organizational justice, but this varies by gender, age, length of service, branch, educational background, number of students, and number of teachers. Also, organizational justice has a big effect on how employees act in the workplace.

As a member of the organization, an employee's behavior is made up of a series of dynamic responses to both internal and external stimuli. It can be broken down into "in-role" and "out-of-role" actions. Extra-role behavior of the employee, which is also called organizational citizenship behavior, is a set of actions that are not part of the job description or reflected in the organization's official salary system. On the other hand, in-role behavior is the behavior that is needed or expected to do a job well (Zhu, 2013). The focus of the study was on this type of organizational behavior: how employees act in their jobs, especially public high school teachers. Teachers have a big impact on their students' lives and are seen as role models, so everyone should expect them to act in an ethical way.

Republic Act 6713, also called the Code of Conduct and Ethical Standards for Public Officials and Employees, reminds people who work for the government of their duties and responsibilities and how they should act at work. The code lays out eight rules that all government employees and officials must follow. These include a commitment to public trust, professionalism, fairness, and honesty, political neutrality, listening to the public, nationalism and patriotism, a commitment to democracy, and living a simple life. In the

same way, it talks about what they can and can't do when it comes to financial transactions or business interests, among other things. So, it makes sense that this code also guides how they act in their personal lives. How dedicated are these government workers, especially the teachers, to the Republic Act? The researcher has seen a lot of unprofessional actions and behaviors from teachers that hurt their students if they aren't fixed.

This study used the dimensions of organizational justice presented by Neihoff and Moorman – distributive, procedural, and interactional – to understand and describe the level of organizational justice and organizational behavior of public secondary high school teachers. These dimensions have been used by most researchers to understand how employees feel about fairness in the workplace (Devenish and Greenidge, 2010; Xiaoyi and Chunben, 2008; Yaghoubi, Afshar and Javadi, 2012; Hyung–Rong , Murrmann and Kyungi, 2010; Basar and Sigri, 2015; Chegini, 2009; Titrek, 2009; Ascigil, Magner and Sonmez, 2005).

Organizational justice is about treating employees in a fair way (Randeree in Usmani and Jamal, 2013). It was first used by Greenberg (Usmani and Jamal, 2013), and it describes how people see and feel about how fair the organization is. Fairness in organizations can include issues like how people feel about pay, equal chances for promotions, and how employees are chosen (Tabibnia, Satpute, & Lieberman in Usmani & Jamal, 2013).

There are three parts of organizational justice that relate to how employees feel about fairness: distributive, procedural, and interactional justice. Distributive justice has to do with how organization resources are shared out fairly. It talks about how employees feel about getting a promotion, getting paid more, and other similar things. In Noruzy et al. (2011), Neihoff and Moorman define distributive justice as the degree to which rewards are given out in a fair way. In Noruzy (2011), Colquit et al. said that distributive justice is how fair people think the organization's resources are being shared. This type of organizational justice looks at how people think they are getting a fair share of work-related outcomes. This affects how happy workers are with things like their pay and job assignments. Procedure justice is how much people who are affected by allocation decisions think they were made using fair rules and methods (Greenberg in Noruzy, 2011). In other words, procedural justice means that the means and procedures for allocating resources are seen as fair. Interactional justice is how employees feel about how they are treated in an organization, especially by their boss.

Fair treatment of employees builds trust and creates an image of integrity for the organization as a whole. Some references that schools in the Philippines use often say that being fair is the right thing to do. Chapter III, section 17 of the Education Act of 1982 says that when disciplining teachers and other staff, the school administrator must follow due process, be fair, act quickly, be constructive, and be consistent. The Department of Education (DepEd) has a policy of strictly following the principles of merit, competence, fitness, and equality, which are spelled out in the Merit Selection Plan (MSP) for DepEd employees. The goal of the MSP is to set up a system where the principles of merit, competence, and fitness are strictly followed when choosing employees for positions in the career and non-career service at all levels (Nayao, 2012). Yaghoubi, Afshar, and Javadi (2012) found that employees' perceptions of organizational justice and managers' adherence to labor law are important predictors of pay satisfaction and had an effect on how committed employees were to their work and how well they did. Also, Polat (2009), as quoted in Osman (2014), says that school administrators, especially principals, play a major role in how students think about justice in school. If school principals give out rewards and punishments fairly, apply the school's rules and regulations to everyone in a fair and consistent way, act selflessly, kindly, and supportively, promote positive feelings, and stay aware of the good and bad parts of their actions, organizational justice will improve and trust will grow, creating a good organizational climate and culture. So, the quality of working relationships between subordinates and bosses helped people see things as fair (Hyung – Ryong et al., 2010). Findings also showed that there is a strong link between organizational justice and organizational citizenship behavior (Williams, 2002; Wright & Sablinski, 2008; Yaghoubi, 2012; Fischer & Smith, 2006; Ascigil, 2005; Wei–Yuan, 2013; Buluc, 2015; Lambert and Hogan, 2013).

Organizational behavior is how an employee, as a member of the organization, responds to both internal and external stimuli in a changing way. An employee's behavior in an organization can be split into two types: in-role behavior and out-of-role behavior, which is also called organizational citizenship behavior. Extra-role behavior of an employee is a series of actions that are not described or defined as part of the job or reflected in the organization's official salary system. In-role behavior of an employee, which is the focus of the study, is a series of actions of an employee that are related to his role in the organization (Zhu, 2013).

There are two types of teacher profiles: personal and organizational. Personal profile variables include age, gender, marital status, highest level of education, number of years teaching, and emotional intelligence. Organizational profile variables include size, rank, and organizational unit.

The level of organizational justice and organizational behavior of public high school teachers might be linked to these profile variables. Also, a teacher's level of organizational justice might have something to do with how well the organization behaves. Neihoff and Moorman's (1993) three dimensions of organizational justice—distributive, procedural, and interactional—were used in the study. The dimensions of organizational behavior were based on the code of conduct and ethical standards for public officials and employees, especially secondary public school teachers, as stated in Section 4 of Republic Act No. 6713. The rules of behavior

include a commitment to the public interest, professionalism, fairness, and honesty, political neutrality, listening to the public, nationalism and patriotism, a commitment to democracy, and a simple way of life. The above concepts and insights contributed much to the conceptualization of this study.

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 that will serve as a guide for the policy makers on a revitalization plan on organizational justice and organizational behavior for a School's Division of Nueva Vizcaya, Department of Education of the Philippines.

METHODS

It utilized the quantitative in addition to the qualitative methods. For the purpose of describing the level of organizational justice and organizational behavior, descriptive statistics were utilized. Specifically, means and standard deviations were computed, and after that, relevant qualitative descriptions were added. The Mann-Whitney and Kruskal-Wallis tests, both of which are non-parametric, were used to determine whether or not there was a statistically significant difference between the respondents' organizational justice and organizational conduct along particular profile factors. The Spearman rank-order correlation test was utilized in order to examine the degree to which emotional intelligence, organizational justice, and organizational conduct are related to one another. The respondents consisted of 305 public school teachers who worked in secondary schools. The result of this was that there were 124 teachers working in the large schools, 120 teachers working in the outstanding schools, and 61 teachers working in the small schools. For the purpose of determining the extent of organizational justice and organizational behavior, a validated researcher-made questionnaire was utilized, whereas an emotional intelligence questionnaire was utilized for the purpose of determining the level of emotional intelligence possessed by teachers. In order to explain some of the findings on the many aspects of organizational justice and organizational behavior, open-ended questions were posed to the participants.

RESULTS AND DISCUSSIONS

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

Personal Profile

Table 1 presents the public secondary school teachers' profile in terms of age, sex, civil status, monthly income, educational attainment, and number of years in teaching.

Table 1: Respondents' Profile (Age, Sex, Civil Status, Monthly Income, Educational Attainment, and Number of Years in Teaching)

Age Cluster	Frequency	Percent	Monthly Salary Cluster	Frequency	Percent
21-30 years old	101	33.1	Php 18,500 - 19, 999	139	45.6
31 to 40 years old	96	31.5	Php 20,000 - 21, 999	133	43.6
41 and above years old	108	35.4	Php 22, 000 and above	32	10.5
Total	305	100.0	Total	304	99.7
Youngest 22, Oldest – 64; Mean – 37.08 & SD - 9.64927			Missing System	1	.3
Sex	Frequency	Percent	Min. – 18, 500; Max. – 36,567 & SD - 2690.68		
Male	67	22.0	Number of Years in Teaching	Frequency	Percent
Female	238	78.0	1-6 years teaching	111	36.4
Total	305	100.0	7 - 14 years teaching	93	30.5
Civil Status	Frequency	Percent	15 and above years teaching	101	33.1
Single	102	33.4	Total	305	100.0
Married	203	66.6	minimum – 1; maximum – 35 & SD - 7.99664		
Total	305	100.0			
Highest Educational Attainment	Frequency	Percent			
With Baccalaureate Degree	211	69.2			
With Masterate and Doctorate	94	30.8			
Total	305	100.0			

In terms of age, the youngest was 22 years old while the oldest was 64 years old. About 33.1 percent were between 21-30 years old; 31.5 percent were from 31-40 years old; and 35.4 percent were 41 years old and above. About 22 percent were male while 78 percent were female. This indicates that there are more female teachers than male teachers in public secondary schools. It also implies that the teaching staff in the public schools is dominated by female teachers which means that teaching as a career attracts more women than men. There were 33.3 percent single and 66.6 percent married respondents. About 69.2 percent were with baccalaureate degrees while only 30.8 percent have either masterate or doctorate degrees. In terms of monthly salary, 45.6 percent had salaries between Php 18,500 – Php 19, 999; 43.6 percent were receiving monthly salaries between Php 20,000-21,999; and 10.5 percent had monthly salaries from Php 22,000 and above. The minimum salary was about Php18,500 while the maximum salary was about Php 36, 567. In terms of number of years in teaching, the youngest had one year of experience while the oldest had 35 years of teaching experience. About 36.4 percent had one to six years; 30.5 percent had seven to 14 years and about 33.1 percent had 15 and above years of teaching experience. This implies that the number of teachers who have at most five years of teaching experience almost equalled the number of teachers with at least 15 years of teaching experience. One of the factors that affect the efficiency of employees is emotional intelligence which in turn strongly influences organizational behavior. According to Mayer and Salovey (1990), emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; to access and/or generate feelings when they facilitate thought ; to understand emotion and emotional knowledge; and to regulate emotions and to promote emotional and intellectual growth. Public secondary school teachers have high emotional intelligence in self- awareness (mean=3.41); self-management (mean=3.30); social awareness (mean=3.33); and social skills (mean=3.35). Thus, the emotional intelligence of teachers might influence effective communication, management of stress and conflict, maintenance of a positive school environment, and academic or workplace success.

Table 2: Respondents' Level of Emotional Intelligence

Self-awareness	N	Mean	SD	QD
I take suggestions constructively when I am receiving negative feedback.	304	3.45	.57862	High
I am aware of my own feelings.	305	3.57	.58133	Very High
I know how feelings impact my own actions.	304	3.35	.60152	High
I acknowledge my own strengths and weaknesses.	304	3.49	.57445	High
My ability of self-evaluation has helped me to overcome difficult situations in the workplace.	305	3.33	.57893	High
I know my priorities very clearly.	305	3.39	.61448	High
In many times, I always feel good about myself.	305	3.34	.55766	High
I am happy with the way I look at things.	305	3.33	.60577	High
Mean	305	3.41	.41814	High
Self-management				
I can always control my anger.	305	3.10	.64234	High
I am patient in many times.	305	3.23	.66640	High
I can change my ideas and goals based on new information to fit in to the new situation.	305	3.39	.56943	High
I can behave calmly even in stressful situations.	305	3.20	.58881	High
I admit my mistakes in public when it demands.	304	3.28	.57599	High
I am able to do the duties entrusted to me with responsibility and commitment.	305	3.45	.60058	High
I am always willing to take up new assignments and challenging tasks.	304	3.35	.57343	High
My optimism motivates me to overcome any hurdles and go forward.	305	3.36	.58172	High
I always act on my own values even when there is a significant risk.	305	3.33	.58364	High
Mean	305	3.30	.42831	High
Social Awareness				
I am sensitive towards other's feelings.	304	3.39	.57689	High
I am able to confront the unethical actions of others.	305	3.01	.62288	High

I am able to respond immediately to the school needs.	305	3.31	.55432	High
I make myself available to the students and parents even out of school hours when they are in need.	305	3.43	.55311	High
I can easily relate the curriculum to the diverse needs of the students.	305	3.27	.55993	High
I offer help readily when I am asked for.	305	3.41	.57910	High
I always recognize the forces in the school and work to meet the requirements of the work.	305	3.31	.54232	High
I am fully aware of the infrastructure/facilities available in the school.	305	3.41	.56230	High
I am capable of using equipment to cater to the needs of the students.	305	3.40	.54168	High
Mean	305	3.33	.40928	High
Social Skills				
I encourage my colleagues to work even when things are not favorable.	304	3.07	.68073	High
I appreciate others for their success.	305	3.65	.57024	Very High
I try to provide ongoing mentoring or coaching to my colleagues.	305	3.22	.54829	High
I make friends easily.	305	3.42	.59254	High
I find it easy to seek help from others when required.	305	3.34	.54156	High
I interact well with the student and parents and provide guidance and counseling.	305	3.42	.58696	High
I maintain good relations and co-operate with the school personnel.	305	3.44	.55447	High
I try new methods and techniques to make all students learn effectively.	305	3.26	.63338	High
I prefer working in a group.	305	3.35	.55620	High
Mean	305	3.35	.41135	High
Overall Emotional Intelligence Quotient	305	3.35	.39092	High

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Low EQ); 1.50-2.49-Disagree (Moderate EQ); 2.50-3.49 - Agree (High EQ) & 3.50-4.00-Strongly Agree (Very High EQ)

The overall computed mean for the emotional intelligence quotient was 3.35, described as high as shown in Table 12. This implies that public secondary school teachers are not only aware of their emotions but also know how to express and manage them. Moreover, emotional awareness is important in optimizing teachers' effectiveness in multiple domains. For instance, when teachers are able to recognize how they are feeling throughout the day in different situations, they may better express themselves in and out of the classroom. Emotional self-awareness also may help predict emotions in various circumstances and guide one's behavior. Likewise, the ability to accurately assess the emotions of others may be used to guide the approach a teacher may take in certain lectures and activities, parent-teacher conferences, daily interactions with fellow teachers, and meetings with administrators. According to Naqshbandi in Eynollahzadeh (2015), employees with high affective intelligence level are more skilled in setting and managing their own and other affection along positive interaction. So, these employees will have higher organizational citizenship behavior (Hanzaee and Mirvaisi, 2013; Yuan, Wan-Lung, Jia-Hong and Kuang-Pin, 2012; Turnipseed and vande Waa, 2012) and consequently, higher performance (Hanzaee and Mirvaisi, 2013). Moreover, findings revealed that EI dimensions like self-awareness, self-management, and social skills have significant relationship with the knowledge sharing behavior of faculty members (Arabshahi, Lagzia, Rahimia and Kafashpour (2013) and strongly predict job satisfaction (Seyal and Afzaal, 2013) and organizational justice (Di Fabio and Palazzeschi, 2012).

Organizational Profile

Tables 3 to 5 show the distribution of the respondents according to school by rank, school size, and unit or departmental assignments.

Table 3: Cross Tabulation of School and Organizational Rank

		Rank Cluster			Total
		Teacher I - II	Teacher III	Head Teacher I – Master Teacher II	
School Cluster	Sta. Fe National high School	10	6	4	20
	Dupax Del Norte NHS	1	21	5	27
	Tuao High School	3	4	1	8
	Bintawan National High School	10	7	2	19
	NVGCHS	9	21	6	36
	Murong National High School	1	4	0	5
	Kasibu National Agricultural HS	10	6	3	19
	Bambang National High School	2	9	0	11
	Bascaran national High School	3	4	0	7
	Sta . Cruz Pingkian High School	11	3	3	17
	Solano High School	29	11	1	41
	Aritao High School	15	15	5	35
	Bonfal National High School	11	5	0	16
	Paniki High School	3	3	0	6
	Uddiawan National High School	6	0	0	6
	Casat National High School	6	5	1	12
Quezon National High School	9	9	1	19	
Total		139	133	32	304

Table 3 shows that generally the public secondary school teachers were ranked as Teacher I and Teacher II. Thirty-two (32) of the respondents were ranked as Head Teacher I – Master Teacher II. This means that most of the teachers are baccalaureate degree holders. Therefore, school heads may encourage their teachers to finish their graduate studies. Meanwhile, there were no Head teacher I – Master teacher II respondents from Murong National High School , Bambang High School, Bascaran National High School, Bonfal National High School, Paniki High School and Uddiawan National High School.

Table 4: Crosstabulation of School and School Size

School	Small	Exceptional	Big	Total	Percent
Sta Fe National High School	0	20	0	20	6.6
Dupax Del Norte National High School	0	27	0	27	8.9
Tuao High School	8	0	0	8	2.6
Bintawan National High School	0	19	0	19	6.2
NVGCHS	0	0	36	36	11.8
Murong National High School	5	0	0	5	1.6
Kasibu National Agricultural School	0	19	0	19	6.2
Bambang National High School	0	0	11	11	3.6
Bascaran National High School	7	0	0	7	2.3
Sta. Cruz Pingkian High School	17	0	0	17	5.6
Solano High School	0	0	42	42	13.8
Aritao High School	0	0	35	35	11.5
Bonfal National High School	0	16	0	16	5.2
Paniki High School	6	0	0	6	2.0
Uddiawan National High School	6	0	0	6	2.0
Casat National High School	12	0	0	12	3.9

Quezon National High School	0	19	0	19	6.2
Total	61	120	124	305	100.0
Percent	20.0	39.3	40.7		

Table 13 shows that only 305 questionnaires, which correspond to the number of respondents, were retrieved out of the 411 public secondary school teachers who were included and given survey questionnaires. It can be seen from Table 4 that out of 305 respondents, about 20 percent of the respondents came from schools classified as small namely: Tuao High School (2.6%); Murong National High School (1.6%); Bascaran National High School (2.3%); Sta. Cruz Pingkian High School (5.6%); Paniki High School (2.0%); Uddiawan National High School (2.0%); and Casat National High School (3.9%). About 39.3 percent of the respondents came from schools classified as exceptional. These were: Sta. Fe National High School (6.6%); Dupax Del Norte National High School (8.9%); Bintawan National High School (6.2%); Kasibu National Agricultural School (6.2%); Bonfal National High School (5.2%); and Quezon National High School (6.2%). The biggest number of respondents came from schools classified as **big** with about 40.7 percent. These were: NVGCHS (11.8%); Bambang National High School (3.6%); Solano High School (13.8%); and Aritao High School (11.5%).

Table 5: Crosstabulation of School and Unit or Departmental Assignment

School	Organizational Unit or Department					Total	Percent
	Filipino	English	Math	Science	Makabayan		
Sta Fe National High School	3	3	4	4	6	20	6.6
Dupax Del Norte National High School	4	4	6	5	8	27	8.9
Tuao High School	1	1	2	1	3	8	2.6
Bintawan High School	2	1	6	5	5	19	6.2
NVGCHS	6	5	6	1	18	36	11.8
Murong High School	1	1	0	2	1	5	1.6
Kasibu National High School	2	4	2	4	7	19	6.2
Bambang National High School	0	3	0	0	8	11	3.6
Bascaran High School	0	0	0	3	4	7	2.3
Pingkian High School	2	3	3	2	7	17	5.6
Solano National High School	2	8	7	6	19	42	13.8
Aritao National High School	3	5	7	8	12	35	11.5
Bonfal High School	2	3	3	1	7	16	5.2
Paniki High School	1	1	1	2	1	6	2.0
Uddiawan High School	0	0	1	3	2	6	2.0
Casat High School	1	1	3	2	5	12	3.9
Quezon National High School	2	5	3	5	4	19	6.2
Total	32	48	54	54	117	305	100.0
Percent	10.5	15.7	17.7	17.7	38.4	100	

From the 305 public secondary school teachers, about 10.5 percent were from the Filipino Department, 15.7 percent from the English Department, 17.7 percent from the Mathematics and Science Departments respectively, and 38.4 percent from the Makabayan Department. The table also shows the distribution of teachers from the various schools per department or unit. Generally, respondents were from the Makabayan department which includes Araling Panlipunan, Music, Arts, Physical Education and Health (MAPEH), Values Education, and Technology and Livelihood Economics (TLE).

Comparison between Public Secondary School Teachers' Emotional Intelligence and some Profile Variables

Tables 6 to 7 show the comparison between public secondary school teachers' level of emotional intelligence and some profile variables.

Table 6: Kruskal Wallis Test for Emotional Intelligence and Age

EI Dimensions	Age	N	Mean Rank	Chi-Sq.	df	Sig.	Decision
Self-Awareness	between 22-30 years old	101	146.35	1.445	2	.485	Acc. Ho
	between 31 to 40 years old	96	161.24				
	41 and above years old	108	151.89				
Self-Management	between 22-30 years old	101	143.65	2.390	2	.303	Acc. Ho
	between 31 to 40 years old	96	162.94				
	41 and above years old	108	152.90				
Social Awareness	between 22-30 years old	101	143.54	2.385	2	.303	Acc. Ho
	between 31 to 40 years old	96	162.82				
	41 and above years old	108	153.12				
Social Skills	between 22-30 years old	101	141.00	3.245	2	.197	Acc. Ho
	between 31 to 40 years old	96	163.13				
	41 and above years old	108	155.23				

Table 6 shows that there was no significant difference on the public secondary school teachers' emotional intelligence and age. This implies that teachers regardless of age experience a wide range of positive and negative emotions while teaching and interacting with students. The young teachers might have learned from the pieces of advice obtained from their tenured teachers and were prepared by teacher education institutions in handling classroom management problems. Thus, fostering a psychosocial environment conducive for learning. On the other hand, teachers who have difficulty regulating their emotions may tend students who may experience more negative emotions in class like sadness, shame and guilt.

Table 7: Comparison between Emotional Intelligence and Sex

EI Dimensions	Sex	N	Mean Rank	Mann-Whitney U	Z	Sig. (2-tailed)	Decision
Self-Awareness	Male	67	142.07	7241.000	-1.154	.248	Acc. Ho
	Female	238	156.08				
Self-Mangement	Male	67	140.04	7105.000	-1.371	.170	Acc. Ho
	Female	238	156.65				
Social Awareness	Male	67	141.63	7211.000	-1.203	.229	Acc. Ho
	Female	238	156.20				
Social Skills	Male	67	132.95	6629.500	-2.120	.034	Rej. Ho
	Female	238	158.64				

In spite of an overall high level of emotional intelligence, female and male teachers significantly differ in the social skills domain. With communication, this may mean that male and female approaches are different. Males communicate in a more direct manner than females. Culturally, females are mostly expected to be more expressive of feelings, whereas abstaining from feelings in males is strengthened as a manly model. In school, female teachers are usually perceived by students as more approachable and caring than the male teachers that is why students tend to be closer and more open about teenage life to them. Harrod and Scheer (2005) found that emotional intelligence was significantly different between females and males, with females having higher emotional intelligence than males. Moreover, sex was a predictor of emotional intelligence.

Table 8: Comparison between Emotional Intelligence and Civil Status

EI Dimensions	Civil Status	N	Mean Rank	Mann Whitney U	Z	Sig.	Decision
Self-Awareness	Single	102	147.49	9790.500	-.778	.436	Acc. Ho
	Married	203	155.77				
Self-Management	Single	102	147.75	9817.500	-.742	.458	Acc. Ho
	Married	203	155.64				
Social Awareness	Single	102	150.68	10116.500	-.328	.743	Acc. Ho
	Married	203	154.17				
Social Skills	Single	102	142.97	9330.000	-1.416	.157	Acc. Ho
	Married	203	158.04				

Table 8 shows that civil status does not affect the emotional intelligence of public secondary school teachers. This implies that single teachers manifest the same behavior as the married ones in teaching, interacting and dealing with students of different behaviors and abilities which is a test of their commitment and passion for teaching.

Table 9: Kruskal Wallis Test for Emotional Intelligence and Monthly Income

EI Dimensions	Salary	N	Mean Rank	Chi-Square	Df	Sig.	Decision
Self-Awareness	From Php 18,500 - 19, 999	139	145.09	2.389	2	.303	Acc. Ho
	Php 21, 999	133	156.26				
	Above Php 23, 000	32	169.03				
Self-Management	From Php 18,500 - 19, 999	139	146.40	1.317	2	.518	Acc. Ho
	Php 21, 999	133	156.78				
	Above Php 23, 000	32	161.20				
Social Awareness	From Php 18,500 - 19, 999	139	144.35	3.625	2	.163	Acc. Ho
	Php 21, 999	133	155.43				
	Above Php 23, 000	32	175.72				
Social Skills	From Php 18,500 - 19, 999	139	146.98	2.355	2	.308	Acc. Ho
	Php 21, 999	133	153.30				
	Above Php 23, 000	32	173.16				

The monthly salary of public secondary school teachers does not affect emotional intelligence. This is an affirmation of the findings of Lopes et al. (2016) that there is no link between EI and salary. This could mean that teachers have high regard for their profession in spite of their modest salary. Their high emotional intelligence may create a more stable, supportive, and productive learning environment – one that encourages positive social interaction, active engagement, and academic achievement among students.

Table 10: Comparison between Emotional Intelligence and Highest Educational Attainment

	HEA	N	Mean	SD	QD	Mean Rank	Sum of Ranks	Mann Whit. U	Z	Sig.	Decision
Self-Awareness	Baccalaureate	211	3.37	.39881	.02746	142.26	30017.00	7651.000	-3.204	.001	Rej. Ho
	with Mast. and Doc. Degrees	94	3.49	.44841	.04625	177.11	16648.00				
Self-Management	Baccalaureate	211	3.26	.41078	.02828	143.93	30368.50	8002.500	-2.712	.007	Rej. Ho
	with Mast. and Doc. Degrees	94	3.38	.45674	.04711	173.37	16296.50				

Social Awareness	Baccalaureate	211	3.28	.39867	.02745	141.47	29851.00	7485.00	-3.443	.001	Rej. Ho
	with Mast. and Doc. Degrees	94	3.43	.41439	.04274	178.87	16814.00				
Social Skills	Baccalaureate	211	3.33	.40127	.02762	145.84	30773.00	8407.00	-2.136	.033	Rej. Ho
	with Mast. and Doc. Degrees	94	3.42	.42883	.04423	169.06	15892.00				
Overall Emotional Intelligence Quotient	Baccalaureate	211	3.31	.37495	.02581	142.39	30044.00	7678.00	-3.150	.002	Rej. Ho
	with Mast. and Doc. Degrees	94	3.43	.41405	.04271	176.82	16621.00				

The table shows that highest educational attainment of public secondary school teachers affects their emotional intelligence in the different domains. Those with masterate and doctorate degrees have higher overall mean rating. This could mean that one becomes more mature in handling one's emotions and in dealing with other people as a reflection of one's educational attainment. In addition, it boosts one's self-esteem because of the respect and trust one gets from colleagues. Similarly, in the study conducted by Harrod and Scheer (2005), they found that parents' education showed significant difference with emotional intelligence. Meaning, EI level increases as parents' education increases.

Table 11: Kruskal Wallis Test for Emotional Intelligence and Number of Years in Teaching

EI Dimensions	Years	N	Mean Rank	Chi-Square	Df	Sig	Decision
Self-Awareness	between 1-6 years teaching	111	147.34	1.013	2	.602	Acc. Ho
	between 7 - 14 years teaching	93	159.75				
	Above 15 years teaching	101	153.00				
Self-Management	between 1-6 years teaching	111	149.94	.721	2	.697	Acc. Ho
	between 7 - 14 years teaching	93	159.42				
	Above 15 years teaching	101	150.46				
Social Awareness	between 1-6 years teaching	111	148.33	.555	2	.758	Acc. Ho
	between 7 - 14 years teaching	93	157.27				
	Above 15 years teaching	101	154.20				
Social Skills	between 1-6 years teaching	111	147.56	.717	2	.699	Acc. Ho
	between 7 - 14 years teaching	93	157.50				
	Above 15 years teaching	101	154.84				

The number of years in teaching does not affect emotional intelligence. This could mean that teachers manifest the same level of emotional intelligence in the different domains regardless of number of years of teaching since teachers are exposed to the same nature of work like handling students' behavior and communicating with parents and other stakeholders. Experience does not make one better especially on human relations since the teaching profession entails high level of interpersonal intelligence. This finding is contrary to the study conducted by Mishra and Mohapatra (2010) in that work experience was positively correlated with EI.

Table 12: Kruskal Wallis Test for Emotional Intelligence and Organizational Rank

EI Dimensions	Rank	N	Mean Rank	Chi-Square	Df	Sig	Decision
Self-Awareness	Teacher 1 – 2	139	145.09	2.389	2	.303	Acc. Ho
	Teacher 3	133	156.26				
	HT 1 – MT 2	32	169.03				
Self-Management	Teacher 1 – 2	139	146.40	1.317	2	.518	Acc. Ho
	Teacher 3	133	156.78				
	HT 1 – MT 2	32	161.20				
Social Awareness	Teacher 1 – 2	139	144.35	3.625	2	.163	Acc. Ho
	Teacher 3	133	155.43				
	HT 1 – MT 2	32	175.72				
Social Skills	Teacher 1 – 2	139	146.98	2.355	2	.308	Acc. Ho
	Teacher 3	133	153.30				
	HT 1 – MT 2	32	173.16				

Table 12 shows that organizational rank does not affect the emotional intelligence of public secondary school teachers in the different domains. This implies that they are aware of how their emotions may affect relations with colleagues and students. In addition, regardless of rank, teachers may easily understand and deal positively with students' changing behavior to maintain a classroom environment conducive for learning.

Table 13: Kruskal Wallis Test for Emotional Intelligence and Organizational Size

Ei Dimensions	Org. Size	N	Mean Rank	Chi-Square	Df	Sig	Decision
Self-Awareness	Small	61	147.44	.399	2	.819	Acc. Ho
	Exceptional	120	152.65				
	Big	124	156.07				
Self-Management	Small	61	148.84	.232	2	.890	Acc. Ho
	Exceptional	120	155.44				
	Big	124	152.69				
Social Awareness	Small	61	145.61	.805	2	.669	Acc. Ho
	Exceptional	120	151.92				
	Big	124	157.68				
Social Skills	Small	61	139.13	2.011	2	.366	Acc. Ho
	Exceptional	120	154.65				
	Big	124	158.23				

It can be gleaned from Table 13 that public secondary school teachers from small, exceptional, or big schools still manifest the same level of emotional intelligence since they have the same nature of work: to teach and deal with students, parents, colleagues, and school heads.

Table 14: Kruskal Wallis Test for Emotional Intelligence and Organizational Unit

EI Dimensions	Org. Unit	N	Mean Rank	Chi-Square	Df	Sig	Decision
Self-Awareness	Filipino	32	179.22	6.305	4	.178	Acc. Ho
	English	48	169.29				
	Math	54	148.98				
	Science	54	140.66				
	Makabayan	117	146.70				
Self-Management	Filipino	32	185.80	9.468	4	.050	Rej. Ho
	English	48	164.36				

EI Dimensions	Org.Unit	N	Mean Rank	Chi-Square	Df	Sig	Decision
	Math	54	149.63				
	Science	54	128.96				
	Makabayan	117	152.02				
Social Awareness	Filipino	32	185.14	11.552	4	.021	Rej. Ho
	English	48	166.90				
	Math	54	140.64				
	Science	54	126.89				
	Makabayan	117	156.26				
Social Skills	Filipino	32	184.58	9.509	4	.050	Rej. Ho
	English	48	169.36				
	Math	54	142.04				
	Science	54	132.96				
	Makabayan	117	151.96				

Table 14 shows a significant difference among groups of teachers by learning areas along the EI dimensions on self – management, social awareness, and social skills. The Science and Mathematics teachers were found to have relatively lower emotional intelligence in the three dimensions . The Science and Mathematics teachers were relatively less able to recognize and manage their own emotions as well as understand how their emotional responses impact others. This also means that departmental teachers have different ways in recognizing their students’ emotions and insights into what causes them and in responding with compassionate understanding when a student is acting out and thus, re–direct behavior appropriately.

Public Secondary School Teachers’ Extent of Organizational Justice Distributive Justice

Table 15 shows the extent of perceived fairness at work relative to the distributive domain of this study. It is noted that the public secondary school teachers rated all items with mean scores between 2.50-3.49, described as great. Accordingly, organizational citizenship behavior may increase as an employee’s perception of the fairness of distributive justice increases (Organ in Williams, Pitre and Zainuba, 2002).

Table 15: Extent of Perceived Fairness at Work Relative to the Distributive Dimension

Items	N	Mean	SD	QD
School heads design our course schedules fairly.	305	3.31	.62771	Great
School heads distribute the course load to colleagues in the same department fairly.	305	3.22	.66241	Great
Other job-related responsibilities aside from the course load are distributed fairly among teachers.	304	3.16	.65445	Great
Rewards and incentives are distributed fairly at school.	305	3.24	.65157	Great
School heads give equal responsibility to teachers.	305	3.26	.64639	Great
Learning resources with appropriate instructional materials available are distributed fairly in each department.	305	3.23	.66509	Great
Fairly and objectively rated the teachers in the Individual and Performance Commitment and Review (IPCR) on the teaching–learning process.	305	3.43	.55348	Great
Fairly and objectively rated the teachers in the IPCR on learning outcomes management.	305	3.43	.55272	Great
Fairly and objectively rated the teachers in the IPCR on personal and professional growth and development.	305	3.42	.54589	Great
Fairly and objectively rated the teachers in the IPCR on records management.	305	3.39	.54107	Great
Fairly and objectively rated the teachers in the IPCR on community involvement.	305	3.39	.55309	Great
Fairly and objectively rated the teachers in the IPCR on special teaching assignments.	305	3.39	.55775	Great

Mean for Distributive Justice	305	3.32	.46706	Great
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Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Fairness is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

The teachers greatly believed that: the school heads design course schedules fairly; distribute the course load to colleagues in the same department fairly; other job- related responsibilities aside from the course load are distributed fairly among teachers; rewards and incentives are distributed fairly at school; school heads give equal responsibility to teachers; and learning resources with appropriate instructional materials available are distributed fairly in each department.

In support of the perceived fairness in the distribution of course loads and other job-related responsibilities, a Head Teacher I from an exceptional school said, “our school heads distribute the course loads to teachers according to their area of specialization and other related jobs equally”. Moreover, “it is the responsibility of the department heads to be resourceful and creative in making a balance of teachers’ load to be fair and equal to all teachers regardless of position in the school”, disclosed by a 42 year old female , Teacher III teaching for 12 years in a big school.

On the other hand, a 27 year old, Teacher I from a small school said , “some teachers have overload and others are underload. Some teachers were given assignments while others don’t. Although other job-related assignments were distributed to teachers, “sometimes school heads do not believe in the capability of the assigned teachers” disclosed by a Teacher III who has been teaching in an exceptional school for nine years.

The teachers also greatly believed that school heads had fairly and objectively rated them in the Key Result Areas (KRAs) found in the Individual Performance and Commitment Review (IPCR) like the teaching–learning process; learning outcomes management; personal and professional growth and development; records management; community involvement; and special teaching assignments.

Accordingly, employees’ perception of organizational justice particularly distributive justice was significantly related to both OCB and turnover intentions (Hyun – Ryong, Murrmann and Kyungmi, 2010; Hemdi, Mohamad and Nasurdin, 2008).

Procedural Justice

Table 16 presents the extent of perceived fairness at work relative to the procedural domain of this study. It is noted that the public secondary school teachers rated all items with mean scores between 2.50-3.49, described as great.

Table 16: Extent of Perceived Fairness at Work Relative to the Procedural Dimension

Items	N	Mean	SD	QD
School heads implement laws, regulations, guidelines, and notices to teachers in an objective and coherent manner.	305	3.41	.57388	Great
School heads provide avenues for open discussion about the Key Result Areas (KRAs) in the IPCR form.	305	3.40	.54772	Great
School heads discuss comprehensively, memos, guidelines, and notices to teachers before implementation.	305	3.41	.61269	Great
School heads explain clearly with each teacher the results of the performance evaluation based on the IPCR rating.	305	3.30	.60221	Great
School heads find ways to address through formal and informal trainings and development approaches areas for development identified in the IPCR rating.	305	3.30	.57538	Great
The teachers and school heads jointly determine goals and measures that will lead to the achievement of the overall departmental goals.	305	3.37	.56016	Great
Our school heads permit any teacher who feels dissatisfied with his IPCR rating to inquire without discrimination	305	3.34	.55766	Great
Mean for Procedural Justice	305	3.36	.46316	Great

Legend:Mean Scores between 1.00-1.49 - Strongly Disagree (Fairness is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

The teachers greatly believed that: school heads implement laws, regulations, guidelines, and notices to teachers in an objective and coherent manner; provide avenues for open discussion about the Key Result Areas (KRAs)

in the IPCR form; discuss comprehensively, memos, guidelines, and notices to teachers before implementation; explain clearly with each teacher the results of the performance evaluation based on the IPCR rating; find ways to address through formal and informal trainings and development approaches areas for development identified in the IPCR rating; the teachers and school heads jointly determine goals and measures that will lead to the achievement of the overall departmental goals; and school heads permit any teacher who feels dissatisfied with his IPCR rating to inquire without discrimination .

In fact, a Teacher I from an exceptional school said “our school heads treat all of us fairly and call for meeting before finalizing their decisions” which is contrary to the perception of a Teacher III from an exceptional school about procedural justice particularly on the distribution of course load and other related assignments in that “school heads should spend more time with the teachers to identify teachers most fit to teach the subject and a section.”

When asked if they were given the opportunity to be involved in the local planning of education especially on the needs of DepEd schools, like if they would consider the health status of their students Teacher I from an exceptional school considered a “sustainable feeding program for the students”. Teacher III who has been teaching for 21 years in an exceptional school would consider “Water Station facilities”.

Teacher II from a big school suggested that “school facilities should be complete to enhance learning”. Meanwhile Teacher III who has been teaching for 12 years in an exceptional school stated, “I would suggest to give consideration on the rights of the teachers especially on their health. The administration should give priority to the needs of the students especially in the teaching–learning process like audio–visual room and equipment to be globally competitive. More should be spent for the benefits of the students not for the office itself”.

With the implementation of the K to 12 program, “adequacy of learning materials like modules that jive with the curriculum” (Teacher III from a small school); and “manuals and textbooks should be complete” (Head Teacher I from an exceptional school) were suggested.

Moreover, “teachers’ welfare which is adjacent(sic) to the child protection policy” (Teacher I from an exceptional school); “financial assistance” (Teacher III from an exceptional school); and “implementation of the standardized salary for teachers” (Teacher II from a big school) were also highlighted.

According to Leventhal in Gurbuz and Murt (2009), the existence of rules favorably affects the individual’s perceptions of justice. Accordingly, ensuring procedural justice is a prerequisite for distributive justice. In addition, individual’s perception of justice on decisions and outcomes is high when they are given the opportunity to voice their preferences and opinions during the decision making process. Likewise, involving employees in the procedure formation process is a sign of care and respect for them (Gurbuz and Murt, 2009).

Moreover, distributive justice perception was significantly related to organizational commitment (Yaghoubi, Afshar and Javadi, 2012; Hemdi, Mohamad and Nasurdin, 2008); and a significant causal relationship with extra–role behavior (Wright and Sabylynski, 2008).

Interactional Justice

Interactional justice refers to the perception of the quality of treatment an employee receives when policies and procedures are implemented in the workplace.

Table 17 shows the extent of perceived fairness at work relative to the interactional domain of this study. It is noted that the public secondary school teachers rated all items with mean scores between 2.50-3.49, described as great.

Table 17: Extent of Perceived Fairness at Work Relative to the Interactional Dimension

Items	N	Mean	SD	QD
School heads behave gently to all teachers.	305	3.30	.62368	Great
School heads are sensible to all teachers’ personal needs at school.	304	3.29	.59524	Great
School heads treat teachers with kindness and consideration.	305	3.42	.58613	Great
School heads treat teachers with respect and dignity.	305	3.42	.60896	Great
Mean for Interactional Justice	305	3.36	.53639	Great

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Fairness is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

The public secondary school teachers greatly believed that: school heads behave gently to all teachers; are sensible to all teachers’ personal needs at school; treat teachers with kindness and consideration; and treat teachers with respect and dignity. This implies that public secondary school teachers are treated with respect and dignity by their school heads. Thus, employees’ perception of supervisors’ behavior as fair during interpersonal

interaction emerges as interactional justice. It is known that supervisors' equal, polite and consistent treatment is one of the antecedents of organizational citizenship behavior (Gurbuz and Murt, 2009).

When asked about how school heads treat teachers who have queries and give suggestions on certain procedures concerning their work, a male Teacher III from a small school said "the school head is very cordial in the queries and calls for discussions and clarification". "On a good day, they will respond perfectly well and explain to the best of their ability", sighed a female Head Teacher I from an exceptional school.

As regards queries on the IPCR rating, a 42 year old female, Teacher III from a big school said that "queries were being entertained. In return, teachers should also have kept lessons and documents in order to show evidences of their performance"; and "there is a revalidation of documents as stated in the means of verification (MOV) and in case teachers got low points in some areas, teachers were advised to improve their performance", said a male, Teacher III teaching for 11 years in an exceptional school.

According to Moorman in Williams, Pitre and Zainuba (2002), fair treatment by supervisors conveyed more fairness of overall procedures. Thus, from an employee's perspective, fair procedures may be in place, but the practice of fairness by supervisors demonstrates that justice actually occurs in the workplace. Thus, perceived interactional justice was found to be the most important in influencing extra-role behaviors (Mathur and Umari, 2013).

Overall Organizational Justice

Considering the above results, the overall organizational justice exuded by school heads as perceived by the public secondary school teachers was perceived to be to a great extent. The lowest although still described as great was distributive justice while the procedural and interactional domains were rated similarly by the teachers with a mean of 3.36, respectively. Although distributive justice was still perceived to a great extent by public secondary school teachers, the low mean (3.32) might be attributed to the perceptions of teachers with regards distribution of course loads and other job-related assignments and responsibilities earlier mentioned.

Table 18: Overall Extent of Perceived Fairness at Work

Organizational Justice Dimensions	N	Mean	SD	QD
Distributive Justice	305	3.32	.46706	Great
Procedural Justice	305	3.36	.46316	Great
Interactional Justice	305	3.36	.53639	Great
Overall Mean	305	3.35	.45638	Great

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Fairness is at a little extent); 1.50-2.49- Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

The overall mean computed at 3.35 is described as great. This implies that public secondary school teachers were fairly treated in terms of the assignment of course loads and other job-related assignments; fairly and objectively rated in the KRAs of the IPCR. They also perceived procedures as fair and are fairly treated by school heads in the implementation of policies and procedures in the workplace. Thus, school heads must treat their teachers well so that there will be greater chances that the latter will give back more than they are willing to give through emotional and physical engagement and commitment.

According to Chegini (2009), 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, it is better to make policies justly and to communicate with individuals carefully. Observance of politeness, position and respect makes the staff feel good. Thus, the greater the level of inter-individual justice, the more the organizational citizenship behavior. In addition, informational justice mechanisms should be planned in a way that policies and relations are made justly.

Public Secondary School Teachers' Extent of Practice of Organizational Behavior along various Domains

This section presents the public secondary school teachers' extent of practice of organizational behavior in the following dimensions: commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy, and simple living.

Commitment to Public Interest

Commitment to public interest focuses on the innovativeness of teachers in the workplace. It also emphasizes their ability to set aside personal gains while in the workplace to meet and achieve organization's needs and goals.

In Table 19 commitment to public interest, the public secondary school teachers rated nine items with mean scores between 2.50-3.49, described as great. They believe that they were greatly committed to public interest in terms of: examining the root cause of problems and suggest effective solutions and better ways of doing things, and foster new ideas and processes (mean=3.32); demonstrating the ability to think “beyond the box” and continuously focus on improving personal productivity to create higher value and results (mean=3.33); promoting a creative climate and inspire co-workers to develop original ideas or solutions (mean=3.33); translating creative thinking into tangible changes and solutions to improve work unit and organization (mean=3.38); using ingenious methods to accomplish responsibilities and demonstrate resourcefulness and the ability to succeed with minimal resources (mean=3.36); producing very satisfactory quality work in terms of usefulness and acceptability with no supervision required (mean=3.37); delivering error-free outputs most of the time by conforming to standard operating procedures correctly and consistently (mean=3.38); avoiding rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs (mean=3.37); and making personal sacrifices to meet organization’s needs (mean=3.43).

Table 19: Extent of Practice of the Secondary School Teachers on Commitment to Public Interest

Items	N	Mean	SD	QD
Examine the root cause of problems and suggest effective solutions and better ways of doing things, and foster new ideas and processes.	304	3.32	.52151	Great
Demonstrate an ability to think “beyond the box” and continuously focus on improving personal productivity to create higher value and results.	304	3.33	.50556	Great
Promote a creative climate and inspire co – workers to develop original ideas or solutions.	304	3.33	.52478	Great
Translate creative thinking into tangible changes and solutions to improve work unit and organization.	304	3.38	.52084	Great
Use ingenious methods to accomplish responsibilities and demonstrate resourcefulness and the ability to succeed with minimal resources.	304	3.36	.54643	Great
Produce very satisfactory quality work in terms of usefulness and acceptability with no supervision required.	304	3.37	.52417	Great
Deliver error-free outputs most of the time by conforming to standard operating procedures correctly and consistently.	305	3.38	.52674	Great
Avoid rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.	305	3.37	.55350	Great
Make personal sacrifices to meet organization’s needs.	305	3.43	.51620	Great
Prioritize work tasks and schedules to achieve goals.	305	3.52	.54415	VG
Spend school hours productively by doing paper works and instructional materials during vacant periods.	305	3.52	.52570	VG
Assign tasks and projects appropriate to lesson objectives and not for personal reasons and interests.	305	3.56	.51578	VG
Give more time to learners’ interests, needs and welfare during school hours than my personal affairs.	305	3.54	.53052	VG
Mean for Commitment to Public Interest	305	3.42	.38266	Great

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Practise is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

Meanwhile, the respondents very greatly exhibited: prioritizing work tasks and schedules to achieve goals (mean=3.52); spending school hours productively by doing paper works and instructional materials during vacant periods (mean=3.52); assigning tasks and projects appropriate to lesson objectives and not for personal reasons and interests (mean=3.56); and giving more time to learners’ interests, needs and welfare during school hours than personal affairs (mean=3.54). In fact, a 25 year old Teacher I from a small school disclosed that

“proper planning of appropriate strategies and techniques, reviewing the competencies and considering the needs of the learners” are his priorities. Whenever there were inevitable situations like school activities that affected continuing instruction, the welfare of the students was taken into consideration. For instance, making some adjustments like giving students homework activities, writing notes for the next day, and by doing remedial classes during the homeroom guidance program (RHGP) and during vacant periods of students.

Professionalism

In Table 20, particularly on professionalism, the public secondary school teachers rated eight items with mean scores between 2.50-3.49, described as great. The teachers believed that they exuded great professionalism in: practicing ethical and professional behavior and conduct taking into account the impact of actions and decisions (mean=3.48); displaying emotional maturity and enthusiasm for and is challenged by higher goals (mean=3.45); allocating time for personal and professional development through participation in educational seminars and workshops (mean=3.39); allocating time for personal and professional development through reading educational materials regularly (mean=3.36); allocating time for personal and professional development by engaging in educational research (mean=3.25); articulating and demonstrating personal philosophy of teaching (mean=3.46); building professional links with colleagues to enrich teaching practice (mean=3.47); and using self-evaluation to recognize and enhance strengths and correct weaknesses (mean=3.45).

Table 20: Extent of Practice of the Public Secondary School Teachers on Professionalism

Items	N	Mean	SD	QD
Practice ethical and professional behavior and conduct taking into account the impact of my actions and decisions.	304	3.48	.52615	Great
Maintain a professional image: being trustworthy, regularity in attendance, good grooming and communication.	303	3.55	.53593	VG
Display emotional maturity and enthusiasm for and is challenged by higher goals.	304	3.45	.55479	Great
Allocate time for personal and professional development through participation in educational seminars and workshops.	304	3.39	.55822	Great
Allocate time for personal and professional development through reading educational materials regularly.	304	3.36	.52800	Great
Allocate time for personal and professional development by engaging in educational research.	304	3.25	.59006	Great
Articulate and demonstrate my personal philosophy of teaching.	305	3.46	.50639	Great
Build professional links with colleagues to enrich teaching practice.	305	3.47	.51940	Great
Improve my teaching performance based on feedback from students, peers and superiors.	305	3.53	.51878	VG
Accept personal accountability over learner’s achievement.	305	3.51	.51994	VG
Use self-evaluation to recognize and enhance my strengths and correct my weaknesses.	305	3.45	.51853	Great
Demonstrate sensitivity in student – teacher relationship.	305	3.53	.52531	VG
Build good communication but establish clear limitation and boundaries with students.	305	3.51	.53867	VG
Mean for Professionalism	305	3.46	.39454	Great

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Practise is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

Moreover, the teachers very greatly: maintain a professional image like being trustworthy, regular in attendance, having good grooming and communication (mean=3.55); improved teaching performance based on feedback from students, peers, and superiors (mean=3.53); accept personal accountability over learner’s achievement (mean=3.51); demonstrate sensitivity in student-teacher relationship (mean=3.53); and build good communication but establish clear limitation and boundaries with students (mean=3.51).

When the respondents were asked how they show their sense of professionalism to a colleague who seems to be domineering in their department, a 45 year old Teacher III who has been teaching for 19 years stated “talk , confront the teacher professionally and take chances to bring her into the shoes of others”. In addition, a 52 year old Head Teacher I from an exceptional school stated “if the incident is alarming and definitely worth my while

to respond to, I'd request for a direct consideration with our superiors as witness. Otherwise, ignore some people." For a female Teacher I teaching in an exceptional school for two years, she stated "I'll just do what is right and do the duties and responsibilities as mentioned in my appointments."

For an unruly class, most of the teachers expressed staying calm and being patient, showing proper behavior, establishing classroom rules, and reminding them of the class rules and regulations and implementing them. A 45 year old Teacher III in an exceptional school said "I will remind them of the discipline they are expected to show as a reflection of the discipline they have at home."

Justness and Sincerity

Justness and sincerity highlights teachers' ability to recognize and respect learner's individuality and using this knowledge to design various learning activities and strategies to attain desired learning goals.

In living a life of justness and sincerity, the public secondary school teachers rated nine items with mean scores between 2.50-3.49, described as great. The teachers greatly manifest: obtaining information on the learning styles, multiple intelligences, and needs of learners (mean=3.43); designing or selecting learning experiences suited to different kinds of learners (mean=3.40); establishing goals that define appropriate expectations for all learners (mean=3.38); pacing lessons appropriate to the needs and/or difficulties of learners (mean=3.41); initiating other learning approaches for learners whose needs have not been met by usual approaches (mean=3.35); recognizing multi-cultural background of learners when providing learning opportunities (mean=3.39); adopting strategies to address needs of differently-abled students (mean=3.47); making appropriate adjustments for learners of different socio-economic backgrounds (mean=3.47); and responding to students in non-judgmental way verbal/non-verbal responses (mean=3.46).

In terms of making appropriate adjustments for learners of different socio-economic status, a teacher teaching for 19 years in an exceptional school "provides copies of learning materials for his own students at his own expense and use indigenous materials readily available in school or in their classrooms". On the other hand, in order to address individual differences, teachers stated that they provide varied activities related to the lesson and make group activities based on students' multiple intelligences. For students who could hardly cope with the lesson, remedial classes and activities to follow up students' academic progress was done by a 38 year old Teacher III who has been teaching in a big school for 16 years. In addition, a Teacher I who has been teaching for two years in an exceptional school always "treats her students equally most especially those who need her attention and are willing to talk to her personally".

Table 21: Extent of Practice of the Secondary School Teachers on Justness and Sincerity

Items	N	Mean	SD	QD
Obtain information on the learning styles, multiple intelligences, and needs of learners.	304	3.43	.52279	Great
Design or select learning experiences suited to different kinds of learners.	304	3.40	.54873	Great
Establish goals that define appropriate expectations for all learners.	304	3.38	.54560	Great
Pace lessons appropriate to the needs and/or difficulties of learners.	304	3.41	.55682	Great
Initiate other learning approaches for learners whose needs have not been met by usual approaches.	304	3.35	.54992	Great
Recognize multi-cultural background of learners when providing learning opportunities.	305	3.39	.55839	Great
Adopt strategies to address needs of differently-abled students.	305	3.47	.51957	Great
Make appropriate adjustments for learners of different socio-economic backgrounds.	305	3.47	.51957	Great
Maintain a learning environment of courtesy and respect for different learners.	305	3.52	.51957	VG
Provide gender-fair opportunities for learning.	305	3.53	.52531	VG
Recognize that every learner has strengths and weaknesses.	305	3.53	.52531	VG
Respond to students in non-judgmental way- verbally/non-verbally.	305	3.46	.54397	Great
Maintain transparency of records and assessment results to concerned students.	305	3.56	.51620	VG
Show fairness and considerations to all learners regardless of socio-economic background.	305	3.62	.50455	VG

Mean for Justness and Sincerity	305	3.47	.39453	Great
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Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Practise is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

Moreover, the teachers very greatly: maintain a learning environment of courtesy and respect for different learners (mean=3.52); provide gender-fair opportunities for learning (mean=3.53); recognize that every learner has strengths and weaknesses (mean=3.53); maintain transparency of records and assessment results to concerned students (mean=3.56); and show fairness and considerations to all learners regardless of socio-economic background (mean=3.62). In fact, these findings were affirmed by the responses of the teachers when asked about how they addressed individual differences in the teaching learning process. Those from big schools gave diagnostic tests to determine students' weaknesses and strengths and used differentiated instruction. A teacher who has been teaching for six years in a small school "treats learners equally and respects learners by being culturally aware and gender sensitive".

Political Neutrality

Political neutrality focuses on sound relations between teachers, students, and parents. It underscores how services are rendered to learners and parents without unfair discrimination and regardless of students' abilities and socio-economic status. In political neutrality, the public school teachers rated four items with mean scores between 2.50-3.49, described as great.

Table 22: Extent of Practice of the Secondary School Teachers on Political Neutrality

Items	N	Mean	SD	QD
Listen to parent's complaints with sympathy and understanding and discourage unfair criticisms.	304	3.49	.52648	Great
Maintain cordial relations with parents and conduct to merit their confidence and respect.	304	3.52	.52586	VG
Inform parents, through proper authorities, of the progress or deficiencies of learners, 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.	303	3.46	.53812	Great
Do not accept favors or gifts from learners, their parents or others in their behalf in exchange for requested concessions, especially if underserved.	305	3.56	.55864	VG
Do not accept, directly or indirectly, any remuneration from tutorials other than what is authorized for such service.	304	3.54	.56710	VG
Base the evaluation of the learner's work on merit and quality of academic performance.	305	3.58	.52603	VG
Recognize the learner's interest and welfare as my first and foremost concern and handle each learner justly and impartially.	305	3.49	.52638	Great
Exert the same level of enthusiasm, intelligence, and energy in the class regardless of their sections.	305	3.48	.53234	Great
Mean for Political Neutrality	305	3.52	.40054	Very Great

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Practise is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

The teachers believed that they manifested great political neutrality in: listening to parent's complaints with sympathy and understanding and discourage unfair criticisms (mean=3.49); informing 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 (mean=3.46); recognizing the learner's interest and welfare as my first and foremost concern and handle each learner justly and impartially (mean=3.49); and exerting the same level of enthusiasm, intelligence, and energy to the class regardless of their sections (mean=3.48). In support, a 39 year old Teacher III from a big

school stated that “I first send letters to the parents about the rules and regulations of the school addressing them to attend conferences, and try to explain the importance of parents in the development of the students’ values and study habits”, in seeking for parent’s cooperation for the proper guidance and improvement of learners. Another Teacher III teaching for 13 years in a small school disclosed that “parents who attend meetings are much appreciated while parents who never try to attend such meetings are given notifications about their child’s performance, attendance, and discipline in school”. Others go for home visitation to talk to parents and explain the importance of parents’ and teachers’ collaboration in the full development of the students; and to know the background of students and understand their situation especially for unreceptive parents. However, a 29 year old Teacher I from an exceptional school who has been teaching for five years disclosed “ I don’t know how to make conversations with unreceptive parents”.This implies that teachers should be exposed to seminars and trainings that will hone them in handling difficult situations like students’ and parents’ behavior. Moreover, they showed very great neutrality in: maintaining cordial relations with parents and conduct to merit their confidence and respect (mean=3.52); not accepting favors or gifts from learners, their parents or others in their behalf in exchange for requested concessions, especially if underserved (mean=3.56); not accepting, directly or indirectly, any remuneration from tutorials other than what is authorized for such service (mean=3.54); and basing the evaluation of the learner’s work on merit and quality of academic performance (mean=3.58).

Responsiveness to the Public

Responsiveness to the public focuses on the teachers’ effort in strengthening the link between the school and the community. It also includes how they address students’ problems on academic performance and irregularities in attendance.

In responsiveness to the public, the secondary school teachers rated seven items with mean scores between 2.50-3.49, described as great. 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 (mean=3.49); involve the community in sharing accountability for the learner’s achievement (mean=3.41); use community resource (human, material) to support learning (mean=3.40); use the community as a laboratory for learning (mean=3.37); participate in community activities that promote learning like socio-cultural activities (mean=3.42); use community networks to publicize school events and achievements (mean=3.38); and encourage students to apply classroom learning to the community (mean=3.49).

Table 23: Extent of Practice of the Secondary School Teachers on Responsiveness to the Public

Items	N	Mean	SD	QD
Employ interventions for students at risk of dropping out like short conference with the student concerned and home visitation.	305	3.52	.51971	VG
Employ remediation like remedial lesson, independent or cooperative learning to improve learner’s discipline and learning area performance especially the low performing ones.	305	3.49	.53263	Great
Involve the community in sharing accountability for the learner’s achievement.	305	3.41	.54446	Great
Use community resource (human, material) to support learning.	305	3.40	.54943	Great
Use the community as a laboratory for learning.	305	3.37	.56601	Great
Participate in community activities that promote learning like socio-cultural activities.	305	3.42	.55188	Great
Use community networks to publicize school events and achievements.	305	3.38	.53909	Great
Encourage students to apply classroom learning to the community.	305	3.49	.53873	Great
Extend my roles and duties even beyond class hours.	305	3.54	.54278	VG
Always ready to help students who are in need.	305	3.62	.51743	VG
Share my knowledge inside and outside the classroom.	305	3.63	.50936	VG
Mean for Responsiveness to the Public	305	3.48	.40385	Great

Legend:Mean Scores between 1.00-1.49 - Strongly Disagree (Practise is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

Moreover, the teachers very greatly showed responsiveness to the public by: employing interventions to students at risk of dropping out like short conference with the student concern and home visitation (mean=3.52); extending roles and duties even beyond class hours (mean=3.54); being always ready to help students who are in need (mean=3.62); and sharing knowledge inside and outside the classroom (mean=3.63).

These findings were affirmed when a female Teacher III teaching for 23 years in an exceptional school stated : “the community helps in the discipline of the students and in the improvement of the school’s physical aspects through financial support and manpower during Brigada Eskwela. The school helps the community in implementing rules and regulations, programs of the community, and in the conduct of community activities like fiesta and others.”

The community is also a laboratory for learning and experts in the community can be a source of inspiration to students. Truly , “the community are stakeholders in the development and progress of the school as the school mirrors the community where it belongs” disclosed a Teacher III from an exceptional school.

Nationalism and Patriotism

In nationalism and patriotism, the public school teachers rated three items with mean scores between 2.50-3.49, described as great. The items were: promote the use of locally produced goods, resources and technology to learners that could increase the economic growth of the country (mean=3.45); integrate not only the contributions of those well-known peoples from other countries but also the contributions of Filipino achievers in class (mean=3.45); and encourage students to develop appreciation of their own culture and that of others (mean=3.45).

Moreover, the teachers very greatly showed patriotism and nationalism in: attending flag raising ceremony regularly (mean=3.50); taking pride as a Filipino, abiding in the laws of the Republic and inspiring learners to be proud of their own nationality (mean=3.57); helping students realize their role in the progress of the country (mean=3.51); respecting cultural differences and promoting each culture (mean=3.59); and promoting and supporting programs and activities that advocate national awareness (mean=3.55).

Table 24: Extent of Practice of the Secondary School Teachers on Nationalism and Patriotism

Items	N	Mean	SD	QD
Attend flag raising ceremony regularly.	304	3.50	.55690	VG
Promote the use of locally produced goods, resources and technology to learners that could increase the economic growth of the country.	304	3.45	.53721	Great
Take pride in being a Filipino, abide in the laws of the Republic and inspire learners to be proud of their own nationality.	304	3.57	.53308	VG
Help students realize their role in the progress of the country.	305	3.51	.52623	VG
Respect cultural differences and promote each culture.	305	3.59	.51105	VG
Promote and support programs and activities that advocate national awareness.	305	3.55	.52364	VG
Integrate not only the contributions of those well-known peoples from other countries but also the contributions of Filipino achievers in class.	305	3.45	.51797	Great
Encourage students to develop appreciation of their own culture and that of others.	305	3.45	.52457	Great
Mean for Nationalism and Patriotism	305	3.51	.39706	Very Great

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Practise is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

When teachers were asked on how they deal with teachers who do not participate during flag raising ceremony, a 53 year old Head Teacher I from an exceptional school said “they should be advised to participate in accordance to DepEd Memorandum”. “As a teacher, we should be role models to our students”, said a male teacher teaching in a big school. On the other hand, monitoring the class attendance not only during flag raising ceremony but daily encouraging students to participate and inculcating the importance of patriotism and giving extra points were some ways pointed by teachers to address students’ delinquency in attending the flag raising ceremony.

Commitment to Democracy

Commitment to democracy focuses on how a conducive learning environment is maintained regardless of the students' individual differences in learning. In commitment to the ideals of democracy, the public school teachers rated three items with mean scores between 2.50-3.49, described as great. These were: give the students full authority to do what they think is good for them to prosper (mean=3.48); communicate and maintain high standards of learning performance (mean=3.47); and handle behavior problems quickly and with due respect to learner's right (mean=3.47).

Table 25: Extent of Practice of the Secondary School Teachers on Commitment to Democracy

Items	N	Mean	SD	QD
Encourage free expression of ideas from learners.	304	3.61	.51374	VG
Encourage learners to join different co- and extra-curricular activities.	304	3.64	.50522	VG
Communicate and enforce school policies and procedures for appropriate learner behavior.	304	3.55	.52317	VG
Show respect for other persons and their ideas.	305	3.62	.50455	VG
Possess and actualize full commitment and devotion to duty.	305	3.54	.51797	VG
Act sensitively and fairly regarding the rights and privacy of learners.	305	3.55	.52329	VG
Involve students when making class rules and regulations.	305	3.51	.53245	VG
Give the students full authority to do what they think is good for them to prosper.	305	3.48	.53867	Great
Encourage learners to ask questions.	305	3.61	.51337	VG
Maintain a safe, clean and orderly classroom free from distractions	305	3.55	.54786	VG
Provide learners a variety of learning experiences.	305	3.53	.53153	VG
Communicate and maintain high standards of learning performance.	305	3.47	.52601	Great
Handle behavior problems quickly and with due respect to learner's right.	305	3.47	.52601	Great
Mean for Commitment to Democracy	305	3.55	.39316	Very Great

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Practise is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

In the situation where a punctual and intelligent student attacks the position and point of view of the teacher during lecture and does not respect other student's opinion, a male Head Teacher I from an exceptional school will address such situation by "studying first the personal and family background of the students before acting on the student's misbehavior during class lecture and the student must be referred to the guidance counselor for counseling about personal interrelationship" In addition, "talking to the student after class hours for misbehavior and advising him to respect everybody in school since nobody owns all the knowledge in the world" is the wisdom of a 45 year old female Teacher III from an exceptional school.

Meanwhile, the teachers very greatly exhibited democracy by: encouraging free expression of ideas from learners (mean=3.61); encouraging learners to join different co- and extra-curricular activities (mean=3.64); and communicating and enforcing school policies and procedures for appropriate learner behavior (mean=3.55); showing respect for other persons and their ideas (mean=3.62); possessing and actualizing full commitment and devotion to duty (mean=3.54); acting sensitively and fairly regarding the rights and privacy of learners (mean=3.55); involving students when making class rules and regulations (mean=3.51); encouraging learners to ask questions (mean=3.61)

maintaining a safe, clean and orderly classroom free from distractions (mean=3.55); and providing learners a variety of learning experiences (mean=3.53). In support to the very greatly practiced encouragement of learners to ask questions, a female Teacher III teaching for 23 years in an exceptional school stated "I always welcome and encourage my students to ask questions and share their ideas but it should be done with good manners." This implies that just as students feel the freedom to express their ideas, teachers should reiterate to them the value of respect and open-mindedness and accountability in their actions in and out of the classroom.

Simple Living

Simple living reflects the modest lives of secondary public school teachers in and out of the school campus appropriate to their position and income.

In simple living, the public school teachers rated two items with mean scores between 2.50-3.49, described as great. These were: place premium upon self-respect and self-discipline as the principle of personal behavior in all relationships with others and in all situations (mean=3.48); and not use teaching as a means of earning income (mean=3.39).

Table 26: Extent of Practice of the Secondary School Teachers on Simple Living

Items	N	Mean	SD	QD
Show a modest life appropriate to position and income.	304	3.52	.53842	VG
Maintain a dignified personality which could serve as model worthy of emulation by learners, peers, and others.	304	3.51	.53875	VG
Place premium upon self-respect and self-discipline as the principle of personal behavior in all relationships with others and in all situations.	304	3.48	.52636	Great
Prefer locally made but useful products instead of costly and extravagant.	305	3.53	.50594	VG
Maintain a good reputation with respect to financial matters such as in the statement of one's just debts, loans, and other financial affairs	305	3.53	.51922	VG
Teach students how to earn and use money wisely.	305	3.50	.53259	VG
Do not use teaching as a means of earning income.	305	3.39	.65591	Great
Dress simply but with dignity during civilian day.	305	3.57	.51534	VG
Mean for Simple Living	305	3.50	.39700	VG

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Practise is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

Moreover, the teachers very greatly showed simple living in: showing a modest life appropriate to position and income (mean=3.52); maintaining a dignified personality which could serve as model worthy of emulation by learners, peers, and others (mean=3.51); preferring locally made but useful products instead of costly and extravagant (mean=3.53) ; maintaining a good reputation with respect to financial matters such as in the statement of one's just debts, loans, and other financial affairs (mean=3.53); teaching students how to earn and use money wisely (mean=3.50); and dressing simply but with dignity during civilian day (mean=3.57).

As regards the situation on teachers as role models but are rather showy of their personal belongings even if these are not necessary in school, a male Teacher I from an exceptional school said, "teachers should live a simple life so they can also encourage the students to do the same". A 26 year old teacher teaching for three years meanwhile opined "teachers should be humble even if we have those properties or possessions that only a few of us have". Thus given this kind of situation, a female Teacher I from an exceptional school disclosed "every individual is unique but every teacher should be reminded of the professional code of ethics".

In addition, Table 27 shows the overall extent of practice of the public secondary school teachers on organizational behavior. Apparently, although still described as greatly practiced, the lowest rating was given to commitment to public interest (mean=3.42) while the highest rating was given to commitment to democracy (mean=3.55).

Table 27: Overall Extent of Practice of the Secondary School Teachers on Organizational Behavior

Organizational Behavior Dimensions	N	Mean	SD	QD
Mean for Commitment to Public Interest	305	3.42	.38266	Great
Mean for Professionalism	305	3.46	.39454	Great
Mean for Justness and Sincerity	305	3.47	.39453	Great
Mean for Political Neutrality	305	3.52	.40054	Very Great
Mean for Responsiveness to the Public	305	3.48	.40385	Great
Mean for Nationalism and Patriotism	305	3.51	.39706	Very Great
Mean for Commitment to Democracy	305	3.55	.39316	Very Great

Mean for Simple Living	305	3.50	.39700	Very Great
Overall Organizational Behavior	305	3.49	.37057	Great

Legend: Mean Scores between 1.00-1.49 - Strongly Disagree (Practise is at a little extent); 1.50-2.49-Disagree (Moderate); 2.50-3.49 - Agree (Great) & 3.50-4.00-Strongly Agree (Very Great)

The overall computed mean of 3.49 is described as great. The public secondary school teachers greatly displayed organizational behavior. This implies that teachers support the school in the realization of its goals and objectives by performing their roles and responsibilities in providing quality education to the students. Thus, they should consider important behaviors in order to enhance motivation and learning among students.

Identified Activities of the Secondary School Teachers to be Considered in Revitalizing the Organizational Behavior

Table 28: Overall Extent of Practice of the Secondary School Teachers on Organizational Behavior

Activities	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Division Seminar on Enhancing Emotional Intelligence												
Division Seminar on Human Relations in Workplace especially with parents												
Division Seminar on Creativity and Innovativeness in the Workplace												
Division Seminar, Workshop and Training on differentiated instruction that would address gender-fair opportunities for learning												
School-based team building												

The proposed activities for the secondary school teachers included in this study is found to be relevant in strengthening the practice of organizational justice that 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, procedura,l and interactional justice to a great extent;
3. Public secondary school teachers greatly practiced organizational behavior in the Division of Nueva Vizcaya;and
4. The Proposed Activities for Organizational Justice and Organizational Behavior of the secondary school teachers is found to be relevant in this study.

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 both administrators and teachers work together to enhance the dispensation of organizational justice and organizational behavior among teachers in the Division; and
3. The Proposed Organizational Justice and Organizational Behavior Framework included in this study is strongly recommended to be used by the policy makers of School Divisions of Department of Education of the Philippines.

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