

ORGANIZATIONAL JUSTICE, MORALE, AND PERFORMANCE OF ELEMENTARY TEACHERS AND ADMINISTRATORS

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Abstract

This survey – correlational study aimed to determine relationships among organizational justice, organizational morale, and organizational performance of elementary schools. It likewise ascertained which among the dependent variables predicted organizational performance. This study was conducted in January 2019 in the whole municipality of Barotac Nuevo, Iloilo. There were 24 public school elementary administrators and 168 randomly selected public school elementary teachers who served as the research respondents of the study. The stratified random sampling method was employed to select the teacher respondents. Three data gathering instruments were used to gather the data needed for the research: (1) Organizational Justice Questionnaire, a researcher - revised instrument used to determine the level of fairness in the workplace; (2) Organizational Morale Questionnaire, a researcher - revised instrument also used to ascertain the accurate description of the school situation in terms of the respondents' organizational morale; and (3) OPRCF, a standardized instrument used by the DepEd in measuring school performance as reflected in the rating for the school head. Except for the OPRCF which is a standardized instrument, the two instruments (Organizational Justice Questionnaire, and Organizational Morale Questionnaire) were pilot tested. Frequency counts, percentage analyses, means, and standard deviations were employed as descriptive statistics, while t-test for independent samples, the standard multiple regression and the Pearson's r , all set at .05 level of significance were utilized as inferential statistics. The study revealed that when respondents were taken as an entire group and classified according

to position, the level of organizational justice and organizational morale were generally perceived by the respondents as high while organizational performance was very satisfactory. When classified according to position, the respondents' level of Organizational Justice, Organizational Morale, and Organizational Performance did not differ significantly. Organizational Justice and organizational morale did not significantly predict organizational performance.

Keywords: Organizational Justice, morale, performance, education, Barotac Nuevo, Iloilo

Introduction

In the basic education department (elementary), the adamant role of teachers and administrators cannot be negated. Pursuant to the provisions of paragraph (e), Article 11 of Republic Act No.7836, otherwise known as the Philippine Professionalization Act of 1994 and paragraph (a), Section 6, P.D. No. 223 as amended, the Board for Professional Teachers has adopted the Code of Ethics for Professional Teachers. Section 2, Article II stated, every teacher or school official shall actively help carry out the declared policies of the state (Code of Professional Teachers, 1994). These policies reflect the moral obligation and organizational performance designed to to the overall welfare of the school as a partner of the state. Teachers and administrators shall possess qualities that will actualize full commitment and devotion to the call of duty.

Teachers embrace multi-faceted tasks within and outside the classroom arena. Inside the four walls of the classroom, teachers are involved in the face-to-face encounter with the pupils in terms of the formal transmission of knowledge, skills, and values. At home, teachers are feeding and nurturing a family in spite of their hectic schedules and meager salaries.

Administrators or school heads are bombarded with many challenges in terms of their leadership which of course reflects the organizational performance. Based on DepEd National Competency Based Standards for School Heads (2015), the core principle stipulates that school heads are competent, committed, and accountable in providing access to quality and relevant education for all through transformational leadership and high degree of professionalism. This necessitates a sound management and daily operations attuned to the overall performance of the school. There are indeed myriad of considerations worthy to tackle. To be an administrator, there are

tests of capacities to manage people. These tests could mean the success or the downfall of the organization. Daft (2010) stressed that management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources. However, in the conduct of management, there are issues to consider. Taking into the account the present scenario in the public elementary educational system, issues on Organizational Justice, Organizational Morale, and Organizational Performance come into play.

The current research expands the meaning of equity or fairness. In the past, equity theory focused on distributive justice. This is defined as the employee's perceived fairness of the amount of allocation of rewards among individuals (Robbins, 2009). Equity theory also entails organizational justice which is the overall insight of what is fair in the organization. Another salient addition to the organizational justice is the concept of procedural justice – which is the perceived fairness of the process (rewards, remuneration, etc.) on whatever the case may be. Moreover, a recent key addition to organizational justice is the so-called interactional justice which is the individual discernment of the degree to which the employee is treated with dignity, concern and respect.

Justice in an organization comprises a large body of work that examines and predicts organizational factors and individual attitudes and behavior adjoining appraisals of unfairness and mistreatment in organizations. Tepper (2000) suggested that interactional justice, which is the interpersonal dimension of organizational fairness, was particularly relevant to administrative dimension.

In addition, some administrators contributed also to the sad troubles of the teachers. The idea is that fair relationships are those that are characterized by equitable inputs and outputs, such as a balanced ratio between a subordinate's work efforts and the reciprocal consideration and the respect they receive from their supervisor or administrator.

The researcher theorized that in the district of Barotac Nuevo, organizational justice is very much needed, considering the plight of the DepEd teachers loaded with too much work and financial obligation to support their families. There is a need to ascertain the true milieu of the organizational justice which in turn reflects the morale and performance of the teachers and administrators in the school district of Barotac Nuevo, Iloilo. Thus, based on the aforementioned background, the researcher was propelled to conduct the study.

This study aimed to find out the relationships and significant differences among variables such as organizational justice, organizational morale, and organizational performance.

Methods

Respondents. The respondents of the study were the 168 public elementary school teachers and 24 school heads in the twenty-four (24) schools of the district of Barotac Nuevo, Iloilo during the school year 2018-2019. Table 1 shows the research population and the sampling technique used. All the 24 school heads were taken as respondents of the study. The stratified (proportional) random sampling was employed in the selection of teacher respondents or subjects. There was a sample frame consisting of the list of elementary teachers from the district office of Barotac Nuevo, Iloilo and was classified into schools (elementary affiliated strata). A sample size was determined using the Slovin's Formula. In this study, it assumed the confidence level of 95%, giving a margin of error of .05. Thus, the sample size in this study was 168. The said sample size of the teachers served as the respondents of the study. The number of respondents from each classification stratum was ascertained using the same proportion as they existed in the stratified population. The number of respondents was proportionate to the overall percentage of faculty members in each elementary school affiliation.

Table 1

Research Population and the Sampling Technique

School	Number of School Heads	Number of Teaches	Sample Size
1. Acuit Elementary School	1	9	5
2. Agcuyawan Calsada Elementary School	1	11	6
3. Agcuyawan Pulo Elementary School	1	8	5
4. Bagongbong A Elementary School	1	6	3
5. Baras Elementary School	1	7	4
6. Barotac Nuevo Central Elementary School	1	65	38
7. Cabilauan Elementary School	1	15	9
8. Guintas Elementary School	1	12	7
9. Igbong Elementary School	1	7	4
10. Jalaud Elementary School	1	15	9
11. Juan F. Siochi Elementary School	1	7	4
12. Lanas Elementary School	1	10	6
13. Lico-an Elementary School	1	9	5
14. Linao-Cruz Elementary School	1	8	5
15. Monpon Elementary School	1	11	6
16. Palaciawan Elementary School	1	7	4
17. Patag Elementary School	1	8	5
18. Salihid Elementary School	1	8	5
19. Sohoton Elementary School	1	8	5
20. So-ol Elementary School	1	8	5
21. Tabucan Elementary School	1	14	8
22. Talisay Elementary School	1	9	5
23. Tinorian Elementary School	1	13	7
24. Tiwi Elementary School	1	15	8
Total	24	290	168

When the sample size of each school affiliation was determined, the lottery technique was used in the selection of the final participants. Slips of paper with names of the elementary faculty members were placed in a box and then randomly drawn. The present study involved all the 24 public elementary school administrators or school heads and 168 public elementary school teachers of the 24 public elementary schools in the whole district of Barotac Nuevo, Iloilo. The profile of the respondents is shown in Table 2.

The teachers as respondents represent 57.93% of the total 290 public elementary school teachers in the municipality of Barotac Nuevo, Iloilo. The entire group of 168 teachers and 24 administrators brought a total of 192 respondents.

Of the 192 research respondents in the municipality/district of Barotac Nuevo, 19 (10 %) were males and 173 (90%) were females. As to age, 53 (28%) were young (35 years old and below); 90 (47%) were middle aged; and 49 (25%) were old (51 years old and older). In terms of the educational background (degree), 131 (68%) were BEED (Bachelor of Elementary Education) graduates; 40 (21%) were BSED (Bachelor of Secondary Education) and others; and 21 (11%) were Master's and higher degree holders.

One hundred four of the respondents (54%) were Teacher 1; 29 (15%) were Teacher 2; 24 (13%) were Teacher 3; 11 (5%) were Master Teachers; and 24 (13%) held school head positions. Twenty-four (13%) participants were administrators or school heads and 168 (88 %) were teachers. Thirty-six (19%) were neophytes (3 years and below experience); 46 (24%) were experienced; and 110 (57%) were labeled as experts in terms of experience.

These teacher-related factors were not included among the variables considered in the study.

Table 2

Profile of the Respondents

Category	f	%
A. Entire Group	192	100
B. Sex		
Male	19	10
Female	173	90
C. Age		
Young (35 and below)	53	28
Middle (36-50)	90	47
Old (51 and older)	49	25
D. Degree		
BEED (Bachelor of Elementary Education)	131	68
BSED (Bachelor of Secondary Education) and others	40	21
Master's Degree and Higher	21	11
E. Position		
Teacher 1	104	54
Teacher 2	29	15
Teacher 3	24	13
Master Teacher	11	5
School Head	24	13
F. Designation		
Administrator/School Head	24	12
Teacher	168	88
G. Experience		
Neophyte (3 years and below)	36	19
Experienced	46	24
Expert	110	57

Data gathering instruments. Three data gathering instruments were used to gather the data needed for the research study: (1) Organizational Justice Questionnaire, a researcher-revised instrument used to determine the level of fairness in the workplace; (2) Organizational Morale Questionnaire, a researcher-revised instrument also used to ascertain the accurate description of the school situation in relation to the organizational morale felt by the respondents; and (3) OPRCF, a standardized instrument used by the Department of Education (DepEd) in measuring the organizational performance or the school performance as reflected in the rating for the school head.

Except for the OPRCF, which is a standardized instrument, the two instruments Organizational Justice Questionnaire and Organizational Morale Questionnaire were submitted to a panel of three (3) jurors or experts in the field of educational management for face and content validation. All of them held PhD degrees and occupied renowned positions in the academe. The jurors were selected on the basis of their palpable expertise on test construction, educational management, and statistics or research.

After incorporating the jurors' suggestions and comments, the instruments were pilot tested among the elementary teachers and administrators in the district of Dumangas, Iloilo in January 2019. Mock test or pilot test is needed in order to address other factors and clarifications deemed suited in the instruments as well as to give justice to their reliability.

The results of the pilot test were subjected to reliability analyses using the Statistical Package for the Social Sciences (SPSS) software.

The following were the results of the Cronbach's alpha: (1) the Organizational Justice Questionnaire consisted of 20 items ($\alpha = .950$) and (2) the Organizational Morale consisted of 15 items ($\alpha = .858$). These research instruments were also found highly reliable based on the values of their Cronbach's alpha (α).

Thus, Cronbach's alpha of .85 and above suggests a very good internal consistency reliability and the items in the three research instruments were valid constructs credible for the actual data gathering procedure in the local setting.

A brief personal information form was also provided to gather data on the participants' sex, age, degree, position, designation, experience, etc.

1. Organizational Justice Questionnaire. To determine the elementary teachers' level of Organizational Justice, the Organizational

Justice Scale developed by Niehoff and Moorman (1993) was revised. It consisted of 20 items and measured three components of Organizational Justice: (a) distributive justice – assessed the participants’ perceptions regarding the fairness of different work outcome; (b) procedural justice – assessed the participants’ perceptions regarding the formal decision - making process and fairness of procedures in the organization; and (c) interactional justice – assessed participants’ perceptions regarding the fairness of treatment they receive from their supervisors: 1) Distributive Justice (items 1, 2, 3, 4, 5); 2) Procedural Justice (items 6, 7, 8, 9, 10, 11); and 3) Interactional Justice (items 12, 13, 14, 15, 16, 17, 18, 19, 20).

The Organizational Justice Scale employed a 5-point Likert Scale. Elementary teachers indicated their responses by putting a check mark inside the column of each item which corresponded to their answers.

The responses were given arbitrary numerical equivalents as follows:

<i>Weight</i>	<i>Response</i>
5	strongly agree
4	agree
3	undecided
2	disagree
1	strongly disagree

To interpret the data, the following scale of means and interpretations were utilized:

<i>Scale</i>	<i>Interpretation</i>
4.50 - 5.00	very high organizational justice
3.50 – 4.4	high organizational justice
2.50 – 3.49	moderate organizational justice
1.50 – 2.49	low organizational justice
1.00 -1.49	very low organizational justice

2. Organizational Morale Questionnaire (OMQ). The Organizational Morale Questionnaire devised by Allen and Pilnick (1973) was revised for the study. Revisions of the items were also made in order to suit the recent local context of the study. The OMQ measures the state of morale in an organization along the nine dimensions: (1) organizational and personal pride; (2) performance excellence; (3) teamwork/communication; (4) leadership/supervision; (5) colleague/associate relations; (6) customer/clientele relations; (7) honesty and security; (8) training and development; and (9) innovation and change.

This researcher revised instrument was composed of 15 statements each rated along a 5-point scale.

<i>Weight</i>	<i>Response</i>
5	strongly agree
4	agree
3	doubtful
2	disagree
1	strongly disagree

The state of Organizational Morale is gauged from the composite score; the higher the score, the higher the state of morale. For purposes of statistical computations, however, the obtained mean scores were used as a scoring guide.

<i>Scale</i>	<i>Response</i>
4.50 - 5.00	very high morale
3.50 – 4.49	high morale
2.50 – 3.49	moderate morale
1.50 – 2.49	low morale
1.00 – 1.49	very low morale

3. OPCR (Office Performance Commitment and Review Form). This is a standardized instrument used by the Department of Education (DepEd) in measuring the organizational performance or school performance of a particular public elementary school as reflected in the rating of the school head. Based on DepEd Order No. 2, series of 2015 (Results Based Performance Management System), the Department of Education is committed to provide the members of the organization with opportunities to link their individual achievements and make meaningful contribution to the attainment of the institution's vision and mission, promote individual and team growth, participation and commitment, and grow professionally and personally. In accordance with this mandate, DepEd implements a Results-Based Performance Management System – a shared undertaking between the superior and the subordinates that allows an open discussion of job expectations, Key Results Areas, objectives, and their alignment to the overall departmental goals. It provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the organization.

This form is divided into four parts: (1) Accomplishments of KRAs (Key Result Areas) and Objectives, (2) Competencies, (3) Summary of Ratings for Discussion, and (4) Development Plans.

In terms of the KRAs, each employee plays a vital part in the achievement of his or her department's objectives. At the beginning of the Results-Based Performance Management Cycle, the employee and his or her superior jointly determines goals and measures that will lead to the achievement of the overall departmental goals. The District of Barotac Nuevo Elementary Schools has the following common components of the KRAs: (1) instructional leadership; (2) learning environment; (3) human resource management and development; (4) parents' involvement and community partnership; and (5) school leadership. The stated KRAs were accompanied by crucial objectives and performance indicators. After which, weights were assigned to those goals based on priorities. The total of the weights should not exceed 100. At the end of the performance cycle, the employee was rated on the effectiveness or quality, efficiency (including cost), and timeliness in delivering the goals agreed upon. Effectiveness (Q) referred to the extent to which actual performance compared with targeted performance; it was the degree to which objectives were achieved and the extent to which targeted problems were solved. In management, effectiveness relates to getting the right things done. Efficiency (E) was the extent to which time resources is used for the intended task or purpose. It measured whether targets were accomplished with minimum amount or quantity of waste, expense, or unnecessary effort. Timeliness (T) was a measure whether the deliverable was done on time based on the requirements of the law, orders, and/or clients or stakeholders. Time-related performance indicators evaluated such things as project completion deadlines, time management skills, and other time-sensitive expectations.

The success of the employee in fulfilling his or her role is dependent on how he or she applies various competencies on the job. The following were the nine core behavioral competencies: (1) self-management, (2) professionalism and ethics, (3) result focus, (4) teamwork, (5) service orientation, (6) innovation, (7) leading people, (8) people performance management, and (9) people development. Under these core behavioral competencies, the following scales were used: 5 – Role model; 4 – Consistently demonstrates; 3 – Most of the time demonstrates; 2 – Sometimes demonstrates; 1 – Rarely demonstrates.

These ratings which are descriptive in nature could be used for the developmental plans of the employee. However, this part was not included in the actual computation of the means necessary for the present study.

The last two remaining parts of the OPCRF instrument are the Summary of Ratings for Discussion and the Development Plans. These were also descriptive in nature and not included in the study.

Only part 1 of the said instrument was utilized for statistical computation deemed as very relevant in measuring the school performance or organizational performance.

The OPCRF is a standardized instrument that uses the following rating scale:

<i>Scale</i>	<i>Adjectival Rating</i>	<i>Description</i>
5	Outstanding (130% and above)	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4	Very Satisfactory (115% - 129%)	Performance exceeded expectations. All goals, objectives, and targets were achieved above the established standards.
3	Satisfactory (100% - 114%)	Performance met expectations in terms of quality of work, efficiency and timelines. The most critical annual goals were met.
2	Unsatisfactory (51% - 99%)	Performance was consistently below expectations, and/or reasonable progress towards critical goals was not made. Significant improvement is needed in one or more important areas.
1	Poor (50% or below)	

These ratings refer to the accomplishment of targets or objectives. Evaluation should be based on indicators and measures. Civil Service Commission Memorandum Circular (CSC MC) No. 13, Series of 1999 (REVISED Polices on the Performance Management System).

The data gathered for the study were subjected to certain computerized statistics. The means obtained in this instrument was used to determine the organizational performance of elementary schools as reflected in the school heads' OPCRF rating.

Adjectival Ratings	
Range	Adjectival Rating
4.500 – 5.000	outstanding
3.500 – 4.499	very satisfactory
2.500 – 3.499	satisfactory
1.500 – 2.499	unsatisfactory
1.499 and below	poor

Data Gathering

Procedure. A permission to conduct the study among the public elementary school teachers and administrators or school heads in the district or municipality of Barotac Nuevo was sought from the good office of the Schools Division Superintendent, Schools Division of Iloilo, the district supervisor, and the school heads or administrators.

When the letter of permission or request was approved by the Division Superintendent, the district supervisor was furnished with the approved request as an attachment to the researcher's letter to conduct a study. Upon approval of the request by the district supervisor, the researcher was referred to the elementary school heads. Then, the researcher approached the school heads or principals individually to distribute the research instruments to the participants. With the help of the district office and the school heads, the researcher finally distributed the research instruments to the participants done in a random manner. After one and a half weeks, the accomplished research instruments were retrieved.

In the actual administration of the data gathering, research instruments were personally distributed by the researcher to the elementary teachers and were retrieved upon completion after two weeks.

After the retrieval of the questionnaires, the data were secured and coded numerically in order to ensure the ethical norms of research and maintain confidentiality. Then with the aid of the Statistical Package for Social Science (SPSS) software, data were encoded, tallied, and interpreted.

Data Analysis Procedure. In the analysis of data, the researcher employed the following statistical tools:

Frequency count. Frequency count was used to determine the number of respondents that fell in each category of the variables.

Percentage analysis. Percentage analysis was used to determine the ratio or portion of the participants belonging to a category of certain variables.

Means. The mean scores were needed to describe the levels of organizational justice, organizational morale, and organizational performance of schools.

Results and Discussion

Organizational justice. The results of the study as shown in Table 3 revealed that when taken as an entire group ($M = 4.07$; $SD = .63$) and classified according to administrators ($M = 3.95$; $SD = .99$) and teachers ($M = 4.08$; $SD = .56$), organizational justice level was perceived as high. The standard deviation which ranged from .56 to .99 revealed a narrow dispersion of the means, indicating the participants' homogeneity in terms of their organizational justice.

Table 3

Mean and Standard Deviation of the Level of Organizational Justice when Respondents are Taken as an Entire Group and Classified According to Position

<i>Organizational Justice</i>	<i>M</i>	<i>Description</i>	<i>SD</i>
Entire Group	4.07	high organizational justice	.63
Administrator/School Head	3.95	high organizational justice	.99
Teacher	4.08	high organizational justice	.56

Note: very high (4.50-5.00); high (3.50-4.49); moderate (2.50-3.49); low (1.50-2.49); and very low (1.00-1.49)

The participants' manifestation of high organizational justice among elementary schools when taken as an entire group and classified according to position is in consonance with earlier researches that established the importance of organizational justice in schools. Memduhoalu and Yildiz (2014) pinpointed that fair treatment in schools affected faculty and staff performance positively. When teachers' expectations are not properly addressed in return for their contributions to educational organizations, a decrease in performance occurs. Buluc and Gunus (2014) also found out that organizational justice was a very important concept when the performance and efficiency of educational institutions were taken into consideration. Theoharis (2009) noted that the teachers can negatively impact the schools they work in by choosing to stay working even though they are dissatisfied. Raising the threshold for tolerance of unfairness or setting mediocrity can frame a school system in an unwelcoming and unsafe learning environment. Malik and Naeem (2011) emphasized that organizational justice influences organizational commitment of the faculty. Teachers' fairness perceptions regarding rewards allocation foster organizational commitment.

Organizational morale. The results of the study in Table 4 revealed that when taken as an entire group ($M = 4.27$; $SD = .44$) and classified according to administrators ($M = 4.37$; $SD = .52$) and teachers ($M = 4.26$; $SD = .42$), organizational morale level was perceived as very high. The standard deviation ranged from .42 to .44 indicated a narrow dispersion of the means, showing the participants' homogeneity in terms of their organizational morale.

Table 4

Mean and Standard Deviation of the Level of Organizational Morale when Respondents are Taken as an Entire Group and Classified According to Position

<i>Organizational Morale</i>	<i>M</i>	<i>Description</i>	<i>SD</i>
Entire Group	4.27	high morale	.44
Administrator/School Head	4.37	high morale	.52
Teacher	4.26	high morale	.42

Note: very high (4.50-5.00); high (3.50-4.49); moderate (2.50-3.49); low (1.50-2.49); and very low (1.00-1.49)

The results on the high organizational morale as perceived by the participants when taken as an entire group and classified according to position agree with the earlier researches which stressed the importance of organizational morale in any organization.

According to Cooper (2009), morale is the state of individual psychological well-being based upon the sense of confidence and usefulness. It is the feeling of employee enthusiasm and challenging tasks. Thus, the results exhibit that the employees are highly satisfied in terms of how they felt in their respective organization. This is in an agreement with the study of Linz et. al (2006) which stressed that positive relationship exists between rewards and morale among employees.

Organizational Performance. The obtained results in Table 5 revealed that when taken as an entire group ($M = 4.150$; $SD = .115$) and classified according to administrators ($M = 4.154$; $SD = .117$) and teachers ($M = 4.149$; $SD = .115$), organizational performance was rated as very satisfactory. The standard deviation which ranged from .115 to .117 revealed a narrow dispersion of the means, indicating the participants' homogeneity in terms of their organizational performance.

The results of the study showed that the participants had very satisfactory organizational performance among elementary schools when taken as an entire group and classified according to position in the district of Barotac Nuevo, Iloilo. Perhaps, teachers and administrators work hand in hand, as reflected in the targeted outcome. As administrators, this may mean having instructional leadership, providing a safe and child-friendly

learning environment, giving technical assistance to teachers on classroom management, skills and competence, community and school partnership, and many others.

Kaplan and Norton (2005) noted that many organizations have tried to develop and adopt a variety of organizational performance measurement system that monitor and drive their improvement of specified results and communicate their vision, goals, objectives, measures, aims, and outcomes to human resources and components.

Table 5

Mean and Standard Deviation of the Level of Organizational Performance when Respondents are Taken as an Entire Group and Classified According to Position

<i>Organizational Performance</i>	<i>M</i>	<i>Description</i>	<i>SD</i>
Entire Group	4.150	very satisfactory	.115
Administrator/School Head	4.154	very satisfactory	.117
Teacher	4.149	very satisfactory	.115

Note: outstanding (4.500-5.000); very satisfactory (3.500-4.499); satisfactory (2.500-3.499); unsatisfactory (1.500-2.499); and poor (1.499 and below)

The findings of the study are consistent with the claim of Fuentes (2008) that in the learning and growth perspective in the organization, a very satisfactory performance focuses on how learning and knowledge, and human resources management are managed and cultivated to support strategic goals.

Differences in the Organizational Justice, Organizational Morale, and Organizational Performance among public elementary schools when respondents are classified according to position. The t-test results in Table 6 revealed no significant difference in the organizational justice among public elementary schools when classified according to administrators ($M = 3.95$, $SD = .99$) and teachers ($M = 4.08$, $SD = .56$) conditions; $t(190) = .98$, $p = .33$. Thus, the null hypothesis was accepted.

It can be inferred from the results of the study that the administrators and teachers had the same way of perceiving their school condition in terms of equity and fairness. Since the elementary schools did not differ significantly using the bound of organizational justice, this simply suggests that nothing was found in terms of significantly monitoring their differences. All the participants exhibited a uniform way of evaluating organizational justice in their schools. Perhaps, the distributive, procedural, and interactional elements of organizational justice subscribed to uniformity both for administrators and teachers. In other words, the administrators' perception of organizational justice was neither worse nor better than that of the teachers and vice versa. Though the administrators focused on the supervisory matters and the teachers were more inclined to classroom management and the ambit of totality. Both of them faced the same challenges relating to the quest of organizational justice set by their noble profession. This result is in consonance with the study of Yilmaz (2010). In his study of 222 secondary schools in the Kutahya province of Turkey, he found out that the participants (teachers and administrators) did not differ significantly in terms of their organizational justice across gender, branch, educational background, and position. His study is one of the few studies conducted for primary and secondary schools in Turkey that examined the organizational justice in schools (Atalay, 2005; Aydin & Karaman – Kepenekchi, 2008; Polat, 2007; Tan, 2006; Tasdan & Yilmaz, 2008; and Yilmaz & Tazdan, 2009). The findings showed that the participants' organizational justice perceptions were positive. High scale scores reflected positive organizational justice perceptions. In other studies (Atalay, 2005; Cömert et al., 2008; Polat, 2007; Polat & Celep, 2008; Tan, 2006; Yaylacı, 2004; Yılmaz & Taşdan, 2009), the same findings were acquired.

In addition, it was revealed that there is no significant difference in the organizational morale among public elementary schools when classified according to administrators ($M = 4.37$, $SD = .52$) and teachers ($M = 4.26$, $SD = .42$) conditions; $t(190) = 1.17$, $p = .24$. Therefore, the null hypothesis was accepted. Since the participants' level of organizational morale did not differ significantly, it can be inferred that regardless of position, whether as an administrator or teacher, both had a similar pattern of viewing their organizational morale. Perhaps the sentiments and aspirations felt by the participants in relation to morale succumbed to regularity or uniformity. This means that the assumption of all possibilities remains. The administrators' perception of organizational morale was neither worse nor better than the teachers and vice versa. Though the administrators are more inclined in the

managerial aspects of the school as a system, and the teachers take charge of the classroom procedures per se, but still, all of them cannot negate the feeling of being appreciated and having the voice to be heard in the actual organizational process. This is supported by Maehr, Midgley, and Urdan (1993) who stressed that people are more personally invested in their work with an organization when they have a voice in what happens to them, and their work has meaning and significance in contributing to a higher goal (Lumsden, 1998, p.2). Where morale is high in schools, the participants showed an increase in achievement. When a healthy school environment exists and teacher morale is high, teachers feel good about each other. At the same time, they feel a sense of accomplishment from their jobs (Hoy and Miskel, 1987; Lumsden, 1998). The increased stresses placed on teachers and the obstacles to self-sufficiency and creativity in the profession may combine, to make teaching a strenuous task.

Furthermore, the result also showed that there is no significant difference in the organizational performance among public elementary schools when classified according to administrators ($M = 4.15$, $SD = .12$) and teachers ($M = 4.15$, $SD = .12$) conditions; $t(190) = .17$, $p = .87$. It only implies that the null hypothesis was accepted. It can be gleaned from this finding that administrators and teachers have similar ways of contributing towards their organizational performance. For instance, the Office Performance Commitment Review Form (OPCRF) rating emphasized KRAs (Key Result Areas): (1) instructional leadership, (2) learning environment,

(3) human resource management, (4) parent's involvement and community partnership, and (5) school leadership. Since, the OPCRf reflected the school performance, administrators, and teachers work cooperatively in order to fulfill the demands set by those key result areas. This entails a two-way endeavor mutually beneficial for the good of the district of Barotac Nuevo. The participants work willfully and stand by the institution they represent. They exert effort hand-in-hand which constitutes their overall organizational performance. Thus, uniformity is established. It can be inferred also that the administrators' performance as reflected in their respective school performance was neither worse nor better than that of any other teacher. The assumption of all possibilities is perpetuated. That is why all of them did not differ significantly in terms of organizational performance. The district of Barotac Nuevo administrators and teachers had undeniably the common and shared purpose of achieving institutional goal or organizational performance. This supports the claim of Barney (2002) that any organization is based upon this principle. Teodorovic (2009) also subscribed to this claim stating that

in viewing the organizational performance (effectiveness) factors such as parental involvement, input-output, leadership, and classroom management cannot be negated.

Table 6

t-test Results for the Differences in Organizational Justice, Organizational Morale, and Organizational Performance among Public Elementary Schools when Respondents are Classified According to Position.

Category	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>	<i>p-value</i>	Remarks
Organizational Justice						
Administrators (high)	3.95	.99	190	-.98	.331	Null hypothesis is accepted.
Teachers (high)	4.08	.56				
Organizational Morale						
Administrators (high)	4.37	.52	190	1.17	.24	Null hypothesis is accepted.
Teachers (high)	4.26	.42				
Organizational Performance						
Administrators (very satisfactory)	4.15	.12	190	.17	.87	Null hypothesis is accepted.
Teachers (very satisfactory)	4.15	.12				

Note: p < .05

Predictors of organizational performance. To ascertain the predictive ability of independent variables (organizational justice, and organizational morale) on organizational performance, the standard multiple regression ($\alpha = .05$) was used. In standard multiple regression, all the independent (or predictor) variables were entered into the equation simultaneously. Each independent variable is evaluated in terms of its so-called predictive power over and above that offered by all other independent variables. Standard multiple regression is the most commonly used multiple regression analysis. This approach is used in order to set variables (Management action, Organizational Justice, and Organizational Morale) and know how much variance in a dependent variable (organizational performance) they were able to explain as a group or block. The standard multiple regression tells how much unique variance in the dependent variable each of the independent variables explained.

The results of the study as shown in table 7 showed the regression model summary, $R = .181$, $R \text{ square} = .017$, and $\text{Std. Error of Estimate} =$

.11409. Data in table 8 showed the strength of the overall model in predicting the organizational performance. Regression results revealed that there is a variance of 3.3% (R square = .033) of the organizational performance which is attributed to the independent variables (organizational justice, and organizational morale).

Table 7

Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.181a	.033	.017	.11409

a. Predictors: (Constant), Organizational Morale, Organizational Justice

Table 8

Overall Model – Predictors and the Outcome Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.083	3	.028	2.132	.098a
	Residual	2.447	188	.013		
	Total	2.530	191			

a. Predictors: (Constant), Organizational Morale, Organizational Justice

b. Dependent Variable: Organizational Performance

The results of the regression emphasized that the model (two predictors) explained 3.3% of the variance (R square = .033, $F(3, 188) = 2.132$, $p > .05$) and that the model was not a significant predictor of organizational performance, $F(3, 188) = 2.132$, $p = .098$.

Organizational justice. This variable was found not to significantly predict the organizational performance of the elementary schools in the whole municipality or district of Barotac Nuevo, ($B = -.016$, $t = .929$, $p = .354$). This result ran counter with the findings of several studies: Greenberg et. al. (2007) established that organizational justice is a significant predictor of work outcomes and behavior and it positively influences organizational commitment and trust in employees (Memduhoolm & Yildiz, 2014); Golpavar and Nadi

(2010) found that the three types of justice (distributive justice, procedural justice, and interactional justice) and their interactions predict organizational effectiveness or performance which cause the total perceived fairness among people in the working environment; Lowe & Vodaanovice (1995) found that variables such as job satisfaction, organizational commitment, normative commitment, managerial satisfaction and overall satisfaction and organizational justice dimensions (procedural and distributive) have direct and indirect relationship with organizational effectiveness; Nasurdin and Kuan (2007) stressed that distributive justice alone has a significant and positive relationship with task performance and procedural justice was found to significantly predict organizational or contextual performance; and Khan, et. al, (2010); and Devonish & Greenidge (2010) proved that organizational justice in the workplace improves performance.

Organizational morale. This variable was found not to significantly predict the organizational performance of the elementary schools in the whole municipality or district of Barotac Nuevo, ($B = .029$, $t = 1.216$, $p = .226$). This result ran counter with the findings of several studies: Dilag (1994) established that administrators were contingent leaders and fairly productive, their organizational morale was high in the schools managed by administrators and organizational morale positively correlated and seen as a predictor of the organizational performance; Linz et. al (2006) indicated a positive relationship between the expected rewards and morale among Russian employees, and the results also revealed that there was a strong positive correlation between organizational performance assessment and morale, as well as between positive work attitudes and morale; and Neely (1999) found that there was a strong relationship between morale and organizational performance or productivity.

Conclusions

In view of the findings, the following conclusions were drawn:

A high organizational justice as shown in the study, whether taken as an entire group and classified according to position, concluded that there is a spirit of fairness or equity in the district of Barotac Nuevo. It appears that teachers and administrators manifested a high level of organizational justice in the workplace. It may therefore be concluded with confidence that they are

satisfied in the organizational justice of their workplaces. Perhaps, there is fairness in the following: (1) workloads; (2) promotions and rewards/benefits; (3) work schedule; (4) job responsibilities; (5) decisions; (6) employee conflicts; (7) employee rights; (8) manners and decorum; etc. All these elements fell under the ambit of distributive, procedural, and interactional justice. This means that their sense of Organizational Justice is justified.

A high Organizational Morale as shown in the study reflects prestige in the description of school situation by the teachers and administrators. In here, they are worthy to be recognized. The Organizational Morale speaks of the way things are in school as an organization. It appears that they manifested in a high state the following organizational dimensions: (1) organizational pride; (2) performance excellence; (3) leadership/supervision; (4) teamwork/communication; (5) colleague/associate relations; (6) customer/clientele relations; (7) honesty and security; (8) training and development; and (9) innovation and change. The preponderance of the findings gives justification to the conclusion that indeed they are happy in terms of their organizational morale in the district of Barotac Nuevo.

A very satisfactory organizational performance gives highlights to the overall efforts exerted by the school in terms of the parameters set in the OPCRF for school head. This seems to conclude the idea that teachers and administrators have elicited due contribution in the very satisfactory performance of their school. It appears that in the district of Barotac Nuevo, a very satisfactory rating is an achievement that is a single step away towards outstanding rating, the highest in the adjectival rating.

Perhaps, teachers and administrators work hand in hand, as reflected in the targeted outcome. As administrators, perhaps this may mean having instructional leadership, providing a safe and child-friendly learning environment, giving technical assistance to teachers on classroom management, skills and competence, community and school partnership, and many others. It can be concluded that as a whole, the school organization in the district of Barotac Nuevo performed well.

The findings of the study stressed that the respondents' level of organizational justice among public elementary schools did not differ significantly when classified according to position. This concluded the idea that administrators and teachers have similar way of evaluating their school situation based on the parameter of organizational justice. Perhaps the administrators are faced with the same challenge felt by the teachers relating to organizational justice. For instance, the administrators may foresee that

their workloads are fair or their level of pay is also fair. The same situation is evaluated by the teachers. This may conclude that teachers and administrators have undergone the same plight taking into the account the sense of equity in the workplace. The respondents' classification could not significantly influence their perception of organizational justice.

Based on the findings, the respondents' level of organizational morale among public elementary schools did not differ significantly when classified according to position. It may therefore be concluded that one's classification (whether an administrator or teacher) could not significantly influence his or her perception of the organizational morale. Moreover, teachers and administrators have similar way of viewing organizational morale in school. Administrators felt the same sentiments as what their teachers felt with regard to perceiving the "way things are" (morale) in school as an organization.

Teachers and administrators work hand in hand in order to attain their targeted outcomes. Though OPCRF is for the school head or administrator, the elements found in the said instrument calls for the merger of teachers and school heads in accomplishing a task. The administrator needs the teachers and the teachers need the school heads and vice versa. Thus, the respondents' level of organizational performance among public elementary schools did not differ significantly when classified according to administrators and teachers. This may lead to the conclusion that the respondents' classification could not be a significant factor in influencing their perception of their organizational performance. Teachers and administrators have similarities in contributing to the overall performance of schools.

The organizational justice and organizational morale did not significantly predict organizational performance. This explains that justice and morale are comparative in nature; it depends on the specific context the study being implemented is focused on. Perhaps one study stressed the beauty of organizational justice and morale in predicting the positive outcome while other studies negate this claim.

Recommendations

Based on the aforementioned findings and conclusions, the following recommendations are presented:

For organizational justice. The high organizational justice among elementary schools indicated that teachers and administrators and the entire

organization tend to manifest a high degree of fairness and equity in the workplace. The daily contact of the superiors and the subordinates seems to prove the notion that indeed in the district of Barotac Nuevo, there is justice in terms of distributive, interactional, and procedural dealings in the organization. However, there is still a room for more improvement, particularly in attaining the most sought after level of very high. Precisely, the bottom-line of the study is to be in the superior rate. It is recommended that the school administrators including the district supervisor should devise a plan of action, perhaps team building activities that specify and address issues on how to foster more organizational justice in the workplace. It is recommended that there should be fair scheme in terms of promotion, rewards, and recognition in the workplace.

For organizational morale. Achieving a high morale level meant that employees are satisfied in their workplace. It is recommended that administrators should strengthen this level by being consistent in the areas of organizational pride, performance excellence, teamwork, supervision, colleague relations, clientele relations, honesty or security, training and development, and innovation. These areas are very critical in the survival of the school as an organization. Perhaps lectures, leap sessions, service learning activities, rest and recreation mechanisms, and teambuilding processes are encouraged.

For organizational performance. The OPCRF instrument in the study revealed a very satisfactory mark. However, since the performance indicators in the said instrument focused on quality, efficiency, and timeliness, it is a must for the administrators to have a due mechanism on how to further improve their organizational performance. Areas of instructional leadership, learning environment, human resources development, parents and community partnership, and school leadership are very critical. In addition, since quality education is the main target of the educational system, school administrators and teachers should work hand in hand. School administrators should see to it that their teachers are upgraded and well-informed of the latest trends in pedagogy and succumb to the beauty of lifelong learning. They are suggested to observe and rate their teachers' performance conscientiously. An objective and close supervision with regard to their teachers is recommended. The notion of good mentoring is then encouraged. The district supervisors are also suggested to monitor and supervise their school heads religiously, most especially in the areas of finance (Maintenance and Other Operating Expenses, Feeding Program, etc.), supervision, and NAT performance. It is

recommended that school administrators should have regular classroom visits, announced or not announced. In doing so, teachers are evaluated objectively and may be helped out in improving their performance.

Dessimination of Results. It is recommended that the elementary teachers, school administrators, and the district supervisor of the district of Barotac Nuevo should be provided copies of the results.

Through the results, they may be informed about their organizational justice, morale, and performance. In some way, they could be informed of their strengths and weaknesses.

Furthermore, it is also recommended that teachers and administrators may provide holistic learning experiences and pedagogies for their elementary pupils relying in the beauty of fairness, morale, performance.

For policy makers. The Department of Education should provide areas for the teachers and administrators to harness their talents and knowledge, promote career development, and increase the salaries of the meager teachers. It is also recommended that an updated INSET (In Service Training) may be made available at least three times a year covering the holistic aspects of a true – learning and administrative situations.

For research. To further validate the findings of the study, the researcher recommends the replication of the present research among the different public elementary schools in other municipalities in the province of Iloilo or even the teachers and administrators of the secondary and tertiary schools. Eventually, the true milieu of organizational justice, morale, and performance of schools may be determined.

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